Girl Scouts Journeys
Content Unit Report

Grades: 2, 3
States: Michigan Curriculum Standards

WOW! Wonders of Water
Summary: WOW! WONDERS OF WATER This journey for second- and third-graders follows friends Alejandra, Campbell, Jamilla, and Brownie Elf as they enjoy some amazing wonders of water. Girls will learn about the endless water cycle and have a good time making their own rainbows as they explore our precious resource of water. They'll meet inspiring women working for water, learn Girl Scout history, and, as a team, come to understand that WOW also stands for Ways of Working. They reach out to their community as they advocate for other people to get involved in protecting water, too! (978-0-88441-732-3)

Michigan Curriculum Standards

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

Grade: **2** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.02.08.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	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.02.05.	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.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.03.	Students will explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.
GRADE LEVEL EXPECTATION	R.IT.02.04.	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.02.01.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.02.03.	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.02.04.	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.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), 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.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	

		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.02.01.	Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
GRADE LEVEL EXPECTATION	W.GN.02.04.	Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.02.01.	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.02.02.	Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.02.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.02.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.02.03.	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 peers and respond on topic adding a connected idea.
	MI.L.	Listening and Viewing

STRAND / STANDARD CATEGORY		
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

Grade: **3** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	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.03.02.	Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

GRADE LEVEL EXPECTATION	R.CM.03.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	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.03.03.	Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
GRADE LEVEL EXPECTATION	W.GN.03.04.	Students will use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.03.01.	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.03.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.03.01.	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.03.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing

STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.03.01.	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.03.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
GRADE LEVEL EXPECTATION	L.RP.03.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

Grade: **2** - 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.02.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.02.13.	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.02.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.02.14.	Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
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.02.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.02.15.	Use evidence when communicating scientific ideas.
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.02.12.	Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, 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.02.14.	Identify the needs of plants.
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.2.	Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
EXPECTATION	E.SE.02.21.	Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills). Fluid Earth
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.FE.	Fluid Earth: Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.
GRADE LEVEL EXPECTATION	E.FE.E.1.	Water- Water is a natural resource and is found under the ground, on the surface of the earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.
EXPECTATION	E.FE.02.11.	Identify water sources (wells, springs, lakes, rivers, oceans).
EXPECTATION	E.FE.02.12.	Identify household uses of water (drinking, cleaning, food preparation).
EXPECTATION	E.FE.02.13.	Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans).
EXPECTATION	E.FE.02.14.	Describe the properties (hard, visible, freezing, ice) of water as a solid (ice, snow, iceberg, sleet, hail).
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.FE.	Fluid Earth: Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and

		gas. Understand how water on Earth moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.
GRADE LEVEL EXPECTATION	E.FE.E.2.	Water Movement- Water moves in predictable patterns.
EXPECTATION	E.FE.02.21.	Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.
EXPECTATION	E.FE.02.22.	Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

Grade: **3** - 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.03.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.03.13.	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.03.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.03.13.	Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.03.14.	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.03.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.03.15.	Use evidence when communicating scientific ideas.
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.4.	Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.
EXPECTATION	E.ES.03.41.	Identify natural resources (metals, fuels, fresh water, farmland, and forests).
EXPECTATION	E.ES.03.43.	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
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.5.	Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.
EXPECTATION	E.ES.03.51.	Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).

WOW! Wonders of Water -
Summary: WOW! WONDERS OF WATER: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-738-5)

Michigan Curriculum Standards

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

Grade: **2** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.02.08.	Students will 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.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	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.02.05.	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.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.03.	Students will explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

GRADE LEVEL EXPECTATION	R.IT.02.04.	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.02.01.	Students will 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.
GRADE LEVEL EXPECTATION	R.CM.02.03.	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.02.04.	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.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), 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.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	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.02.01.	Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
GRADE LEVEL EXPECTATION	W.GN.02.04.	Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.

STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.02.01.	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.02.02.	Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
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STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.02.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.02.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.02.03.	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 peers 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.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

Grade: **3** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words

		encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	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.03.02.	Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
GRADE LEVEL EXPECTATION	R.CM.03.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	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.03.03.	Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast,

		cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
GRADE LEVEL EXPECTATION	W.GN.03.04.	Students will use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.03.01.	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.03.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.03.01.	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.03.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	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.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.03.01.	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.03.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

GRADE LEVEL EXPECTATION	L.RP.03.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

Grade: **2** - 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.02.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.02.13.	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.02.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.02.14.	Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
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.02.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

EXPECTATION	S.RS.02.15.	Use evidence when communicating scientific ideas.
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.02.12.	Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, 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.02.14.	Identify the needs of plants.
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.2.	Surface Changes- The surface of Earth changes. Some

		changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
EXPECTATION	E.SE.02.21.	Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills). Fluid Earth
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.FE.	Fluid Earth: Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.
GRADE LEVEL EXPECTATION	E.FE.E.1.	Water- Water is a natural resource and is found under the ground, on the surface of the earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.
EXPECTATION	E.FE.02.11.	Identify water sources (wells, springs, lakes, rivers, oceans).
EXPECTATION	E.FE.02.12.	Identify household uses of water (drinking, cleaning, food preparation).
EXPECTATION	E.FE.02.13.	Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans).
EXPECTATION	E.FE.02.14.	Describe the properties (hard, visible, freezing, ice) of water as a solid (ice, snow, iceberg, sleet, hail).
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.FE.	Fluid Earth: Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.
GRADE LEVEL EXPECTATION	E.FE.E.2.	Water Movement- Water moves in predictable patterns.
EXPECTATION	E.FE.02.21.	Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.
EXPECTATION	E.FE.02.22.	Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

Grade: **3** - 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.03.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.03.13.	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.03.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.03.13.	Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.03.14.	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.03.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.03.15.	Use evidence when communicating scientific ideas.
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.4.	Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.
EXPECTATION	E.ES.03.41.	Identify natural resources (metals, fuels, fresh water, farmland, and forests).
EXPECTATION	E.ES.03.43.	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
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.5.	Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.
EXPECTATION	E.ES.03.51.	Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).