

Indiana Academic Standards and Agricultural Education: English Language Arts

Standard Type	Standard	Example	Resource(s)	Affiliate Organization(s)
Kindergarten				
Fluency	K.RF.5 Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Use agricultural topic emergent-reader texts.	Indiana Book of the Year program book list and educator guides	Indiana Book of the Year program book list and educator guides
Literature: Key Ideas and Textual Support	K.RL.1 Actively engage in group reading activities with purpose and understanding.	Choose an accurate ag book from the Indiana Farm Bureau Book of the Year list to read aloud. Then use the book's educator guide to complete activities as a group to check for understanding.	Indiana Book of the Year program book list and educator guides	Indiana Ag in the Classroom
Literature: Key Ideas and Textual Support	K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.	Read the book, John Deere, That's Who! by Tracy Nelson Maurer. Then use the "Discussion Questions" from the Educator Guide to ask and answer questions about the text.	John Deere, That's Who! by Tracy Nelson Maurer Educator Guide (Discussion Questions on page 7)	Indiana Ag in the Classroom
Literature: Key Ideas and Textual Support	K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.	Use stories, poems, and nursery rhymes about farming to highlight farm animals and farmers.	Old MacDonald Had a Farm Little Bo Peep has Lost Her Sheep Farmers in the Den	
Literature: Structural Elements and Organization	K.RL.3 With support, define the role of the author and illustrator of a story in telling the story.	Use accurate agriculture books to give examples of authors and illustrators.	Recommended Agricultural Publications	Indiana Farm Bureau Book of the Year
Literature: Connections of Ideas	K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.	Use accurate agriculture books to help students see the relationship between illustrations and the story.	Recommended Agricultural Publications	Indiana Farm Bureau Book of the Year
Nonfiction: Key Ideas and Textual Support	K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	Use an accurate agriculture book to ask students questions about important elements of the text.	Recommended Agricultural Publications	Indiana Farm Bureau Book of the Year
Nonfiction: Key Ideas and Textual Support	K.RN.2.2 With support, retell the main idea and key details of a text.	Use an accurate agriculture book for students to retell main idea and key details of the text.	Recommended Agricultural Publications	Indiana Farm Bureau Book of the Year
Nonfiction: Structural Elements and Organization	K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	Read the book, <i>Seed, Soil, Sun: Earth's Recipe for Our Food</i> by Cris Peterson to identify nonfiction text features and the relationship between them and the text.	Seed, Soil, Sun: Earth's Recipe for Our Food by Cris Peterson	Indiana Farm Bureau Book of the Year
Nonfiction: Structural Elements and Organization	K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.	Use nonfiction books about agriculture as examples of a text structured to describe an agricultural topic.	Indiana Farm Bureau Book of the Year	Indiana Farm Bureau Book of the Year
Nonfiction: Connection of Ideas	K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.	Select two accurate ag books on the same ag topic to identify similarities and differences between the texts.	Find accurate ag books at the following websites: Agriculture Literacy Curriculum Matrix Ag Lit Catalog Ag Foundation Recommended Publications	Indiana Farm Bureau Book of the Year
Vocabulary Building	K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	Use the "Source Search" activity to help students understand and identify objects that come from agriculture by sorting them into categories (farms, stores, factories, natural resources).	Source Search lesson	Indiana Farm Bureau Ag/Books in the Classroom
Vocabulary in Literature and Nonfiction Texts	K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.	Use books about agricultural topics are read aloud, take time to stop and check for understand on agricultural terms. Make a list of words that need to be defined to help students understand (ex: acer, dairy parlor, combine).		Indiana Farm Bureau Book of the Year
Vocabulary in Literature and Nonfiction Texts	K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.	Use books about agricultural topics are read aloud, take time to stop and check for understand on agricultural terms. Make a list of words that need to be defined to help students understand (ex: acer, dairy parlor, combine).		Indiana Farm Bureau Book of the Year
Writing Genres	K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	Read the book, <i>Poppom Country: The Story of America's Favorite Snack</i> by Cris Peterson. Then have a popcorn snack with at least three popcorn flavors (butter, cheddar, caramel) for students to choose from. Once they have picked their favorite flavor, make a list of words/reason for why the like that flavor best. Next help students write a few opinion and persuasive sentences for why someone should try the popcorn snack. (I like ___ flavor because ___. You should try ___ flavor because ___.)	Poppom Country: The Story of America's Favorite Snack by Cris Peterson	Indiana Farm Bureau Book of the Year
Writing Genres	K.W.3.2 Use words and pictures to develop a topic.	Have students work in small groups to research a farm animal (cattle, sheep, pigs, horses, chickens, herding dogs) to write a list or couple informative sentences to share what they learned about their topic. Also, have them draw and label a picture of their farm animal.	Use the following resources for students to research their farm animal: Ag Lit Catalog Teachers Pay Teachers (search for "farm animal research reports") "About Books" from the Ag Classroom Store	American Farm Bureau Foundation for Agriculture Teachers Pay Teachers Ag Classroom Store
Writing Genres	K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.	Have students write a narrative story about an agricultural experience they've had in the past (ex: field trip to a farm or orchard, visit to the county or state fair, visiting a farm animal petting zoo). Have student use words like "first, next, then, last" to share the story in order. Also have students illustrate and label a picture to match their narrative story.		Indiana Ag in the Classroom
The Research Process	With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	Conduct a whole class research project on farming and farmers. Invite a farmer to come speak or watch a virtual farm tour to learn about what farmers do. Use the recommended resources to gather your research.	A Day Without Agriculture lesson Virtual Tours Ag Lit Catalog	National Ag in the Classroom Student Center American Farm Bureau Foundation for Agriculture
Discussion and Collaboration	K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Use the Agriculture Literacy Curriculum Matrix to Find grade appropriate lessons to guide collaborative conversations on agriculture topics and texts.	Agriculture Literacy Curriculum Matrix	Indiana Ag in the Classroom
Discussion and Collaboration	K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	Use the "Food and Farm Facts - Try It!" section to guide class discussions during a Morning Meeting or other class meeting times to practice listening, taking turns, and speaking engagements among students.	Food and Farm Facts - Junior	American Farm Bureau Foundation for Agriculture
Comprehension	K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Use an accurate ag book celebrating diversity to engage students in discussion about key details in the text.	"Celebrating Diversity in Children's Agriculture Literature" book list	American Farm Bureau Foundation for Agriculture
Comprehension	K.SL.3.2 Ask appropriate questions about what a speaker says.	Invite a local farmer, agriculture industry professional, FFA Chapter or a 4-H club to come speak to the class about their involvement with agriculture. After they speak, help students brainstorm appropriate questions about what they said.	Contact Indiana FFA web page County and District Extension Offices (4-11)	Indiana FFA
Presentation of Knowledge and Ideas	K.SL.4.1 Speaking smoothly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	After students have completed their research on a farm animal or agriculture topic, have them create a poster to present the information they learned on the topic.		Indiana Ag in the Classroom