



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

Taken from <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml>

Kindergarten

Standard 3

READING: Comprehension and Analysis of Literary Text

K.3.3 Identify characters, settings, and important events in a story.

Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

K.5.1 Draw pictures and write words for a specific reason.

Example: Draw a picture or write to a friend or a family member to tell about something new at school.

K.5.2 Draw pictures and write for specific people or persons.

Example: Write or dictate an invitation to a parent to attend a classroom event.

Grade 1

Standard 3

READING: Comprehension and Analysis of Literary Text

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

Example: Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

1.5.1 Write brief narratives (stories) describing an experience.

Example: Write a short story titled *My Friend* describing an experience that is real or imagined.

1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.

1.5.3 Write simple rhymes.

1.5.4 Use descriptive words when writing.

Example: Use varied words to describe events, people, and places, such as describing a day as a sunny day or cloudy day.

1.5.5 Write for different purposes and to a specific audience or person.

Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Grade 2

Standard 3

READING: Comprehension and Analysis of Literary Text

2.3.1 Compare plots, settings, and characters presented by different authors.

Example: Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

2.3.3 Compare and contrast versions of same stories from different cultures.

Example: Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.

2.3.7 Identify the meaning or lesson of a story.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

2.5.2 Write a brief description of a familiar object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea.

Example: Write a descriptive piece on a topic, such as Houses Come in Different Shapes and Sizes.

2.5.5 Use descriptive words when writing.

2.5.6 Write for different purposes and to a specific audience or person.

Example: Write a description of your favorite book to recommend the book to a friend

Grade 3

Standard 3

(READING: Comprehension and Analysis of Literary Text)

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as *Why Mosquitoes Buzz in People's Ears* retold by Verna Aardema or *How the Leopard Got Its Spots* by Justine and Ron Fontes. Plot each story onto a story map.

3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, *Ralph S. Mouse*, the main character in Beverly Cleary's book by the same name.

3.3.4 Determine the theme or author's message in fiction and nonfiction text.

Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story *More Than Halfway There*, by Janet Halliday Ervin, and the nonfiction biography *Abe Lincoln's Hat*, by Martha Brenner.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

3.5.2 Write descriptive pieces about people, places, things, or experiences that:

- develop a unified main idea.
- use details to support the main idea.

Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.

3.5.5 Write for different purposes and to a specific audience or person.

Example: Write an article about the library at your school. Include a list of ways that students use the library

3.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

Grade 4

Standard 3

(READING: Literary Response and Analysis)

4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Example: Read a book of trickster tales from other countries, such as *The Barefoot Book of Trickster Tales* retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.

Standard 5

(WRITING: Applications)

4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.

4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.

Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Grade 5

Standard 3

(READING: Comprehension and Analysis of Literary Text)

Structural Features of Literature



Taltree
arboretum & gardens®

TRAIL OF SCARECROWS

Academic Standards

5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Example: Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.

5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Example: Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

Standard 5

WRITING: Applications

(Different Types of Writing and Their Characteristics)

5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Example: Write a skit or an episode of a puppet show to present at your class talent show.

Use funny words and phrases to make the audience laugh.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.