

The Michigan Harvest of the Month™ featured fruit is

tomatoes



School Garden: Tomatoes Galore

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.

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 <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.
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.

Literature Links continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Grade Seven	<p>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.</p>	<p>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.</p>
Grade Eight	<p>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.</p>	<p>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.</p>
Grade Band 9-10	<p>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.</p>	<p>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.</p>
Grade Band 11-12	<p>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.</p>	<p>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.</p>

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.
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.

Exploring Michigan Tomatoes: Taste Testing

Science

Next Generation Science Standards

Science and Engineering Practice #7:

Engaging in Argument from Evidence

GRADES	PRACTICE IDENTIFIERS	PRACTICE TEXTS
Grades K-2	NGSS Practice 4: K-2 application	Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument.
Grades 3-5	NGSS Practice 4: 3-5 application	Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions.
Grades 6-8	NGSS Practice 4: 6-8 application	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
Grades 9-12	NGSS Practice 4: 9-12 application	Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence, challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining additional information required to resolve contradictions.

How Much Do I Need?

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



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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.