

Michigan Project Learning Tree PreK-8 Guide

Michigan Grade Level Content Expectations – English/Language Arts

X = Addresses/Supports

	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 2																		
Word Recognition and Word Study																		
R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.								X								X		X
R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.								X								X		X
R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.								X								X		X
R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: lettersound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh</i> , <i>ph</i> , irregular vowels <i>ei</i> , <i>ie</i> , <i>ea</i> , <i>ue</i> .								X								X		X
R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.								X								X		X
R.WS.02.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.								X								X		
R.WS.02.07 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.								X								X		X
R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.								X								X		X

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<p>S.DS.02.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>						X												
<p>Conventions</p>																		
<p>L.CN.02.02 ask appropriate questions for clarification and understanding during a presentation or report.</p>						X												

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<p>GRADE 2</p>																		
<p>Writing Genre</p>																		
<p>W.GN.02.02 approximate poetry based on reading a wide variety of gradeappropriate poetry.</p>																		X
<p>W.GN.02.03 write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.</p>										X								

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Writing Process																		
<p>W.PR.02.02 develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</p>										X								
Conventions																		
<p>S.CN.02.02 explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.</p>			X												X			X
<p>S.CN.02.03 speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.</p>			X												X			X
<p>S.CN.02.04 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												X			X
Discourse																		
<p>S.DS.02.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.</p>										X					X			X
<p>S.DS.02.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>															X			
Conventions																		
<p>L.CN.02.01 understand, restate and follow three- and four-step directions.</p>															X			
<p>L.CN.02.02 ask appropriate questions for clarification and understanding during a presentation or report.</p>															X			

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	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 2																		
Narrative Text																		
R.NT.02.03 identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.															X		X	
R.NT.02.04 identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.																	X	
R.NT.02.05 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.															X		X	
Comprehension																		
R.CM.02.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.															X		X	
R.CM.02.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.															X			
R.CM.02.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.															X			
Discourse																		
S.DS.02.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.		X													X		X	

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Conventions																		
<p>L.CN.02.02 ask appropriate questions for clarification and understanding during a presentation or report.</p>		X																
<p>L.CN.02.03 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 peers and respond on topic adding a connected idea.</p>		X												X				
<p>L.CN.02.04 understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</p>																	X	
Response																		
<p>L.RP.02.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>																	X	

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GRADE 2						
Discourse						
S.DS.02.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.					X	
S.DS.02.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.					X	