

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

**First Grade**

Standard Type	Standard	Example	Resource(s)	Affiliate Organization(s)
Foundations: Print Concepts	1.RF.2.4 Learn and apply knowledge of alphabetical order. 1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	Use farm themed words and vocabulary for students to place in alphabetical order.	<a href="#">Use "About Books"</a>	<a href="#">National Agriculture in the Classroom Store</a>
Fluency		Use agricultural grade-level texts for students to orally read and comprehend.	<a href="#">Agriculture and Me</a>	<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Literature: Key Ideas and Textual Support	1.RL.2.1 Ask and answer questions about main idea and key details in a text.	Use accurate agriculture books to ask students questions about main idea and key details in a text.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Textual Support	1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	Use accurate agriculture books to retell the story in sequence.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Textual Support	1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting of the agriculture text.	Use accurate agriculture books to identify and describe plot, character, and setting of the agriculture text.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Connection of Ideas	1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	Use the illustrations and details in an accurate agriculture book to describe the characters, setting, and events in the text.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Connection of Ideas	1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the adventures and experiences of characters in agriculture stories.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Textual Support	1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	Use accurate agriculture books to work with students on asking and answering questions about the key details in the context. After reading an ag book, create an anchor chart with student questions and answers to show understanding on agricultural topics.	<a href="#">Recommended Agricultural Publications</a> <a href="#">Example of using the Recommended Agricultural Publications database to find nonfiction text on a topic (corn)</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Textual Support	1.RN.2.2 Retell main ideas and key details of a text.	Use nonfiction texts on agricultural topics (ex: corn) for students to retell main ideas and key details of the text read.	<a href="#">Recommended Agricultural Publications database to find nonfiction text on a topic (corn)</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Structural Elements and Organization	1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	Give students nonfiction texts about agricultural topics to explore text features and practice locating key facts and information in the text.	<a href="#">Recommended Nonfiction texts on plants</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Structural Elements and Organization	1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	Use books on agricultural topics for examples on nonfiction structural elements and organization.	<a href="#">Recommended Nonfiction texts on animals</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Vocabulary	1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Have students record any agricultural vocabulary learned through texts and conversations in a journal. Then have students reference back to the journal during class discussions on agricultural topics.	<a href="#">Farm Animal Match</a>	<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Vocabulary Building	1.RV.2.1 Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	Encourage students to use the glossaries and illustrations in nonfiction texts on agricultural topics to help them understand unknown agricultural terms and words.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Vocabulary Building	1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).	Have students work in pairs or groups to label the "Source Search Pictures". Then have them sort the labeled cards into the categories farms, stores, factories, natural resources.	<a href="#">Source Search lesson</a>	<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Vocabulary in Literature and Nonfiction Texts	1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	Have students create an "Agriculture Words" journal for students to write and define words and phrases they learn about while reading nonfiction texts on agricultural topics.		<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Writing Genres	1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	Read the book, <i>Tales of the Dairy Godmother: Chuck's Ice Cream Wish</i> by Viola Butler. Then have students choose a favorite ice cream flavor to make a proposal to an audience to try their flavor.	<a href="#">Tales of the Dairy Godmother: Chuck's Ice Cream Wish by Viola Butler</a> <a href="#">Tales of the Dairy Godmother Educator Guide page 18</a>	<a href="#">Indiana Ag in the Classroom</a>
Writing Genres	1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	Have students pick an agricultural experience (field trip to a farm/orchard, county/state fair visit, farm animal petting zoo) to write a narrative to share.		<a href="#">Indiana Ag in the Classroom</a>
Writing Genres	1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	Write a story or poem about characters working or visiting a farm.		<a href="#">Indiana Ag in the Classroom</a>
The Research Process	1.W.5 With support, conduct simple research on a topic. a. Identify several sources of information and indicate the sources. b. Organize information, using graphic organizers or other aids. c. Make informal presentations on information gathered.	Have students do research on an agricultural topic. Have them create a poster with drawings, labels, and vocabulary to present and display. Display the posters throughout the classroom and have students do a "gallery walk" to learn about other ag topics. Then have a class discussion about what they learned from their classmates' posters.	<a href="#">"About Books" from Ag Classroom Store</a> <a href="#">"About Farm Animals" kit</a>	<a href="#">Ag Classroom Store</a>
Discussion and Collaboration	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 agriculture book to the class, have students participate in conversations about the topics in the text.	<a href="#">"Celebrating Diversity in Children's Agricultural Literature" book list</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Discussion and Collaboration	1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	Read a diverse agriculture book and have a discussion afterwards giving students opportunities to add their own ideas to the group.	<a href="#">"Celebrating Diversity in Children's Agricultural Literature" book list</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Discussion and Collaboration	1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.	After reading accurate agriculture books, give students opportunities to ask questions about the agricultural topics and texts.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Discussion and Collaboration	1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	After reading an accurate or diverse agriculture book, encourage students to respond to comments in a group discussion about the text read.	<a href="#">Recommended Agricultural Publications</a> <a href="#">"Celebrating Diversity in Children's Agricultural Literature" book list</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Comprehension	1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.	Invite a farmer or an agriculture industry leader to be a guest speaker. Encourage students to ask questions after they speak to clarify their understanding about what they do in the agriculture industry.	<a href="#">Indiana Farm Bureau Adopt a Classroom</a>	<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Comprehension	1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Have students ask and answer questions about details in an agriculture text.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Presentation of Knowledge and Ideas	1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	Give students opportunities to share their stories or poems they wrote using agriculture topics and/or characters.		<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>
Presentation of Knowledge and Ideas	1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	Have students create a poster with drawings and visual details from their research project on an agricultural research project.		<a href="#">Indiana Farm Bureau Agriculture in the Classroom</a>