

Indiana Academic Standards and Agricultural Education: English Language Arts
 Fifth Grade

| Standard | Grade | Example | Resource(s) | Affiliate Organization(s) |
|---|----------|---|--|--|
| Fluency: Key Ideas and Details: Text Support | 5.F.1 | Identify and describe the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and digitally presented information in a text, media, or format. | Recommended Agricultural Publications | American Farm Bureau Foundation for Agriculture |
| Literature: Key Ideas and Details: Textual Support | 5.L.1.2 | Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. | Recommended Agricultural Publications | American Farm Bureau Foundation for Agriculture |
| Literature: Key Ideas and Details: Textual Support | 5.L.1.3 | Determine the theme or central message of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Use a book from the "Celebrating Diversity in Children's Agricultural Literature" book set for students to determine the theme of the story and summarize the text. | Celebrating Diversity in Children's Agricultural Literature" book set American Farm Bureau Foundation for Agriculture |
| Literature: Key Ideas and Details: Textual Support | 5.L.1.3 | Describe how characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. | After reading an accurate agriculture text, have students use a graphic organizer to record and describe how characters, settings, or events in the story. | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Literature: Key Ideas and Details: Textual Support | 5.L.1.3 | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, play, or poem. | Provide a graphic organizer and assign an accurate agriculture book for students to read and explain how a series of scenes fit together to provide the overall structure of the story. | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Structural Elements and Organization | 5.S.1.3 | Describe how a narrator's or speaker's point of view influences how events are portrayed. | Using an accurate agriculture book, have students describe how the narrator's or speaker's point of view influences how the events in the story are portrayed. | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Literature: Connections of Ideas | 5.L.1.4 | Compare and contrast stories in the same genre in that approaches to similar themes and topics. | Use the recommended list of accurate agriculture books on apples for students to compare and contrast stories on their approaches to similar themes and topics. | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Nonfiction: Key Ideas and Details: Textual Support | 5.N.2.1 | Quote accurately from a text when explaining how a text says explicitly and when drawing inferences from the text. | Use a nonfiction text on an agricultural topic for students to explain what the text says and identify inferences from the text to support explanations. | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Nonfiction: Key Ideas and Details: Textual Support | 5.N.2.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Use an Ag Book for students to read and provide a graphic organizer to determine two or more main ideas of the text and summarize the text. (Contact your county farm bureau to sponsor the purchase of an Ag Book.) | Recommended Agricultural Publications American Farm Bureau Foundation for Agriculture |
| Nonfiction: Structural Elements and Organization | 5.N.3.1 | Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. | Use nonfiction texts on agricultural topics and events and explore the "Growing a History" digital timeline to learn about important agricultural events and create a timeline. | Recommended Agricultural Publications Growing a Nation Interactive Timeline Timeline a Nation |
| Nonfiction: Structural Elements and Organization | 5.N.3.2 | Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. | Complete the "Think in Pictures: Like Dr. Grandin" activity 1 of the lesson. Students will read, view, and compare two agricultural inventors. | Think in Pictures: Like Dr. Grandin, Video Indiana Ag in the Classroom |
| Nonfiction: Structural Elements and Organization | 5.N.3.3 | Analyze multiple accounts of the same event or topic, noting similarities and differences in the perspectives the accounts represent. | Learn about the Dust Bowl in the history of American agriculture and explore multiple accounts of the event. | Recommended Publications on the Dust Bowl American Farm Bureau Foundation for Agriculture National Agricultural Library Classroom Curriculum Matrix National Archives in the Classroom Curriculum |
| Nonfiction: Connections of Ideas | 5.N.4.2 | Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. | Use the National Agriculture in the Classroom Curriculum Matrix to search a topic and find several texts or digital sources on that topic for students to use and demonstrate knowledge about the subject. (ix. When the topic of core is searched in the matrix, several lesson plans, companion resources, and kits are provided.) | National Agriculture in the Classroom Curriculum Matrix and Companion Resources Indiana Ag in the Classroom |
| Nonfiction: Vocabulary Building | 5.NV.2.1 | Select and apply context clues (e.g., word, drawing, sentence, and paragraph clues) and text features to determine the meaning of unknown words. | Use context clues and text features to determine the meanings of unknown agricultural words. | Indiana Ag in the Classroom |
| Vocabulary Building | 5.V.2.1 | Consult general reference materials, both print and digital (e.g., dictionaries, thesauruses) to find the pronunciation and clarify the precise meanings of words and phrases. | Use print and digital materials to find the pronunciation and precise meaning of agricultural words and phrases. Have students keep an "Agriculture Words" journal to record their findings and encourage them to use as a resource when writing about agricultural topics. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Vocabulary Building | 5.V.3.1 | Determine the meaning of general academic, content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text. | Determine the meaning of content-specific agricultural words and phrases in a nonfiction text. Have students record the words and meanings in their "Agriculture Words" journal. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Writing: Argumentative, Informative, Narrative | 5.W.1.1 | Write persuasive compositions in a variety of forms that – a. Clearly present a position in an introductory statement to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate for the identified audience. | Complete the "Making Half Pea, Fava Beans and Vegetables" lesson. Then have students write persuasive letters to persuade them to eat more fruits and vegetables. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Writing: Argumentative, Informative, Narrative | 5.W.1.2 | Write informative compositions on a variety of topics that – a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g., therefore, in addition). d. Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. f. Provide a concluding statement or section related to the information or explanation presented. | Complete the "Farming for Energy" lesson. Then have students write an informative essay on how farm products produce renewable energy. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Writing: Argumentative, Informative, Narrative | 5.W.1.3 | Write narrative compositions in a variety of forms that – a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that relates naturally, connecting ideas and events using transitions. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use precise and expressive vocabulary and figurative language for effect. e. Provide an ending that follows from the text. f. Conduct short research assignments and take on a topic. g. With support, formulate a research question (e.g., "What were John Wooden's greatest contributions to college basketball?"). h. Identify and acquire information through reliable primary and secondary sources. i. Summarize and paraphrase important ideas and supporting details, and include direct quotations when appropriate, citing the source of information. j. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. k. Present the research information, choosing only a single source. | Assign students to write a "This is the Life of a Farmer" narrative. Provide graphic organizers for students to give as many details of chores, tools and equipment used, and/or animals to law for. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| The Research Process: Finding, Analyzing, Synthesizing, and Reporting Information | 5.S.5 | Conduct short research assignments and take on a topic. a. With support, formulate a research question (e.g., "What were John Wooden's greatest contributions to college basketball?"). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations when appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. e. Present the research information, choosing only a single source. | Create a research question on an agricultural topic (e.g., "What were Thomas Edison's greatest contributions to agriculture?"). | Recommended Resources on Agriculture Indiana Ag in the Classroom |
| Speaking and Listening: Discussion and Collaboration | 5.SL.2 | 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. | After completing an agricultural lesson, ask questions to check for students' understanding on the agricultural topics. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Speaking and Listening: Discussion and Collaboration | 5.SL.2 | Participate in discussions and debates, explaining and supporting their positions on a topic or text, reflecting on others' ideas, expressing their own opinions, and responding to others' arguments and questions. | Use the "Interest Agreement" lesson from the National Agriculture in the Classroom Curriculum Matrix to pose and respond to the questions by making comments that contribute to the discussion and elaborate on the remarks of others. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Speaking and Listening: Discussion and Collaboration | 5.SL.2 | Review the key ideas expressed and draw conclusions in reference to information and knowledge acquired from the discussion. | Use the "Concept Elaboration and Evaluation" section in lessons from the National Agriculture in the Classroom Curriculum Matrix to review key ideas expressed and draw conclusions to information and knowledge gained from the discussion and lesson. | National Agriculture in the Classroom Curriculum Matrix lesson plans Indiana Ag in the Classroom |
| Speaking and Listening: Comprehension | 5.SL.3 | Summarize or paraphrase in a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Have students orally summarize a text on an agricultural topic. | Recommended Agricultural Publications Indiana Ag in the Classroom |
| Speaking and Listening: Comprehension | 5.SL.3 | Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence. | Have students orally summarize a text on an agricultural topic affecting the community. Have students summarize the main idea and supporting details from the speaker. | Indiana Ag in the Classroom Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Speaking and Listening: Presentation of Knowledge | 5.SL.4 | Using appropriate language, present information on a topic or text, narrate or discuss an issue, and draw conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly and coherently at an understandable pace. | Give students opportunities to present their persuasive, informative, and narrative compositions on agricultural topics. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Speaking and Listening: Presentation of Knowledge | 5.SL.4 | Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the presentation of main ideas or themes. | Have students create engaging presentations to enhance the development of main ideas and themes on agricultural topics. | Indiana Ag in the Classroom Indiana Ag in the Classroom |
| Media Literacy | 5.ML.2.1 | Review claims made in various types of media and evaluate evidence used to support those claims. | Review claims made in various types of agricultural media and evaluate evidence used to support those claims. | AgNet National Farm Journal National Farm Journal |
| Media Literacy | 5.ML.2 | Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. | Use agricultural media for students to identify the role of the media in focusing people's attention on events and in forming their opinions on issues. | Indiana Ag in the Classroom Indiana Ag in the Classroom |