Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
GRADE Kindergarten																		
Word Recognition and Word Study																		
R.WS.00.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.																X		
R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.																X		
R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.																X		
R.WS.00.04 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.																X		
R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.																X		
R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.																X		
R.WS.00.07 follow familiar written text while pointing to matching words.																X		
R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).																X		
R.WS.00.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.																X		
Vocabulary																		
R.WS.00.10 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.																X		
Fluency																		

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R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.																X		
Narrative Text																		
R.NT.00.01 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.																		X
R.NT.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.																		X
R.NT.00.03 discuss setting, characters, and events in narrative text.																		X
R.NT.00.04 identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.																		X
R.NT.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.																X		X
Comprehension																		
R.CM.00.01 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.																X		X
R.CM.00.02 retell up to three events from familiar text using their own words or phrasing.																		X
R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.																		X
R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.													X			X		X
Metacognition																		

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Michigan Grade Level Content Expectations – English/Language Arts

X = Addresses/Supports

	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
R.MT.00.01 self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.																X		X
R.MT.00.02 construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.																		X
Critical Standards																		
R.CS.00.01 recognize how to assess personal writing and the writing of others with teacher supervision.																		
Reading Attitude																		
R.AT.00.01 become enthusiastic about reading and learning how to read.																X		X
R.AT.00.02 choose books, book activities, word play, and writing on their own during free time in school and at home.																X		X
Writing Genre																		
W.GN.00.01 write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.		X																
W.GN.00.03 write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.		X		X														
Spelling																		
W.SP.00.01 in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.																X		
W.SP.00.02 in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).																X		
Handwriting																		
W.HW.00.01 form upper and lowercase manuscript letters.																X		

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
W.HW.00.02 leave space between words and word-like clusters of letters.																X		
W.HW.00.03 write from left to right and top to bottom.																X		
Writing Attitude																		
W.AT.00.01 be enthusiastic about writing and learning to write.																X		
Conventions																		
S.CN.00.01 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.						X							X			X		X
S.CN.00.02 speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.						X							X			X		X
S.CN.00.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)						X							X			X		X
Discourse																		
S.DS.00.01 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.						X							X			X		X
S.DS.00.02 briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.																X		X
S.DS.00.03 respond to multiple text types by reflecting, making meaning, and making connections.													X			X		X
S.DS.00.04 plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.						X												X

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Michigan Grade Level Content Expectations – Science

X = Addresses/Supports

	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
Conventions																		
L.CN.00.01 understand and follow one- and two-step directions.	X	X	X	X		X							X			X		X
L.CN.00.02 ask appropriate questions during a presentation or report.																X		X
L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.	X		X			X										X		X
L.CN.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver.													X			X		X
Response																		
L.RP.00.01 listen to or view knowledgeably and discuss a variety of genre.																		X
L.RP.00.02 listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.																		X
L.RP.00.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.																X		X

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	19. Viewpoints on the Line	20. Environmental Exchange Box	21. Adopt a Tree	22. Trees as Habitats	23. The Fallen Log	24. Nature's Recyclers	25. Birds and Worms	26. Dynamic Duos	27. Every Tree for Itself	28. Air Plants	29. Rain Reasons	30. Three Cheer for Trees	31. Plant a Tree	32. A Forest of Many Uses	33. Forest Consequences	34. Who Works in this Forest?	35. Loving It Too Much	36. Pollution Search
GRADE Kindergarten																		
Writing Genre																		
W.GN.00.01 write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.			X															
W.GN.00.03 write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.			X															
Handwriting																		
W.HW.00.01 form upper and lowercase manuscript letters.			X															
W.HW.00.02 leave space between words and word-like clusters of letters.			X															
W.HW.00.03 write from left to right and top to bottom.			X															
Writing Attitude																		
W.AT.00.01 be enthusiastic about writing and learning to write.			X															
Conventions																		
L.CN.00.01 understand and follow one- and two-step directions.		X	X	X			X		X									X
L.CN.00.02 ask appropriate questions during a presentation or report.																		
L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.				X			X		X									X

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Michigan Grade Level Content Expectations – English/Language Arts

X = Addresses/Supports

	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
GRADE Kindergarten																		
Word Recognition and Word Study																		
R.WS.00.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.																		X
R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.																		X
R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.																		X
R.WS.00.04 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.																		X
R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.																		X
R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.																		X
R.WS.00.07 follow familiar written text while pointing to matching words.																		X
R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).																		X
Informational Text																		
R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.										X								

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
Comprehension																		
R.CM.00.01 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.										X								X
R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.										X								
Conventions																		
L.CN.00.01 understand and follow one- and two-step directions.			X		X		X			X	X		X				X	X
L.CN.00.02 ask appropriate questions during a presentation or report.			X		X													X
L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.			X		X													X
L.CN.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver.			X															

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	55. Planning the Ideal Community	56. We Can Work It Out	57. Democracy in Action	58. There Ought to Be a Law	59. Power of Print	60. Publicize It!	61. The Closer You Look	62. To Be a Tree	63. Tree Factory	64. Looking at Leaves	65. Bursting Buds	66. Germinating Giants	67. How Big Is Your Tree?	68. Name that Tree	69. Forest for the Trees	70. Soil Stories	71. Watch on Wetlands	72. Air We Breathe
GRADE Kindergarten																		
Word Recognition and Word Study																		
R.WS.00.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	X																	

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Michigan Grade Level Content Expectations – English/Language Arts

X = Addresses/Supports

	55. Planning the Ideal Community	56. We Can Work It Out	57. Democracy in Action	58. There Ought to Be a Law	59. Power of Print	60. Publicize It!	61. The Closer You Look	62. To Be a Tree	63. Tree Factory	64. Looking at Leaves	65. Bursting Buds	66. Germinating Giants	67. How Big Is Your Tree?	68. Name that Tree	69. Forest for the Trees	70. Soil Stories	71. Watch on Wetlands	72. Air We Breathe
R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.	X																	
R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	X																	
R.WS.00.04 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.	X																	
R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.	X																	
R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.	X																	
R.WS.00.07 follow familiar written text while pointing to matching words.	X																	
Vocabulary																		
R.WS.00.10 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.	X							X	X	X						X		
Conventions																		
S.CN.00.01 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.	X						X									X		
Discourse																		
S.DS.00.01 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.	X						X									X		
Conventions																		
L.CN.00.01 understand and follow one- and two-step directions.	X						X	X	X	X	X		X			X		

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	73. Waste Watchers	74. People, Places, Things	75. Tipi Talk	76. Tree Cookies	77. Trees in Trouble	78. Signs of Fall	79. Tree Lifecycle	80. Nothing Succeeds Like Succession	81. Living with Fire	82. Resource-Go-Round	83. A Peek at Packaging	84. The Global Climate	85. In the Driver's Seat	86. Our Changing World	87. Earth Manners	88. Life on the Edge	89. Trees for Many Reasons	90. Native Ways
GRADE Kindergarten																		
Informational Text																		
R.IT.00.01 identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.							X											
R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.							X											
R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.							X											
R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.							X											
Comprehension																		
R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.							X											
Conventions																		
L.CN.00.01 understand and follow one- and two-step directions.		X				X	X		X						X			
L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.		X																
L.CN.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver.		X																

Michigan Project Learning Tree PreK-8 Guide **Michigan Grade Level Content Expectations – English/Language Arts** X = Addresses/Supports	91. In The Good Old Days	92. A Look at Lifestyles	93. Paper Civilizations	94. By The Rivers of Babylon	95. Did You Notice?	96. Improve Your Place
GRADE Kindergarten						
Conventions						
L.CN.00.01 understand and follow one- and two-step directions.					X	
L.CN.00.02 ask appropriate questions during a presentation or report.					X	