Girl Scouts Journeys
Content Unit Report

Grades: 4, 5
States: Michigan Curriculum Standards

Agent of Change
Summary: AGENT OF CHANGE Power! In this journey, for fourth- and fifth-graders, there's a whole spiral of it waiting for Girl Scout Juniors. This powerful journey is filled with ceremonies and circles, real-life heroines, and special new characters, including the fashion-savvy spider named Dez. Along the way, girls learn how their own power combines into team power and then moves out to become community power. (978-0-88441-713-2)

Michigan Curriculum Standards

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

Grade: **4** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.04.01.	Students will explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.04.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.04.05.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.04.06.	Students will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.04.07.	Students will in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.04.02.	Students will identify and describe the structure, elements, and purpose of a variety of narrative genre

		including poetry, myths, legends, fantasy, and adventure.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.04.01.	Students will identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.04.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.04.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.04.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.04.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.04.04.	Students will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude

GRADE LEVEL EXPECTATION	W.AT.04.01.	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.04.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.04.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.04.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.04.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
GRADE LEVEL EXPECTATION	L.CN.04.04.	Students will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.04.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.04.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.
GRADE LEVEL EXPECTATION	L.RP.04.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

Grade: **5** - Adopted **2006**

	MI.R.	Reading

STRAND / STANDARD CATEGORY		
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.05.01.	Students will explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.05.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.05.05.	Students will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.05.06.	Students will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.05.07.	Students will in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.05.01.	Students will analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.05.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.05.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written

		responses.
GRADE LEVEL EXPECTATION	R.CM.05.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.05.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.05.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.05.04.	Students will use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.05.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.05.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.05.03.	Students will respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions

GRADE LEVEL EXPECTATION	L.CN.05.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
GRADE LEVEL EXPECTATION	L.CN.05.03.	Students will listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.
GRADE LEVEL EXPECTATION	L.CN.05.04.	Students will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.05.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.05.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.
GRADE LEVEL EXPECTATION	L.RP.05.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).
GRADE LEVEL EXPECTATION	L.RP.05.05.	Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Grade: **4** - 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.04.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.04.13.	Plan and conduct simple and fair 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.04.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.04.13.	Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.04.14.	Develop research strategies and skills for information gathering and problem solving.
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.04.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.04.15.	Use evidence when communicating scientific ideas.
EXPECTATION	S.RS.04.18.	Describe the effect humans and other organisms have on the balance of the natural world.
EXPECTATION	S.RS.04.19.	Describe how people have contributed to science throughout history and across cultures.
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 animal 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.04.15.	Determine that plants require air, water, light, and a source of energy and building material for growth and repair.

Grade: **5** - 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.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.05.12.	Design and conduct scientific investigations.
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.M.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.05.13.	Identify the need for evidence in making scientific decisions.
EXPECTATION	S.RS.05.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.05.17.	Describe the effect humans and other organisms have on the balance in the natural world.
EXPECTATION	S.RS.05.19.	Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Agent of Change -
Summary: AGENT OF CHANGE: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-714-9)

Michigan Curriculum Standards

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

Grade: **4** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.04.01.	Students will explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.04.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.04.05.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.04.06.	Students will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.04.07.	Students will in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.04.02.	Students will identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.04.01.	Students will identify and describe the structure, elements, features, and purpose of a variety of

		informational genre including autobiography/biography, personal essay, almanac, and newspaper.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.04.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.04.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.04.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.04.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.04.04.	Students will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.04.01.	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.04.02.	Students will adjust their use of language to communicate effectively with a variety of audiences

		and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.04.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.04.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.04.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
GRADE LEVEL EXPECTATION	L.CN.04.04.	Students will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.04.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.04.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.
GRADE LEVEL EXPECTATION	L.RP.04.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

Grade: **5** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.05.01.	Students will explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

GRADE LEVEL EXPECTATION	R.WS.05.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.05.05.	Students will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.05.06.	Students will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.05.07.	Students will in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.05.01.	Students will analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.05.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.05.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.05.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition

GRADE LEVEL EXPECTATION	R.MT.05.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.05.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.05.04.	Students will use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.05.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.05.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.05.03.	Students will respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.05.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
GRADE LEVEL EXPECTATION	L.CN.05.03.	Students will listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

GRADE LEVEL EXPECTATION	L.CN.05.04.	Students will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.05.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.05.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.
GRADE LEVEL EXPECTATION	L.RP.05.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).
GRADE LEVEL EXPECTATION	L.RP.05.05.	Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Grade: **4** - 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.04.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.04.13.	Plan and conduct simple and fair 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.04.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.04.13.	

		Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.04.14.	Develop research strategies and skills for information gathering and problem solving.
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.04.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.04.15.	Use evidence when communicating scientific ideas.
EXPECTATION	S.RS.04.18.	Describe the effect humans and other organisms have on the balance of the natural world.
EXPECTATION	S.RS.04.19.	Describe how people have contributed to science throughout history and across cultures.
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 animal 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.04.15.	Determine that plants require air, water, light, and a source of energy and building material for growth and repair.

Grade: **5** - 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.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.05.12.	Design and conduct scientific investigations.
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.M.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.05.13.	Identify the need for evidence in making scientific decisions.
EXPECTATION	S.RS.05.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.05.17.	Describe the effect humans and other organisms have on the balance in the natural world.
EXPECTATION	S.RS.05.19.	Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.