Fourth Grade Standard Type		English Language Arts  Example	Resource(s)	Affiliate Oreanization(s)
	Standard 4.RF.5 Chally read grade-level appropriate or higher texts smoothly and accurately, with expression that comotes comprehension at	Search and use agricultural texts for	Recommended Agricultural	American Farm Bureau Foundation for
Fluency	the independent level.  4.R.L.2.1 Refer to details and examples in a	students to read.  Choose a text from the "Celebrating Diversity in Children's Agricultural Literature" book list to read aloud. Have	Publications	Agriculture
Literature: Key Ideas and Textual Support	test when explaining what a text says explicitly and when drawing inferences from the text.	class discussions for students use details to retell the events of the text.	"Celebrating Diversity in Children's Agricultural Literature" book list Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Literature: Key Ideas and	4.RL.2.2 Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for	Using an agricultural text, have students paraphrase or summarize the main events, identify the theme, and provide	"Celebrating Diversity in Children's Agricultural Literature"	American Farm Bureau Foundation for
Textual Support	the interpretation.	evidence for the interpretation.	book list Recommended Agricultural Publications	Agriculture
		After reading an agricultural text, use a	"Celebrating Diservity in Children's Agricultural Liberature" book list	
Literature: Key Ideas and	4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the	After reading an agricultural test, use a graphic organizer or story map for students to record observations of characters, the setting, and events in the least	"Celebrating Diversity in Children's Agricultural Literature"	American Farm Bureau Foundation for
Textual Support Literature:	plot.  4.R.L.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between		book list My Family's Soubran Form by Katin Olthoff	Agriculture
Structural Elements and Organization	narrated, including the difference between first- and third-person narrations.	Use agricultural narrative texts to compare and contrast first- and third- person narrations. Read the "Indiana Ag Mag" printed edition and explore the interactive edition to	The Kid Who Changed the World by Andy Andrews	Foundation for Agriculture
Liberature:	4.RL4.1 Describe how visual and multimedia		Indiana Ag Mag	
Connection of Ideas	presentations and representations can enhance the meaning of a text.	commodities. (Contact your county Farm Buneau board to sponsor the purchase of a classroom set.) Choose a book from the "Celebrating	Indiana Ag Mag interactive edition	Indiana Ag in the Classroom
Literature: Connection of	4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional	Diversity in Children's Agricultural Literature" book list to compare and contrast themes, topics, patterns of	"Celebrating Diversity in Children's Agricultural Literature"	American Farm Bureau Foundation for
Ideas Nonfiction: Key	literature from different cultures.  4.RN.2.2 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from		book list	Agriculture
Nonfiction: Key Ideas and Textual Support	explicitly and when drawing inferences from the text.	Complete the "by Land, Air, or Sea" lesson for students to understand how agricultural goods are transported. Students will participate in activities in the lesson, "Tarmer George: The Seeds of a Presidency" students will read two different texts about George Washington	Dy Land, Air, or Sea	Indiana Ag in the Classroom
Nonfiction: Key Ideas and	4.RN.2.2 Determine the main idea of a test and explain how it is supported by key details; summarize the text.	of a presidency students will read two different tests about George Washington and complete activities to explore Washington's character traits and learn		ladina falasha
Textual Support	details; summarize the text.	about food systems.  Read the book, Full of Becons: Henry Food Grows a Car by Peggy Thomas and complete the corresponding lesson plan	Presidency lesson	Classroom
Nonfiction: Key Ideas and	4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based	for students to explain the relationships between historical events, procedures and	Full of Beans: Henry Ford Grow a Car- lesson  Book: Full of Beans: Henry Ford	Indiana As in the
Textual Support	on specific information in the text.	ideas based on the information in the Mave students read the "Beef" Ag Mag and use the maps, headings and subheading	Grows a Car by Peoply Thomas	Classroom
		to learn about beef and the beef industry. (Contact your county Farm Bureau board to sponsor the purchase of a classroom		American Farm Bureau Foundation for
Nonfiction: Structural	4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	set.) Further your students' knowledge on beef with the activities in the "Beef Basics"	Beef Ag Mag	Agriculture  National Ag in the
Elements and Organization	test (e.g., charts, tables, graphs, headings, subheadings, font/format).	with the activities in the "Beef Basics" lesson. Explore and read the book, George	Seef Sasics	Classroom Curriculum Matrix
	4 Th 1 1 December 1	with the activities in the "seet make." Beginn and read the book, (general Multihodotoc Centure for 15th - 184, 15th and, Discoveries, with 22 Activities by Progry Moment, After reading, have widered describe any problem-solutions of events describe any problem-solutions of events described to the book's activities to fourther that's howdedge on Garceg Washington Carver and is impact on aericulture.		
Nonfiction:	4.RN.3.2 Describe the organizational structure (e.g., chronological, problem- solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a	ideas, or information they learned from the text. Complete some of the book's artistizes to further short.	George Washinston C	American From C
Structural Elements and Oreanization	cause/effect, sequential, description) of events, ideas, concepts, or information in a test or part of a test. 4.RK-4.2 Distinguish between fact and	activities to further their knowledge on George Washington Carver and is impact on aericulture. In the lesson, "Caring for the Land"	George Washington Cover: His Life and Discoveries, with 22 Activities by Peers Thomas	American Farm Bureau Foundation for Astriculture
Nonfiction: Connection of Ideas	4300.4.1 Distinguish detween fact and open author uses reasons and evidence to support a statement or position (claim) in a text.	opinions people have in relation to		Indiana Ag in the
Factors	position (county in a coxt.	agriculture and the environment.  Choose two or more texts about wheat to read with students. Have a class discussion and ask students complete a		American Farm Bureau
		graphic organizer about the information learned on wheat.	Recommended Publications on wheat	Foundation for Agriculture
Nonfiction: Connection of Ideas	4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	To Further students' understanding of wheat production and uses, complete the "Enjoying the Harvest" lesson. As students read various "Ag Mags"	Enjoying the Wheat Harvest Jesson	National Agriculture in the Classroom Curriculum Matrix
	4.RV.2.1 Apply context clues (e.g., word,	As students read various "Ag Mags" encourage them to apply context dues to determine the meanings of unknown		
Vocabulary: Vocabulary	4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to	As students read various "Ag Mags" encourage them to apply centext dues to determine the meanings of unknown agricultural words. (Contact your county Farm Eurasu board to aponsor the purchase of the Ag Mags for your students.		American Farm Bureau Foundation for
Building	determine the meanings of unknown words.	Use both print and digital dictionaries to	Ag Mags	Agriculture
Vocabulary: Vocabulary	4.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise	determine or darify the meanings of agricultural words and phrases. (Be sure to share the "Vocabulary Words" section from lessons in the National Agriculture in the Classroom Curriculum Matrix with		
Building Vocabulary: Vocabulary:	meanings of words and phrases.  4.RV.3.2 Determine the meanings of general and content specific words and	students).  Work with students to determine the	Indiana Ag in the Classroom	Classroom
Literature and Nonfiction Texts	phrases in a nonfiction text relevant to a fourth grade topic or subject area. 4.W.3.1 Write persuasive compositions in a	meanings of words in phrases in a nonfiction text on agricultural topics.	Indiana Ag in the Classroom	Indiana Ag in the Classroom
	variety of forms that –  a. In an introductory statement, clearly state an opinion to a particular audience.			
	an opinion to a particular audience.  b. Support the opinion with facts and details from various sources, including texts.  c. Use an organizational structure to group	After completing the "An Apple a Day Keeps the Doctor Away" lesson with students, have them write a persuanty letter to the building principal to		
Writing Genres: Argumentative,	related ideas that support the purpose. d. Connect opinion and reasons using words and phrases.	students, have them write a persuasive letter to the building principal to persuade them into purchasing conventional or organic applies for school		
Informative, Narrative	related to the position presented.  4.W.3.2 Write informative compositions on a	conventional or organic apples for school lunches/snacks.	An Apple a Day Keeps the Doctor Away lesson	Indiana Ag in the Classroom
	variety of topics that –  a. Provide an introductory paragraph with a clear main idea.  b. Drovide supporting paragraphs with train			
	a. Provide an introductory paragraph with a clear main idea. b. Provide supporting paragraphs with topic and summary sentences. c. Provide facts, specific details, and examples from various sources and texts to support ideas and exbend			
	ideas and extend explanations. d. Connect ideas using words and phrases.	On completion of an aericultural lesson		
Writing Genres:	e. Include text features (e.g., formatting, pictures, graphica) and multimedia when useful to all domprehension. f. Use language and vocabulary appropriate for audience and topic. rovide a conduding statement or section.	from the "National Agriculture in the Classroom Curriculum Matric" have students write an informative composition on the agricultural topic leanned in the lesson (i.e. wheat, beef, apples, farming		
Writing Genres: Argumentative, Informative, Nacrative	f. Use language and vocabulary appropriate for audience and topic. g. Provide a concluding statement or section. 4-W-3.3 Write narrative compositions in a	on the agricultural topic learned in the lesson (i.e. wheat, beef, apples, farming practices).	Indiana Ag in the Classroom	Indiana Ag in the Classroom
	variety of forms that -			
	to allow the reader to imagine the world of the event or experience. b. Organize events that unfold naturally,			
	<ul> <li>Ungarate events that untoon naturally, unling meaningful paragraphing and transitional words and phrases.</li> <li>Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and</li> </ul>			
	personalities, feelings, and responses to situations. d. Employ vocabulary with sufficient sensory			
Writing Genres: Argumentative,	(sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	Nave students write a personal narrative on an agricultural experience (i.e. field trip		
Informative, Narrative	e. Provide an ending that follows the narrated experiences or events. 4.W.5 Conduct short research on a topic.	to a farm or orchard, visit to the county or state fair.	Indiana Ag in the Classroom	Indiana Az in the Classroom
	a. Identify a specific question to address (e.g., What is the history of the Indy 5007).     b. Use organizational features of print and digital sources to efficiently to locate further.			
The Research Process: Finding,		Put students in groups to complete the "Truth or Hogwash" lesson to conduct research on pigs. Use the questions under each category (nutrition, products, caring, life cycle, and history of pigs) to guide the		
Process: Finding, Assessing, Synthesizing, and Reporting	Determine the reliability of the sources.     d. Summarize and organize information in their own words, giving credit to the source.     e. Present the research information, choosing	research on pigs. Use the questions under each category (nutrition, products, caring, life cycle, and history of pigs) to guide the groups' research.	Truth or Hopeseh Issaon	Indiana Ag in the
Information Speaking and	from a variety of formats. 4.5t. 2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and treather-led) on grade-appropriate topics and texts, building on	After completing lessons from the	POLY ME MAN	Castroom
Listening: Discussion and Collaboration	appropriate topics and tests, building on others' ideas and expressing personal ideas clearly.	National Agriculture in the Classroom Curriculum Matrix, ask questions on the agricultural topic for students to engage in discussions.	Indiana de in the Classman	Indiana Ag in the
Speaking and Listening:		discussions. Use the "Suggested Companion Resources" located towards the end of lesson in the National Agriculture in the		
Discussion and Collaboration	4.5L.2.2 Explore ideas under discussion by drawing on readings and other information. 4.5L.2.4 Pose and respond to specific	Classroom Curriculum Matrix to further explore ideas under discussion.	Indiana Ag in the Classroom	Indiana Ag in the Classroom
Speaking and Listening: Discussion and Collaboration	4.52.2 Explore Ideas under discussion by drawing on readings and other information. 4.52.2.4 hose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Ask clarifying and follow-up questions on		Indiana Ag in the
Speaking and Listening:		agricultural topics. Complete the "Let's Raise a Barn" lesson. During the lesson have students identify the key ideas of the lesson and explain their personal ideas to designing a barn to see	Indiana Ag in the Classroom	Classroom
Listening: Discussion and Collaboration	SL2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.  4.9.3.1 Summarine major ideas and	the key ideas of the lesson and explain their personal ideas to designing a barn for pigs.	Lefs Raise a Barn lesson	Indiana Ag in the Classroom
Speaking and Listening:	4.5L.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively,	After reading an accurate agricultural text, have students summarize the major ideas and supportive evidence through	Recommended Aericultural	American Farm Bureau
Listening: Comprehension	formats, including visually, quantitatively, and orally.	discussions and reader response. Invite a local FFA Chapter or 4-H Club to come speak to students on an agricultural	Publications	American Farm Bureau. Foundation of Agriculture
Speaking and		or community topic. Give students graphic organizers to take note during the	Contact Indiana FFA web page	Contact Indiana FFA web.
Speaking and Listening: Comprehension	4.5L.3.2 Identify and use evidence a speaker provides to support particular points. 4.5L.4.1 Using appropriate language, report on a topic or test or provide a parentine in an	speaker's presentation to help identify major points to discuss to later discuss with dassmates.	Contact Indiana FFA web page County and District Extension Offices (4-H)	County and District Extension Offices (4-H)
Speaking and Listening:	4.5ú.4.1 Using appropriate language, report on a topic or test or provide a marrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly and concisely at an understandable pace.	Give students opportunities to share and report after conducting their research		
Listening: Presentation of Knowledge and	appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely	report after conducting their research project on an agricultural topic and/or writing their narrative about an agricultural experience.		Indiana Ag in the
Speaking and Listening:	4.5L.4.2 Create oral presentations that		anysana ag in the Classroom	Lattroom
Presentation of Knowledge and	maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	Provide support to students in using multimedia as they create presentations to share on agricultural topics.		
knowledge and Ideas	themes that engage the audience.			
knowledge and Ideas	themes that engage the audience.		Ag Daily	