Girl Scouts Journeys
Content Unit Report

Grades: K, 1
States: Michigan Curriculum Standards

Daisy Flower Garden
Summary: WELCOME TO THE DAISY FLOWER GARDEN In this journey for kindergarteners and first-graders, a favorite pastime--gardening--meets the Girl Scout Law. The result is a storybook world of flowers and little girls who, together, do great things. (978-0-88441-709-5)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: **K** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Phonics
GRADE LEVEL EXPECTATION	R.WS.00.04.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.00.08.	Students will narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.00.10.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.00.01.	Students will become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.
GRADE LEVEL EXPECTATION	R.NT.00.02.	Students will identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.
GRADE LEVEL EXPECTATION	R.NT.00.05.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or

		writing to reflect, make meaning, and make connections.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.00.01.	Students will identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.
GRADE LEVEL EXPECTATION	R.IT.00.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.00.01.	Students will begin to 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.
GRADE LEVEL EXPECTATION	R.CM.00.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.00.01.	Students will become enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.00.02.	Students will choose books, book activities, word play, and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.00.01.	Students will write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.
GRADE LEVEL EXPECTATION	W.GN.00.03.	Students will write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.00.03.	Students will draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.

STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.6.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.00.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.00.01.	Students will 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.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.00.01.	Students will 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.
GRADE LEVEL EXPECTATION	S.DS.00.03.	Students will respond to multiple text types by reflecting, making meaning, and making connections.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.00.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.00.02.	Students will listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	L.RP.00.03.	Students will 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.

Grade: **1** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition

GRADE LEVEL EXPECTATION	R.WS.01.07.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.01.08.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.01.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.01.10.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.01.01.	Students will recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.01.05.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.01.01.	Students will 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.
GRADE LEVEL EXPECTATION	R.IT.01.04.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.01.01.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.01.02.	Students will retell in sequence up to three important ideas and details of familiar simple oral and written text.
GRADE LEVEL EXPECTATION	R.CM.01.03.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.01.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.01.02.	Students will 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.
GRADE LEVEL EXPECTATION	R.MT.01.03.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.01.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.01.02.	Students will do substantial reading and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.01.01.	Students will write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.
GRADE LEVEL EXPECTATION	W.GN.01.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude

GRADE LEVEL EXPECTATION	W.AT.01.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.01.02.	Students will 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.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.01.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.01.03.	Students will respond to multiple text types by reflecting, making meaning, and making connections.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.01.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.01.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.01.03.	Students will 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.

Grade: **K** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems

		through reasoning and observation.
EXPECTATION	S.IP.00.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.00.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.00.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.00.14.	Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.
EXPECTATION	S.RS.00.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
STRAND / STANDARD CATEGORY	MI.L.	Life Science
STANDARD	L.OL.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/ energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell

		growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
GRADE LEVEL EXPECTATION	L.OL.E.1.	Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
EXPECTATION	L.OL.00.11.	Identify that living things have basic needs.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.SE.	Solid Earth: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.
GRADE LEVEL EXPECTATION	E.SE.E.1.	Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
EXPECTATION	E.SE.00.11.	Identify Earth materials (air, water, soil) that are used to grow plants.

Grade: **1** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.01.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.01.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA:	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.01.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.01.14.	Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.
EXPECTATION	S.RS.01.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
STRAND / STANDARD CATEGORY	MI.P.	Physical Science
STANDARD	P.PM.	Properties of Matter: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.
GRADE LEVEL EXPECTATION	P.PM.E.1.	Physical Properties- All objects and substances have physical properties that can be measured.
EXPECTATION	P.PM.01.11.	Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.
STRAND / STANDARD CATEGORY	MI.L.	Life Science
STANDARD	L.OL.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and

		animals have a definite life cycle, body parts, and systems to perform specific life functions.
GRADE LEVEL EXPECTATION	L.OL.E.1.	Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
EXPECTATION	L.OL.01.13.	Identify the needs of animals.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.ES.	Earth Systems: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.
GRADE LEVEL EXPECTATION	E.ES.E.1.	Solar Energy- The sun warms the land, air and water and helps plants grow.
EXPECTATION	E.ES.01.12.	Demonstrate the importance of sunlight and warmth in plant growth.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.SE.	Solid Earth: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.
GRADE LEVEL EXPECTATION	E.SE.E.1.	Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
EXPECTATION	E.SE.01.12.	Describe how Earth materials contribute to the growth of plant and animal life.

Daisy Flower Garden -
Summary: WELCOME TO THE DAISY FLOWER GARDEN: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-710-1)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: **K** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Phonics
GRADE LEVEL EXPECTATION	R.WS.00.04.	Students will 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.

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.00.08.	Students will narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.00.10.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.00.01.	Students will become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.
GRADE LEVEL EXPECTATION	R.NT.00.02.	Students will identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.
GRADE LEVEL EXPECTATION	R.NT.00.05.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.00.01.	Students will identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.
GRADE LEVEL EXPECTATION	R.IT.00.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.00.01.	Students will begin to 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.

GRADE LEVEL EXPECTATION	R.CM.00.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.00.01.	Students will become enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.00.02.	Students will choose books, book activities, word play, and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.00.01.	Students will write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.
GRADE LEVEL EXPECTATION	W.GN.00.03.	Students will write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.00.03.	Students will draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.6.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.00.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.00.01.	Students will 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.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.00.01.	Students will 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.
GRADE LEVEL EXPECTATION	S.DS.00.03.	Students will respond to multiple text types by reflecting, making meaning, and making connections.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.00.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.00.02.	Students will listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	L.RP.00.03.	Students will 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.

Grade: **1** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.01.07.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.01.08.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.01.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.01.10.	Students will 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.
	MI.R.	Reading

STRAND / STANDARD CATEGORY		
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.01.01.	Students will recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.01.05.	Students will 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.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.01.01.	Students will 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.
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STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.01.01.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.01.02.	Students will retell in sequence up to three important ideas and details of familiar simple oral and written text.
GRADE LEVEL EXPECTATION	R.CM.01.03.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.01.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.01.02.	Students will 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.

GRADE LEVEL EXPECTATION	R.MT.01.03.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.01.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.01.02.	Students will do substantial reading and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.01.01.	Students will write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.
GRADE LEVEL EXPECTATION	W.GN.01.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.01.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.01.02.	Students will 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.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.01.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.01.03.	

		Students will respond to multiple text types by reflecting, making meaning, and making connections.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.01.03.	Students will 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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.01.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.01.03.	Students will 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.

Grade: **K** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.00.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.00.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.00.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.00.14.	Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
	MI.S.	Science Processes

STRAND / STANDARD CATEGORY		
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.
EXPECTATION	S.RS.00.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
STRAND / STANDARD CATEGORY	MI.L.	Life Science
STANDARD	L.OL.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/ energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
GRADE LEVEL EXPECTATION	L.OL.E.1.	Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
EXPECTATION	L.OL.00.11.	Identify that living things have basic needs.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.SE.	Solid Earth: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.
GRADE LEVEL EXPECTATION	E.SE.E.1.	Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of

		the atmosphere. Some Earth materials have properties which sustain plant and animal life.
EXPECTATION	E.SE.00.11.	Identify Earth materials (air, water, soil) that are used to grow plants.

Grade: **1** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.01.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.01.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA:	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.01.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.01.14.	Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.
EXPECTATION	S.RS.01.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

STRAND / STANDARD CATEGORY	MI.P.	Physical Science
STANDARD	P.PM.	Properties of Matter: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.
GRADE LEVEL EXPECTATION	P.PM.E.1.	Physical Properties- All objects and substances have physical properties that can be measured.
EXPECTATION	P.PM.01.11.	Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.
STRAND / STANDARD CATEGORY	MI.L.	Life Science
STANDARD	L.OL.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
GRADE LEVEL EXPECTATION	L.OL.E.1.	Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
EXPECTATION	L.OL.01.13.	Identify the needs of animals.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.ES.	Earth Systems: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.
GRADE LEVEL EXPECTATION	E.ES.E.1.	Solar Energy- The sun warms the land, air and water and helps plants grow.

EXPECTATION	E.ES.01.12.	Demonstrate the importance of sunlight and warmth in plant growth.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.SE.	Solid Earth: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.
GRADE LEVEL EXPECTATION	E.SE.E.1.	Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.
EXPECTATION	E.SE.01.12.	Describe how Earth materials contribute to the growth of plant and animal life.