

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

# spinach



## Student Champions

**English Language Arts**

**Strand:** Writing

**Category:** Text 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., because, and, also) 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 Grade Five	CCSS.ELA-LITERACY.W.4.1 CCSS.ELA-LITERACY.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Grade Six	CCSS.ELA-LITERACY.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
Grade Seven Grade Eight	CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Literature Links

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Reading anchor standards #1 and #2	<b>CCSS.ELA-LITERACY.CCRA.R.1</b> <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> <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> With prompting and support, ask and answer questions about key details in a text.	<b>CCSS.ELA-LITERACY.RL.K.2</b> With prompting and support, retell familiar stories, including key details.
Grade One	<b>CCSS.ELA-LITERACY.RI.1.1</b> Ask and answer questions about key details in a text.	<b>CCSS.ELA-LITERACY.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade Two	<b>CCSS.ELA-LITERACY.RI.2.1</b> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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 INFORMATION TEXTS	COLUMN B FICTION TEXTS
Grade Seven	<b>CCSS.ELA-LITERACY.RI.7.1</b> 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> 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> 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> 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> 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> 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> 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> 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 Spinach: Taste Testing

### Science

Next Generation Science Standards

### Science and Engineering Practice #3:

Planing 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 Adventurous Activities

### 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.

## Adventurous Activities

### English Language Arts

**Strand:** Speaking & Listening

**Category:** Presentation of Knowledge and Ideas

**Anchor Standards #4: CCSS.ELA-LITERACY.CCRA.SL.4**  
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Anchor Standards #5: CCSS.ELA-LITERACY.CCRA.SL.5**  
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Grade One	CCSS.ELA-LITERACY.SL.1.4	Conduct short research projects that build knowledge about a topic.
	CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Grade Two	CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	CCSS.ELA-LITERACY.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Grade Three	CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	CCSS.ELA-LITERACY.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Grade Four	CCSS.ELA-LITERACY.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	CCSS.ELA-LITERACY.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Grade Five	CCSS.ELA-LITERACY.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	CCSS.ELA-LITERACY.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Adventurous Activities, continued

GRADES	STANDARD CODES	STANDARD TEXTS
Grade Six	CCSS.ELA-LITERACY.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	CCSS.ELA-LITERACY.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Grade Seven	CCSS.ELA-LITERACY.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	CCSS.ELA-LITERACY.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Grade Eight	CCSS.ELA-LITERACY.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Grade Band 9-10	CCSS.ELA-LITERACY.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grade Band 11-12	CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.