

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 Third Grade:

| Possible Topics for Building Knowledge: | Suggestions to consider when planning | Subject-areas and Standards that Align with this Topic |
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| Scientific Advances and Engineering | <p>People in history who have created or invented something - make a claim about something' natural phenomenon and solutions i.e. The Boy Who Harnessed the Wind.</p> <p>Nonfiction text to learn about people who created or invented something</p> <p>Text sets about inventors and community helpers, people who have solved problems using science/engineering</p> | Science Earth and Human Activity: 3-ESS3-1 |
| Relationships | <p>Examine human relationships - inter and intrapersonal - and the impact of individual and group behaviors, appreciating multiple perspectives. Examine relationships in the natural world and make connections to human relationships.</p> <p>Exploring relationships between different groups in New Mexico history (Native Americans, Spanish, US explorers)</p> | Science 3-PS2-3, 3-LS-2 Health CS1/B2 History CS-1D |
| Fossils | <p>Text sets about fossils, dinosaurs, and plants.</p> <p>Relationships between animals today and extinct organisms</p> <p>Ecological/geographical history of New Mexico, fossil discoveries in New Mexico</p> | Science 3-LS4-1 Biological Evolution: Unity and Diversity |
| The Shaping Earth | <p>Use a variety of informational text to connect the History Geography standards of mapping the regions of earths to the science standards on ecosystems and climates. To show the process that Earth can be broken down into regions, regions can be broken into bio/ecosystems in</p> | SS Strand Geography Content Standard 2A and 2B Benchmark 3.1 and 3.2 Science: 3ESS2-2, 3ESS2-1, 3PS2-1, 3LS4-4,3-ESS3-1 |

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| | <p>which animals and humans need to survive. Natural and man-made changes to Ecosystems and the effects that they have on the inhabitants. May include Narrative nonfiction or Historical fiction to show the perspective of someone/something(animals) that has been impacted by the changes of an ecosystem. End with the engineering standard of Designing a solution that reduces the impact of weather-related or man-made hazards. (Can include informational or narrative nonfiction texts to show the process of designing a solution to a similar problem)</p> | |
| <p>Germs and Viruses</p> | <p>Nonfiction text to learn about the topic Fiction text to help build understanding on how germs and viruses can affect people Videos show how germs can spread Connections to COVID-19 Pandemic Self-care and care of others, stressing the importance of how communities can help each other by recognizing “greater good” of working together as a global community</p> | <p>Health K-4 Benchmark 1 Science (Life Science) K-4 Benchmark III</p> |
| <p>Community Helpers and Historical Events</p> | <p>Examine murals of community helpers (health care, officers, teachers, etc.). Read poems or stories about historical people: Lori Alvord, Florence Nightingale, Aileen Stewart, Elizabeth Blackwell Compare and contrast how cultures heal people (medicine man, shaman, Chinese medicine etc.) Text sets about community helpers, including doctors, nurses, first responders, teachers, librarians, coaches, vets, construction workers, etc. Text sets about social justice figures. When do people stand up? Historical figures and contributions Use ersi.com lessons that infuse GIS</p> | <p>Health Benchmark 4 Community health helpers Art Standard 4 Realizing, interpreting, and presenting artistic ideas and work: Art meaning. World Readiness Standard Respectful Cultural Comparisons</p> |