

Indiana Academic Standards and Agricultural Education: English Language Arts

Standard Type	Standard	Example	Resource(s)	Affiliate Organization(s)
Fluency	2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	Find accurate agriculture books for students to orally read.	Recommended Agricultural Publications Ag Lit Catalog Ag Maps	American Farm Bureau Foundation for Agriculture
	2.RI.1 Ask and answer questions (e.g., who was the story about, why did an event happen, where did the story happen) to demonstrate understanding of main idea and key details in a text.	After reading an accurate agriculture book, have students ask and answer questions about the text to demonstrate understanding of the main idea and key details in the text.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Literature: Key Ideas and Textual Support	2.RI.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Ask students to recount the beginning, middle, and end of a book from the "Celebrating Diversity in Children's Agricultural Literature" book list and determine its central message, lesson, or moral.	"Celebrating Diversity in Children's Agricultural Literature" book list	American Farm Bureau Foundation for Agriculture
	2.RI.3 Describe how characters in a story respond to major events and how characters affect the plot.	Describe how characters in an accurate agriculture book respond to major events and how character affect the plot.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Literature: Key Ideas and Textual Support	2.RI.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	Make predictions about the content of an agricultural text.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
	2.RI.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the ending.	Use an accurate agriculture book to help students understand the structure of a story.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Literature: Connection of Ideas	2.RI.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Read the book, <i>The Kid Who Changed the World</i> by Andy Andrews. Then use the "Reading Guide" questions for students to demonstrate the understanding of its characters, setting, or plot.	The Kid Who Changed the World by Andy Andrews Educator Guide	Indiana Ag in the Classroom
	2.RI.4.2 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Read the book, <i>The Kid Who Changed the World</i> by Andy Andrews. Use the "Reading Guide" questions for students to answer questions about the main idea and supporting facts and details.	The Kid Who Changed the World by Andy Andrews Educator Guide	Indiana Ag in the Classroom
Nonfiction: Key Ideas and Textual Support	2.RN.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	Use an <i>Ag Map</i> (magazine on agricultural topics: i.e. corn, apples, forestry) for students to read and identify the main idea of each paragraph in the magazine.	List of Ag Maps available from American Farm Bureau Foundation for Agriculture	American Farm Bureau Foundation for Agriculture
	2.RN.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.	Read the book, <i>George Washington Carver for Kids: His Life and Discoveries</i> by Peggy Thomas for students to discover historical events through George Washington Carver and learn about his scientific discoveries.	George Washington Carver for Kids: His Life and Discoveries by Peggy Thomas	American Farm Bureau Foundation for Agriculture
Nonfiction: Key Ideas and Textual Support	2.RN.3 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	Search the "Recommended Agricultural Publications" for nonfiction texts for students to read and identify the different text features as they learn about agricultural topics or people involved in agriculture.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
	2.RN.3.1 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	Read the book, <i>Popcorn Country: The Story of America's Favorite Snack</i> by Cris Peterson. After reading, have students compare and contrast the different types of corn (sweet, popcorn, dent, flint corn) and to understand and describe the process of popcorn from the field to the store.	Popcorn Country: The Story of America's Favorite Snack by Cris Peterson	Indiana Ag in the Classroom
Nonfiction: Structural Elements and Organization	2.RN.3.2 Identify what the author wants the reader to answer, explain, or describe in the text.	After reading <i>Popcorn Country: The Story of America's Favorite Snack</i> , have students identify what the author wants them to answer, explain, or describe about popcorn from the text.	Popcorn Country: The Story of America's Favorite Snack by Cris Peterson	Indiana Ag in the Classroom
	2.RN.4.1 Describe how an author uses facts to support specific points in a text.	Use <i>Popcorn Country: The Story of America's Favorite Snack</i> by Cris Peterson for students to describe how the author uses facts about corn and popcorn to support specific points in the text.	Popcorn Country: The Story of America's Favorite Snack by Cris Peterson	Indiana Ag in the Classroom
Nonfiction: Connection of Ideas	2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	Read the books, <i>Popcorn Country: The Story of America's Favorite Snack</i> by Cris Peterson, <i>The Popcorn Book</i> by Tommie de Paola, and <i>Popcorn!</i> by Elaine Landue for students to compare and contrast important points about popcorn presented in the texts.	Popcorn! by Elaine Landue	Indiana Ag in the Classroom
	2.RV.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	While reading nonfiction texts on agricultural topics, be sure students are using the context clues and text features in the text to determine the meanings of unknown agricultural words.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Vocabulary Building	2.RV.2.1 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Have students use reference materials to determine or clarify the meaning of agricultural words and phrases. Have students keep an "Agriculture Words" journal to document their findings and use in class as they write or discuss agricultural topics.	Indiana Farm Bureau Agriculture in the Classroom	
	2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	Use these "Companion Resources" texts as examples of authors using poetic elements to share stories on agricultural topics.	Companion Resources	Indiana Farm Bureau Agriculture in the Classroom
Vocabulary in Literature and Nonfiction Text	2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	Determine the meanings of agricultural words and phrases in a nonfiction text about an agricultural topic.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
	2.W.3.1 Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	Complete the "My Healthy Plate" lesson. Then have students write an opinion piece on eating healthy and sharing what they learned through the lesson.	My Healthy Plate Lesson	Indiana Farm Bureau Agriculture in the Classroom
Writing Genres	2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	Write a paragraph or paragraphs on an agricultural topic.		Indiana Farm Bureau Agriculture in the Classroom
	2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that - a. Include a beginning. b. Use temporal words to signal event order (e.g., first of all). c. Provide details to describe actions, thoughts, and feelings. d. Provide an ending.	Use agricultural topics and experiences for writing friendly letters, stories, poems, and other narrative purposes.		Indiana Farm Bureau Agriculture in the Classroom
The Research Process	2.W.5 With support, conduct short research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	Have students conduct a research project on an agricultural topic and present their research in a paper, poster, or media presentation.	American Farm Bureau Foundation for Agriculture National Ag in the Classroom Student Center Food and Farm Facts Food and Farm Facts Junior	Indiana Farm Bureau Agriculture in the Classroom
	2.5L.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Use the "Food and Farm Facts Junior" section title questions to start a class discussion on the agricultural topic. Then share the facts on the topic with the class giving them opportunities to discuss what they have learned and ask additional questions.	Food and Farm Facts Junior	American Farm Bureau Foundation for Agriculture
Discussion and Collaboration	2.5L.2.3 Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	Give opportunities for class discussions after reading accurate agriculture books.	Recommended Agricultural Publications "Celebrating Diversity in Children's Agricultural Literature" book list	American Farm Bureau Foundation for Agriculture
	2.5L.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	Read the book, <i>Popcorn Country: The Story of America's Favorite Snack</i> by Cris Peterson and <i>The Popcorn Book</i> by Tommie de Paola.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Discussion and Collaboration	2.5L.2.5 Build on others' talk in conversations by linking comments to the remarks of others.	Encourage students to provide linking comments to the remarks of others when discussing agricultural topics and texts.	"Celebrating Diversity in Children's Agricultural Literature" book list	American Farm Bureau Agriculture in the Classroom
	2.5L.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	Share the "Food and Farm Facts" with students. Then have them identify the purpose for listening and paraphrase details about the information presented to them.	Food and Farm Facts	American Farm Bureau Foundation for Agriculture
Comprehension	2.5L.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	Invite a local IFA Chapter member or members to come speak to the class about agricultural topics. Encourage students to ask and answer questions about their presentation.	Indiana Farm Bureau Adult & Children's	Indiana Farm Bureau Adult & Children's
	2.5L.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	Give students opportunities to write and share poems, short stories, and personal narratives on agricultural topics and experiences.		Indiana Farm Bureau Agriculture in the Classroom