## Indiana Academic Standards and Agricultural Education: English Language Arts

First Grade	nic Standards and Agricultural Education:	8		
Standard Type	Standard 1.RF.2.4 Learn and apply knowledge of	Example Use farm themed words and vocabulary for	Resource(s)	Affiliate Organization(s)  National Agriculture in the
Concepts	alphabetical order	students to place in alphabetical order.	Use "About Books"	National Agriculture in the Classroom Store
	RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with			
_	expression that connotes comprehension at	Use agricultural grade-level texts for	Agriculture and Me	Indiana Farm Bureau Agriculture in the Classroom
Fluency Literature: Key	the independent level.	students to orally read and comprehend. Use accurate agriculture books to ask		Agriculture in the Classroom
Ideas and Textual Support	1.RL.2.1 Ask and answer questions about main idea and key details in a text.	students questions about main idea and key details in a text.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
	1.RL.2.2 Retell stories, fables, and fairy tales in	octain in a text.	Tabilitations	Touridation for Agriculture
Literature: Key Ideas and Textual	sequence, including key details, and demonstrate understanding of their central	Use accurate agriculture books to retell the	Recommended Agricultural	American Farm Bureau
Support Literature: Kev	message or lesson.	story in sequence. Use accurate agriculture books to identify	Publications	Foundation for Agriculture
Ideas and Textual	1.RL.2.3 Using key details, identify and describe	and describe plot, character, and setting of	Recommended Agricultural	American Farm Bureau
Support Literature:	the elements of plot, character, and setting.	the agriculture text. Use the illustrations and details in an	Publications	Foundation for Agriculture
Connection of	1.RL.4.1 Use illustrations and details in a story	accurate agriculture book to describe the	Recommended Agricultural	American Farm Bureau
Ideas Literature:	to describe its characters, setting, or events.	characters, setting, and events in the text.  Compare and contrast the adventures and	Publications	Foundation for Agriculture
Connection of	1.RL.4.2 Compare and contrast the adventures	experiences of characters in agriculture	Recommended Agricultural	American Farm Bureau
Ideas	and experiences of characters in stories.	stories.	Publications	Foundation for Agriculture
		Use accurate agriculture books to work with students on asking and answering questions		
		about the key details in the context.		
Nonfiction: Kev	1.RN.2.1 Ask and answer questions about key	After reading an ag book, create an anchor chart with student questions and answers		
Ideas and Textual	details to clarify and confirm understanding of	to show understanding on agricultural	Recommended Agricultural	American Farm Bureau
Support	a text.	topics.	Publications Example of using the	Foundation for Agriculture
Nonfiction: Key		Use nonfiction texts on agricultural topics	Recommended Agricultural	
Ideas and Textual Support	1.RN.2.2 Retell main ideas and key details of a text.	(ex: corn) for students to retell main ideas and key details of the text read.	Publications database to find nonfiction text on a topic (corn)	American Farm Bureau Foundation for Agriculture
	1.RN.3.1 Know and use various text features	Give students nonfiction texts about	nomenon text on a topic (corn)	Todaladion for Agriculture
Structural Elements and	(e.g., table of contents, glossary, illustrations) to locate and describe key facts or information	agricultural topics to explore text features and practice locating key facts and	Recommended Nonfiction texts on	American Farm Bureau
Organization	in a text.	information in the text.	plants	Foundation for Agriculture
Structural	1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential)	Use books on agricultural topics for		
Elements and	or to explain a simple cause and	examples on nonfiction structural elements	Recommended Nonfiction texts on	American Farm Bureau
Organization	effect relationship.	and organization.  Have students record any agricultural	animals	Foundation for Agriculture
		vocabulary learned through texts and		
	1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and	conversations in a journal. Then have students reference back to the journal		
	being read to, and responding to literature and	during class discussions on agricultural		Indiana Farm Bureau
Vocabulary	nonfiction texts to build and apply vocabulary. 1.RV.2.1 Demonstrate understanding that	topics.	Farm Animal Match	Agriculture in the Classroom
	context clues (e.g., words and sentence clues)	Encourage students to use the glossaries		
Vocabulary	and text features (e.g., glossaries, illustrations) may be used to help understand	and illustrations in nonfiction texts on agricultural topics to help them understand	Recommended Agricultural	American farm Bureau
Building	unknown words.	unknown agricultural terms and words.	Publications	Foundation for Agriculture
		Have students work in pairs or groups to label the "Source Search Pictures". Then		
		have them sort the labeled cards into the		
Vocabulary Building	<ol> <li>RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).</li> </ol>	categories farms, stores, factories, natural resources.	Source Search lesson	Indiana Farm Bureau Agriculture in the Classroom
		Have students create an "Agriculture Words" journal for students to write and		
Vocabulary in	1.RV.3.2 Ask and answer questions to help	define words and phrases they learn about		
Literature and	determine or clarify the meaning of words and	while reading nonfiction texts on		Indiana Farm Bureau
Nonfiction Texts	phrases in a nonfiction text.  1.W.3.1 Write logically connected sentences to	agricultural topics. Read the book, Tales of the Dairy	Tales of the Dairy Godmother:	Agriculture in the Classroom
	make a proposal to a particular audience (e.g., a parent, classmate, etc.) and	Godmother: Chuck's Ice Cream Wish by Viola Butler. Then have students choose a	Chuck's Ice Cream Wish by Viola Butler	
	give reasons why the proposal should be	favorite ice cream flavor to make a proposal	Tales of the Dairy Godmother	Indiana Ag in the
Writing Genres	considered.  1.W.3.2 Develop a topic sentence or main idea,	to an audience to try their flavor. Have students pick an agricultural	Educator Guide page 16	Classroom
	provide some facts or details about the topic,	experience (field trip to a farm/orchard,		
Writing Genres	and provide a concluding statement.	county/state fair visit, farm animal petting zoo) to write a narrative to share.		Indiana Ag in the Classroom
TTTCING OCTIVES	1.W.3.3 Develop topics for stories or poems,	Eddy to write a harradive to share.		Classicom
	using precise words to describe characters and actions and temporal words to signal event			
	order, with ideas organized into a beginning,	Write a story or poem about characters		Indiana Ag in the
Writing Genres	middle, and ending.	working or visiting a farm. Have students do research on an		Classroom
	<ol> <li>W.5 With support, conduct simple research on a topic.</li> </ol>	agricultural topic. Have them create a		
	a. Identify several sources of information and	poster with drawings, labels, and vocabulary to present and display.		
	indicate the sources.	Display the posters throughout the	Habitana Barahall Grant And Classica	
	<ul> <li>b. Organize information, using graphic organizers or other aids.</li> </ul>	classroom and have students do a "gallery walk" to learn about other ag topics. Then	"About Books" from Ag Classroom Store	
The Research Process	c. Make informal presentations on information	have a class discussion about what they		
r i organ	gathored	learned from their classmates! nector-	"About Farm Animals" lit	An Clasernom Store
-	gathered.  1.SL.2.1 Participate in collaborative	learned from their classmates' posters.	"About Farm Animals" kit	Ag Classroom Store
Discussion and	1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics	learned from their classmates' posters.  After reading a diverse agricultural book to the class. have students participate in		
Discussion and Collaboration	1.SL.2.1 Participate in collaborative	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text.	"About Farm Animals" kit  "Celebrating Diversity in Children's Agricultural Literature" book list	Ag Classroom Store  American Farm Bureau Foundation for Agriculture
	1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a	"Celebrating Diversity in Children's	American Farm Bureau
Collaboration  Discussion and	1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students opportunities to add their own ideas to the	"Celebrating Diversity in Children's Agricultural Literature" book list "Celebrating Diversity in Children's	American Farm Bureau Foundation for Agriculture American Farm Bureau
Collaboration	1.S.L.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.S.L.2.3 Listen to others, take turns speaking	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students	"Celebrating Diversity in Children's Agricultural Literature" book list	American Farm Bureau Foundation for Agriculture
Collaboration  Discussion and Collaboration	1.St. 2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.St. 2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students opportunities to add their own ideas to the group.  After reading accurate agriculture books,	"Celebrating Diversity in Children's Agricultural Literature" book list.  "Celebrating Diversity in Children's Agricultural Literature" book list.	American Farm Bureau Foundation for Agriculture  American Farm Bureau Foundation for Agriculture
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Collaboration  Discussion and Collaboration  Discussion and Collaboration  Discussion and Collaboration  Comprehension  Comprehension  Presentation of	1.S.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.S.1.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.  1.S.1.2.4 Ask questions to clarify information about topics and texts under discussion.  1.S.1.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  1.S.1.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.  1.S.1.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through their media.  1.S.4.1.5 speaking auditly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and eventings, and eventings, and eventings, and eventings, and eventings and eventings and eventings and eventings and eventings.	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students opportunities to add their own ideas to the group.  After reading accurate agriculture books, give students opportunities to ask questions about the agricultural topics and texts. After reading an accurate or diverse agricultural book, encourage students to respond to comments in a group discussion about the text read agricultural topics and texts. After reading an accurate or diverse agricultural book, encourage students to respond to comments in a group discussion lower than the student of the agricultural topic and the student to be agricultural industry leader to be a guest speaker. Encourage students to ask questions after they speak to darify their understanding about what they do in the agriculture industry.  Have students ask and answer questions about details in an agriculture text.  Give students opportunities to share their stories or poems they wrote using agriculture topics and/or characters.	"Celebrating Diversity in Children's Agricultural Literature" book list.  "Celebrating Diversity in Children's Agricultural Literature" book list.  Recommended Agricultural.  Publications  Recommended Agricultural.  Publications  Telebrating Diversity in Children's Agricultural Literature" book list.  Indiana Farm Bureau Adoot a. Classicoom.  Recommended Agricultural.	American Farm Bureau Foundation for Aericulture Indiana Farm Bureau Aericulture in the Classroom American Farm Bureau Aericulture in the Classroom American Farm Bureau
Collaboration  Discussion and Collaboration  Discussion and Collaboration  Discussion and Collaboration  Comprehension  Comprehension  Presentation of Knowledge and	1.S.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.S.1.2.3 Uses to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.  1.S.1.2.3 Uses to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.  1.S.1.2.4 Ask questions to clarify information about topics and texts under discussion.  1.S.1.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  1.S.1.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.  1.S.1.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  1.S.1.3.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  1.S.1.3.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  1.S.4.1 speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, songs, and stories, with careful attention to	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students opportunities to add their own ideas to the group.  After reading accurate agriculture books, give students opportunities to ask questions about the agricultural topics and texts.  After reading an accurate or diverse agricultural topics, encourage students to respond to comments in a group discussion about the text read.  Invite a farmer or an agriculture industry leader to be a guest speaker. Encourage students to ask questions after they speak to darify their understanding about what they do in the agriculture industry.  Have students ask and answer questions about detains in an agriculture text.  Give students opportunities to share their stories or popens they wrote using	"Celebrating Diversity in Children's Agricultural Literature" book list.  "Celebrating Diversity in Children's Agricultural Literature" book list.  Recommended Agricultural.  Publications  Recommended Agricultural.  Publications  Telebrating Diversity in Children's Agricultural Literature" book list.  Indiana Farm Bureau Adoot a. Classicoom.  Recommended Agricultural.	American Farm Bureau Foundation for Aericulture Indiana Farm Bureau Foundation for Aericulture
Collaboration  Discussion and Collaboration  Discussion and Collaboration  Discussion and Collaboration  Comprehension  Comprehension  Presentation of Knowledge and Ideas	1.S.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.  1.S.1.2.3 Usten to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.  1.S.1.2.3 Usten to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.  1.S.1.2.4 Ask questions to clarify information about topics and texts under discussion.  1.S.1.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  1.S.1.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.  1.S.1.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  1.S.1.3.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention story. Stressory detail when describing people, places, things, and events.  1.S.4.2 Add drawings or other visual displays,	After reading a diverse agricultural book to the class, have students participate in conversations about the topics in the text. Read a diverse agricultural book and have a discussion afterwards giving students opportunities to add their own ideas to the group.  After reading accurate agriculture books, give students opportunities to ask questions about the agricultural topics and texts.  After reading an accurate or diverse agricultural book, encourage students to respond to comments in a group discussion about the text read.  Invite a farmer or an agriculture industry leader to be a guest speaker. Encourage students to ask questions after they speak to darify their understanding about what they do in the agriculture industry.  Have students ask and answer questions about details in an agriculture text.  Give students opportunities to share their stories or poems they wrote using agriculture topics and/or characters.	"Celebrating Diversity in Children's Agricultural Literature" book list.  "Celebrating Diversity in Children's Agricultural Literature" book list.  Recommended Agricultural.  Publications  Recommended Agricultural.  Publications  Telebrating Diversity in Children's Agricultural Literature" book list.  Indiana Farm Bureau Adoot a. Classicoom.  Recommended Agricultural.	American Farm Bureau Foundation for Aericulture Indiana Farm Bureau Aericulture in the Classecom American Farm Bureau Foundation for Aericulture Foundation for Aericulture Indiana Farm Bureau