

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
GRADE 1																		
Word Recognition and Word Study																		
R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.						X						X				X		X
R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.						X		X				X				X		X
R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.						X		X				X				X		X
R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i> .						X		X				X				X		X
R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.						X		X				X				X		X
R.WS.01.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.						X		X				X				X		X
R.WS.01.07 use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.						X		X				X				X		X
R.WS.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.								X				X				X		X

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
<p>R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>								X										X
<p>Metacognition</p>																		
<p>R.MT.01.01 self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.</p>																X		X
<p>R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.</p>								X								X		X
<p>R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.</p>																		X
<p>Reading Attitude</p>																		
<p>R.AT.01.01 be enthusiastic about reading and learning how to read.</p>								X										X
<p>R.AT.01.02 do substantial reading and writing on their own during free time in school and at home.</p>								X										X
<p>Writing Genre</p>																		
<p>W.GN.01.03 write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.</p>		X		X				X										
<p>W.GN.01.04 use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.</p>								X								X		

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where	
<p>R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>																			X
<p>Metacognition</p>																			
<p>R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.</p>										X									X
<p>Critical Standards</p>																			
<p>W.GN.01.02 approximate poetry based on reading a wide variety of grade-appropriate poetry.</p>																			X
<p>W.GN.01.03 write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.</p>										X									
<p>Conventions</p>																			
<p>S.CN.01.01 use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).</p>															X				

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
<p>S.CN.01.02 explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.</p>										X					X			
<p>S.CN.01.03 speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.</p>															X			
<p>S.CN.01.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>															X			
<p>S.CN.01.05 understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.</p>															X			
<p>Discourse</p>																		
<p>S.DS.01.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.</p>										X					X			
<p>S.DS.01.02 tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.</p>															X			
<p>S.DS.01.03 respond to multiple text types by reflecting, making meaning, and making connections.</p>															X			

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
<p>S.DS.01.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.</p>															X			
<p>Conventions</p>																		
<p>L.CN.01.01 understand, restate and follow two-step directions.</p>															X			
<p>L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.</p>															X			
<p>L.CN.01.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.</p>															X			
<p>L.CN.01.04 understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</p>															X			
<p>L.CN.01.05 begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.</p>															X			
<p>Response</p>																		
<p>L.RP.01.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>															X			

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	55. Planning the Ideal Community	56. We Can Work It Out	57. Democracy in Action	58. There Ought to Be a Law	59. Power of Print	60. Publicize It!	61. The Closer You Look	62. To Be a Tree	63. Tree Factory	64. Looking at Leaves	65. Bursting Buds	66. Germinating Giants	67. How Big Is Your Tree?	68. Name that Tree	69. Forest for the Trees	70. Soil Stories	71. Watch on Wetlands	72. Air We Breathe
GRADE 1																		
Word Recognition and Word Study																		
R.WS.01.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	X							X	X	X						X		
R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.								X										
Metacognition																		
R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.								X										
Discourse																		
S.DS.01.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.	X																	
Conventions																		
L.CN.01.01 understand, restate and follow two-step directions.	X						X	X	X	X	X		X			X		
L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.	X										X					X		

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	73. Waste Watchers	74. People, Places, Things	75. Tipi Talk	76. Tree Cookies	77. Trees in Trouble	78. Signs of Fall	79. Tree Lifecycle	80. Nothing Succeeds Like Succession	81. Living with Fire	82. Resource-Go-Round	83. A Peek at Packaging	84. The Global Climate	85. In the Driver’s Seat	86. Our Changing World	87. Earth Manners	88. Life on the Edge	89. Trees for Many Reasons	90. Native Ways
GRADE 1																		
Word Recognition and Word Study																		
<p>R.WS.01.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>		X				X	X							X				
Narrative Text																		
<p>R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p>															X			
<p>R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).</p>															X			
Informational Text																		
<p>R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.</p>							X											
<p>R.IT.01.02 discuss informational text patterns including descriptive, sequential, and enumerative.</p>							X											
<p>R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.</p>							X											
<p>R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>							X											
Comprehension																		
<p>R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p>															X			

Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – English/Language Arts X = Addresses/Supports	91. In The Good Old Days	92. A Look at Lifestyles	93. Paper Civilizations	94. By The Rivers of Babylon	95. Did You Notice?	96. Improve Your Place
GRADE 1						
Comprehension						
R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.					X	
Metacognition						
R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.					X	
Critical Standards						
W.GN.01.04 use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.					X	
Writing Process						
W.PR.01.01 with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.					X	
Discourse						
S.DS.01.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.					X	
Conventions						
L.CN.01.01 understand, restate and follow two-step directions.					X	