





# 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
<b>R.MT.00.01</b> self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.																X		X
<b>R.MT.00.02</b> construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g., first, second, and third person) and sorting and ordering information.																		X
<b>Critical Standards</b>																		
<b>R.CS.00.01</b> recognize how to assess personal writing and the writing of others with teacher supervision.																		
<b>Reading Attitude</b>																		
<b>R.AT.00.01</b> become enthusiastic about reading and learning how to read.																X		X
<b>R.AT.00.02</b> choose books, book activities, word play, and writing on their own during free time in school and at home.																X		X
<b>Writing Genre</b>																		
<b>W.GN.00.01</b> write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.		X																
<b>W.GN.00.03</b> write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.		X		X														
<b>Spelling</b>																		
<b>W.SP.00.01</b> in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.																X		
<b>W.SP.00.02</b> in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).																X		
<b>Handwriting</b>																		
<b>W.HW.00.01</b> form upper and lowercase manuscript letters.																X		



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## Michigan Grade Level Content Expectations – Science

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
<b>Conventions</b>																		
<b>L.CN.00.01</b> understand and follow one- and two-step directions.	X	X	X	X		X						X				X		X
<b>L.CN.00.02</b> ask appropriate questions during a presentation or report.																X		X
<b>L.CN.00.03</b> 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 each other, interact, and respond appropriately.	X		X			X										X		X
<b>L.CN.00.04</b> begin to evaluate messages they experience, learning to differentiate between sender and receiver.												X				X		X
<b>Response</b>																		
<b>L.RP.00.01</b> listen to or view knowledgeably and discuss a variety of genre.																		X
<b>L.RP.00.02</b> listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.																		X
<b>L.RP.00.03</b> respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.																X		X







<p><b>Michigan Project Learning Tree PreK-8 Guide</b></p> <p><b>Michigan Grade Level Content Expectations – English/Language Arts</b></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
<p><b>R.WS.00.02</b> recognize that words are composed of sounds blended together and carry meaning.</p>	X																	
<p><b>R.WS.00.03</b> understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p>	X																	
<p><b>R.WS.00.04</b> use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</p>	X																	
<p><b>R.WS.00.05</b> automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.</p>	X																	
<p><b>R.WS.00.06</b> make progress in automatically recognizing a few of the 220 Dolch basic sight words.</p>	X																	
<p><b>R.WS.00.07</b> follow familiar written text while pointing to matching words.</p>	X																	
<p><b>Vocabulary</b></p>																		
<p><b>R.WS.00.10</b> in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.</p>	X							X	X	X						X		
<p><b>Conventions</b></p>																		
<p><b>S.CN.00.01</b> explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p>	X						X									X		
<p><b>Discourse</b></p>																		
<p><b>S.DS.00.01</b> engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.</p>	X						X									X		
<p><b>Conventions</b></p>																		
<p><b>L.CN.00.01</b> understand and follow one- and two-step directions.</p>	X						X	X	X	X	X		X			X		



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	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
<b>GRADE Kindergarten</b>						
<b>Conventions</b>						
<b>L.CN.00.01</b> understand and follow one- and two-step directions.					X	
<b>L.CN.00.02</b> ask appropriate questions during a presentation or report.					X	