

Resource Guide: Cross-Curricular Connections with Literacy

Vision:

New Mexico defines cross-curricular connections as connections between two or more areas of study made by teachers or students within the structure of a subject. By identifying and planning with cross-curricular connections in mind, instruction in literacy builds knowledge, and therefore comprehension, around a given topic. When these connections are paired with appropriately complex texts and high-quality tasks, rigorous and equitable literacy instruction happens for all New Mexico students.

Purpose:

Cross-curricular connections allow for planning around topics that will build knowledge and vocabulary. Connecting literacy to other content areas allows this development to continue throughout instruction. Planning with specific texts in mind, keeps the text at the center of unit and lesson planning. This allows the four core tenets of rigorous and equitable literacy instruction to exist for all New Mexico students.

Suggested Topics for Building Knowledge in 2nd Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Ecosystems: Plant Worlds, Animal Biomes and Adaptations	Incorporate: biomes in the natural world, community ecosystems, different types of ecosystems, plant cycles, what do plants need to survive, medicinal and cultural uses of plants, plants for food, different characteristics of animals in different biomes, cultural aspects of animals and their importance (folktales and fables), connect to timelines	Science 2-LSL4-1, 2-LS2-1, 2-LS2-2, 2-LS4-1 Social Studies Benchmark II-A Health 1.1;1-2.4
Changes on Earth Over Time	Incorporate erosion, wind, water, weather, as well as human-made changes to the Earth. Connect to timelines	Science 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3 Social Studies Benchmark II-B, Benchmark II-D Health 1.1;1-2.1
Community Folklore and Fables	Incorporate local stories, from the communities you are in and the communities that your students live in or are from Use a variety of New Mexican stories from different areas of the state and different cultures within the state Connect to timelines	Health 5.1;1-2 Social Studies Benchmark I-A, I-B, I-C Benchmark II-B, Benchmark II-C, Benchmark II-E, Benchmark II-F, Benchmark III-A, Benchmark IV-A Science 2-LS4-1, 2-ESS1-1, 2-ESS2-1-3
Cultural Impacts	Incorporate texts that could answer:	Social Studies Benchmark I-A, I-B, I-C Benchmark II-B, Benchmark

	<p>What is culture? How does culture impact the individual and the community? How does culture impact diversity in your area? How does culture impact local ecosystems and infrastructure? Connect to timelines</p>	<p>II-C, Benchmark II-E, Benchmark II-F, Benchmark III-A, Benchmark IV-A Health 1.1;1-2.4, media 4.1;1-2;4.2;1-2; 3.5;1-2.3, 7.1;1-2.1 Science 2-LS4-1, 2-ESS1-1, 2-ESS2-1-3</p>
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