

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

Standard Type	Standard	Example	Resource(s)	Affiliate Organization(s)
History	3.H.2.1 Apply most grade-level appropriate or higher tests smoothly and accurately, with precision that commensurate comprehension of the independent text.	Search and use agricultural texts for students to read.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Textual Support	3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	After reading about an accurate agriculture book, have students use information from the text to describe the plot, setting, and explain how the characters interact in the story.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Key Ideas and Textual Support	3.RL.2.2 Recount folktales, fables, and tall tales from diverse cultures, identify the themes in these works.	Read a recommended agricultural folktale, fable, and/or tall tale and identify the themes.	<a href="#">Story Agreements by Dawn Nelson</a> <a href="#">One Grain of Wheat to Share</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">MidwestBookChildren</a>
Literature: Key Ideas and Textual Support	3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the overall plot of the story.	Using an accurate agriculture book, have students make a list of character traits for each character and state the plot for the agricultural story.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Structural Elements and Organization	3.RL.3.1 Use terms such as chapter, scene, or stanza to refer to the parts of stories, plays, and poems; describe how two or more consecutive parts build on earlier sections.	Read about an accurate agricultural book and have a class discussion for students to explain the relationship between parts of the story.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Structural Elements and Organization	3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.	Choose a book from the "Celebrating Diversity in Children's Agricultural Literacy" book list and have a class discussion to determine the narrator or character's point of view.	<a href="#">Celebrating Diversity in Children's Agricultural Literacy</a> book list	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Connection of Ideas	3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	After reading an accurate agriculture book, ask students to analyze the illustrations to better understand the agricultural book and/or story.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Literature: Connection of Ideas	3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series).	Read the books, <i>The Apple Orchard Rabbit</i> and <i>How Many Seeds in a Pumpkin?</i> by Margaret McNamara to compare and contrast the themes, setting, and plots in the stories.	<a href="#">The Apple Orchard Rabbit by Margaret McNamara</a> <a href="#">How Many Seeds in a Pumpkin? by Margaret McNamara</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Textual Support	3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions about an agricultural topic using a nonfiction text on agricultural topics. Encourage students to use evidence from the text to defend their answers.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Textual Support	3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Key Ideas and Textual Support	3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a process or procedure in a text, using words such as first, next, finally, because, problem, solution, and other connectives.	After reading nonfiction texts about grains, have students describe the relationship between steps or procedures used to make grain products.	<a href="#">Nonfiction Texts on Grains list</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Structural Elements and Organization	3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, and footnotes).	Use nonfiction text features to locate information and answer questions about an agricultural topic.	<a href="#">Recommended Agricultural Publications</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Structural Elements and Organization	3.RN.3.2 Identify how a nonfiction text can be described to indicate a problem and solution or to put events in chronological order.	Choose a nonfiction text about dairy and checkmaking to identify how the text puts events in chronological order.	<a href="#">Nonfiction Texts on Dairy and Checklist</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Structural Elements and Organization	3.RN.3.3 Distinguish one's own perspective from that of the author of the text.	After reading a nonfiction text on an agricultural topic, have students determine and locate evidence in the text to support the author's perspective.	<a href="#">Recommended Agricultural Publications</a> <a href="#">Ag Lit Catalog</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Nonfiction: Connection of Ideas	3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support points in a text.	3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support points in a text.	<a href="#">Positive Attitudes: Fact or Opinion?</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Nonfiction: Connection of Ideas	3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	<a href="#">Recommended Publications on Soybeans</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Vocabulary: Building	3.RV.1.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meaning of unknown words.	Have students record new agriculture vocabulary in a vocabulary journal and encourage them to refer back in class discussions and writing about agriculture topics.	<a href="#">Indiana Ag in the Classroom</a>	<a href="#">Indiana Ag in the Classroom</a>
Vocabulary: Building	3.RV.2.1 Consult reference materials, both print and digital (e.g., dictionary, thesaurus, or encyclopedia) to determine the meaning of words and phrases.	3.RV.2.1 Consult reference materials, both print and digital (e.g., dictionary, thesaurus, or encyclopedia) to determine the meaning of words and phrases.	<a href="#">Use the Agriculture Literacy Curriculum Matrix with students.</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Vocabulary: Building	3.RV.2.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a topic or subject area.	Work with students to determine the meanings of words in phrases in a nonfiction text on agricultural topics.	<a href="#">Use the Agriculture Literacy Curriculum Matrix with students.</a>	<a href="#">Indiana Farm Bureau</a>
Writing: Genres	3.W.1.1 Write compositions in a variety of forms that – a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section.	Complete the "Choosing Healthy Ice Pops" project. Then have students write a persuasive letter to the building principal to persuade them to serve their ice pop in the school cafeteria.	<a href="#">National Healthy Ice Pops project</a>	<a href="#">Central Agricultural</a>
Writing: Genres	3.W.1.2 Write narrative compositions in a variety of forms that – a. Establish an introduction (e.g., situation, narrative, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.	Complete the "Growing Almonds: Fact or Opinion" lesson. After completing the lesson activities, have students write an informative piece on what they have learned about almonds and almond farming.	<a href="#">Positive Attitudes: Fact or Opinion?</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Writing: Genres	3.W.1.3 Write informative/explanatory texts in a variety of forms that – a. Establish an introduction (e.g., situation, narrative, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.	Use accurate agriculture books as examples of narrative texts to share with students. Help students generate ideas to write their own narrative or personal narrative using an agricultural setting (e.g., ranch, orchard, county fair) and agricultural situations (planting, harvesting, raising equipment, caring for animals).	<a href="#">Recommended Agricultural Publications</a> <a href="#">Celebrating Diversity in Children's Agricultural Literacy</a> book list	<a href="#">American Farm Bureau Foundation for Agriculture</a>
The Writing Process	3.W.2.1 Gather relevant information to address a topic or question, identify a specific topic or question to research (e.g., where did Benjamin Franklin grow up?). 3.W.2.2 Locate information in reference texts, electronic resources, or through interviews. 3.W.2.3 Recognize that some sources may be more reliable than others. 3.W.2.4 Record relevant information in their own words. 3.W.2.5 Present the information, choosing from a variety of formats.	Help students conduct a research project on dairy breeds. Use the "Knowing All About Dairy Breeds" and "Milk of Meats? Beef or Dairy?" lessons.	<a href="#">Knowing All About Dairy Breeds</a> lesson <a href="#">Milk of Meats? Beef or Dairy? Lesson</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Discussion and Collaboration	3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	Use the "Common Questions About Agriculture" questions to engage students in small group or whole class discussions about agriculture.	<a href="#">Common Questions About Agriculture</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Discussion and Collaboration	3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	Assign students roles for participating in small group or whole class discussions on agricultural topics.	<a href="#">Common Questions About Agriculture</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Discussion and Collaboration	3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions on projects.	After completing a lesson/activity from the National Agriculture in the Classroom Curriculum Matrix, be sure to do the "Concept Elaboration and Evaluation" section to check students for understanding on the information presented during the lesson/activity.	<a href="#">National Agriculture in the Classroom Curriculum Matrix</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Discussion and Collaboration	3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	Encourage students to share their personal ideas and understanding about the agricultural topic(s) during the discussions.	<a href="#">National Agriculture in the Classroom Curriculum Matrix</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Comprehension	3.SL.3.1 Follow guidelines and express the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Have students read various Ag Mags then give opportunities for them to retail, paraphrase, and explain the agricultural uses and details in the text.	<a href="#">Use the Ag Lit Catalog to select an Ag Mag.</a>	<a href="#">Ag Lit Catalog</a>
Comprehension	3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Invite a local FFA Chapter or 4-H club member to come speak to the class on agricultural topics.	<a href="#">Contact Indiana FFA web page</a> <a href="#">County and District Extension Offices (4-H)</a>	<a href="#">Indiana FFA web page</a> <a href="#">County and District Extension Offices (4-H)</a>
Presentation of Knowledge and Ideas	3.SL.4.1 Using appropriate language, report on a topic or issue or present a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	Give students opportunities to create presentations to share their narratives about animal farming.	<a href="#">Positive Attitudes: Fact or Opinion?</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Presentation of Knowledge and Ideas	3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	Help students use various media to give a presentation on their research project on dairy breeds.	<a href="#">Milk of Meats? Beef or Dairy? Lesson</a>	<a href="#">Indiana Farm Bureau</a> <a href="#">Statistics in the Classroom</a>
Media Literacy	3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	After reading various agricultural literacy materials (journalism, fiction books, Ag Mag or Ag Today readers), distinguish the purpose of the media message as information, entertainment, persuasion, interpretation of events, or transmission of culture. (Contact your county Farm Bureau board to sponsor the purchase of Ag Mag or Ag Today class sets for your students.)	<a href="#">Recommended Agricultural Publications</a> <a href="#">Ag Mags</a> <a href="#">Ag Today Issues</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>