

# Greenwood Elementary

Cross-Curricular Enriched Literacy in a Title I School

Tammy Proctor & Maria Williams  
Instructional Facilitators

# WARM UP



## Turn to your neighbor and share

Red: What's your favorite book?

Orange: What's the best vacation spot you have ever been to?

Blue: What's your favorite kind of food?

Green: What TV show are you addicted to?

Brown: If you could have any superhero quality, what would it be?

Yellow: What's the best part of your work week?

# Session Objectives

- ★ Participants will become well versed in instructional practices that incorporate social emotional learning in literacy and math cross-curricular practices
- ★ Participants will work collaboratively to explore the successes and difficulties associated with literacy and mathematical standards-based instruction within rural Title One schools.
- ★ Participants will actively engage in a cross-curricular enriched lesson and outline ways to deliver gained knowledge and understanding to colleagues, peers, and/or administrators at district/school level.

# Neighbor Chat

"What are things that inhibit students from becoming proficient in literacy and math?"

## Barriers Within Our Control

- ★ Student's fluency
- ★ Student's motivation
- ★ Method of instruction
- ★ Background Knowledge

## Barriers Beyond Our Control

- ★ Socio-economic status
- ★ Language
- ★ Parent, guardian, or family support

Although out of school factors contribute sometimes in major ways to literacy and mathematical disparities schools have the responsibility to try to close such gaps as much as possible.

Jane Waldfogel, 2012

# WHY?

**Vygotsky** (1978) believed learning happens when instruction and practice occur simultaneously within social settings. It is evident that students retain literacy and mathematical skills when they become immersed with text and applications through reading, writing, speaking, reciting, and interacting with it.

**Barnes** (2015) stressed the importance of schools providing pupils with meaningful, diverse learning experiences that cross content boundaries. We incorporated these leaning approaches to address Title One students' diverse academic needs.



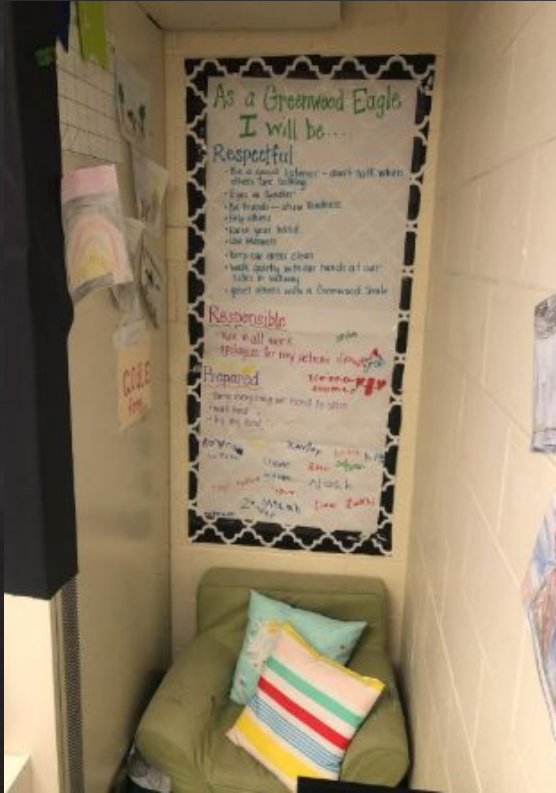
# Social-Emotional Connection

Lemerise & Arsenio (2000) reported social emotional learning builds children's skills to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively.





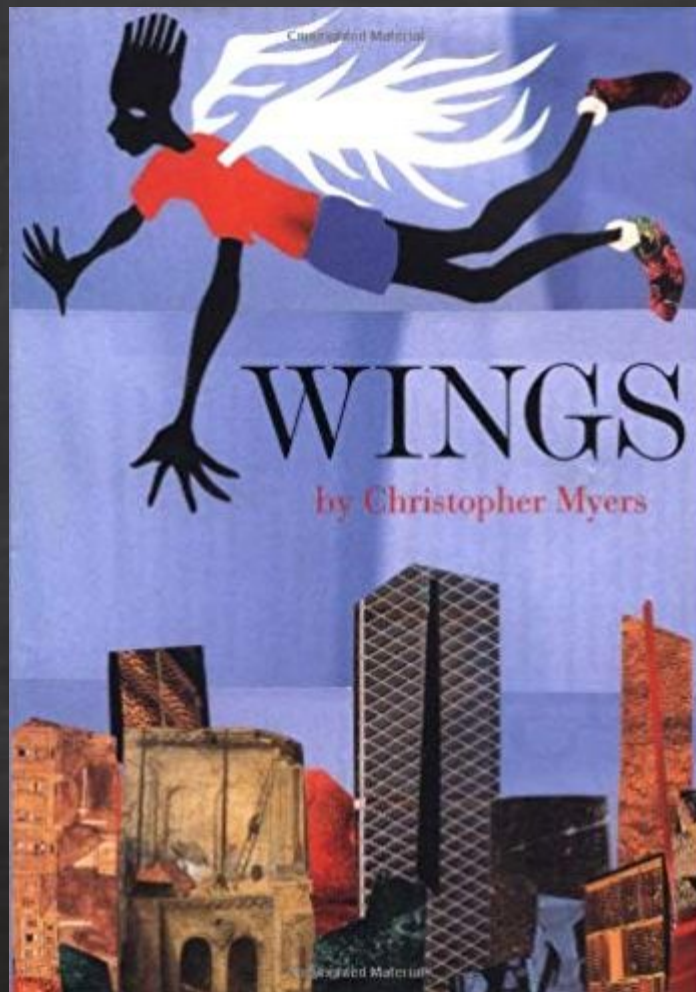
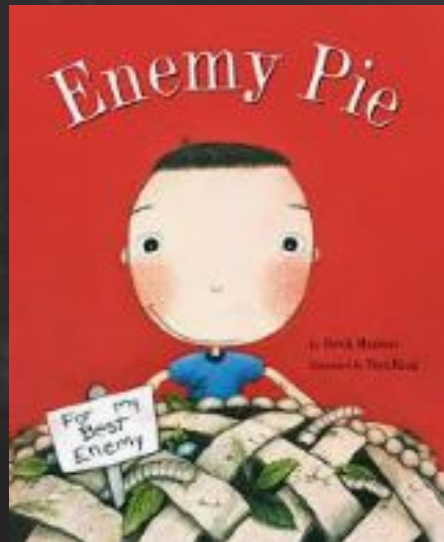
# CORE AREAS



# Book Selection and Process

Social and Emotional Learning is integral to classroom culture and students' overall well-being. Students need to engage with texts that allow them to view characters who encounter challenges and deal with their feelings in complex ways. Books with a social/emotional focus build a positive sense of self and help children effectively apply the knowledge, skills, and attitudes necessary to manage emotions, set and achieve positive goals, as well as enhance fluency and comprehension.

To address this area, guidance counselors from our school assisted with book selection. Books we chose were Enemy Pie, Wings, and Isaac.



"Historically what you are doing is so different from the way teaching has been approached. It's been: Here's the content, I know what it is, you don't, it's in the textbook, now I'm going to give you a test. But to teach new content, you have to unpack it." (Marzano, 2015)



# Marzano's Connection



| <b>Marzano's Taxonomy – Useful Verbs</b>  |                       |
|---|-----------------------|
| <p><b>Recognize</b></p> <ul style="list-style-type: none"> <li>recognize [from a list]</li> <li>select [from a list]</li> <li>identify [from a list]</li> <li>determine [true / false]</li> </ul>   | Retrieval             |
| <p><b>Recall</b></p> <ul style="list-style-type: none"> <li>name</li> <li>list</li> <li>describe</li> <li>state</li> <li>Identify who, where, or when</li> <li>describe what</li> </ul>   |                       |
| <p><b>Executing</b></p> <ul style="list-style-type: none"> <li>use</li> <li>demonstrate</li> <li>show</li> <li>make</li> <li>draft</li> <li>complete</li> </ul>   | Comprehension         |
| <p><b>Integrating</b></p> <ul style="list-style-type: none"> <li>summarize</li> <li>paraphrase</li> <li>describe the key parts of</li> <li>describe the relationship between</li> <li>Explain the ways in which</li> <li>describe how or why</li> <li>describe the effects</li> </ul>   |                       |
| <p><b>Symbolizing</b></p> <ul style="list-style-type: none"> <li>use models</li> <li>symbolize</li> <li>depict</li> <li>represent</li> <li>draw</li> <li>illustrate</li> <li>show</li> <li>diagram</li> <li>chart</li> </ul>  |                       |
| <p><b>Matching</b></p> <ul style="list-style-type: none"> <li>compare and contrast</li> <li>categorize</li> <li>sort</li> <li>differentiate</li> <li>discriminate</li> <li>distinguish</li> <li>create an analogy or metaphor</li> </ul>  | Analysis              |
| <p><b>Classifying</b></p> <ul style="list-style-type: none"> <li>classify</li> <li>organize</li> <li>sort</li> <li>Identify different types or categories</li> <li>Identify a broader category</li> </ul>   |                       |
| <p><b>Analyzing Errors</b></p> <ul style="list-style-type: none"> <li>edit</li> <li>revise</li> <li>Identify errors or problems</li> <li>evaluate</li> <li>Identify issues or misunderstandings</li> <li>assess</li> <li>critique</li> <li>diagnose</li> </ul>  |                       |
| <p><b>Generalizing</b></p> <ul style="list-style-type: none"> <li>form conclusions</li> <li>Create a principle, generalization, or rule</li> <li>trace the development of</li> <li>generalize</li> <li>what conclusions can draw</li> <li>what inferences can be made</li> </ul>  |                       |
| <p><b>Specifying</b></p> <ul style="list-style-type: none"> <li>make &amp; defend</li> <li>predict</li> <li>what would have to happen</li> <li>develop an argument for</li> <li>judge</li> <li>under what conditions</li> <li>deduce</li> </ul>   |                       |
| <p><b>Decision-Making</b></p> <ul style="list-style-type: none"> <li>select the best among the following alternatives</li> <li>which of the following would best</li> <li>what is the best way</li> <li>decide</li> <li>which of these is most suitable</li> </ul>  | Knowledge Utilization |
| <p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>solve</li> <li>adapt</li> <li>develop a strategy</li> <li>figure out a way</li> <li>how would you overcome</li> <li>how will you reach your goal under these conditions</li> </ul>   |                       |
| <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>experiment</li> <li>generate &amp; test</li> <li>test the idea that</li> <li>what would happen if</li> <li>how would you test that</li> <li>how can this be explained</li> <li>how would you determine if</li> <li>based on the experiment, what can be predicted</li> </ul> |                       |
| <p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>investigate</li> <li>research</li> <li>find out about</li> <li>take a position on</li> <li>how &amp; why did this happen</li> <li>what would happen if</li> <li>what are differing features of</li> </ul>  |                       |

## ELA & Math Standards were chosen based upon cfip data.

2.OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems

2.NBT.B.7 - Add and subtract within 1000

L2.4 - Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

RL2.5 - Describe the structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story

**Pre and Post Assessments were given on Unify (our district's testing platform).**



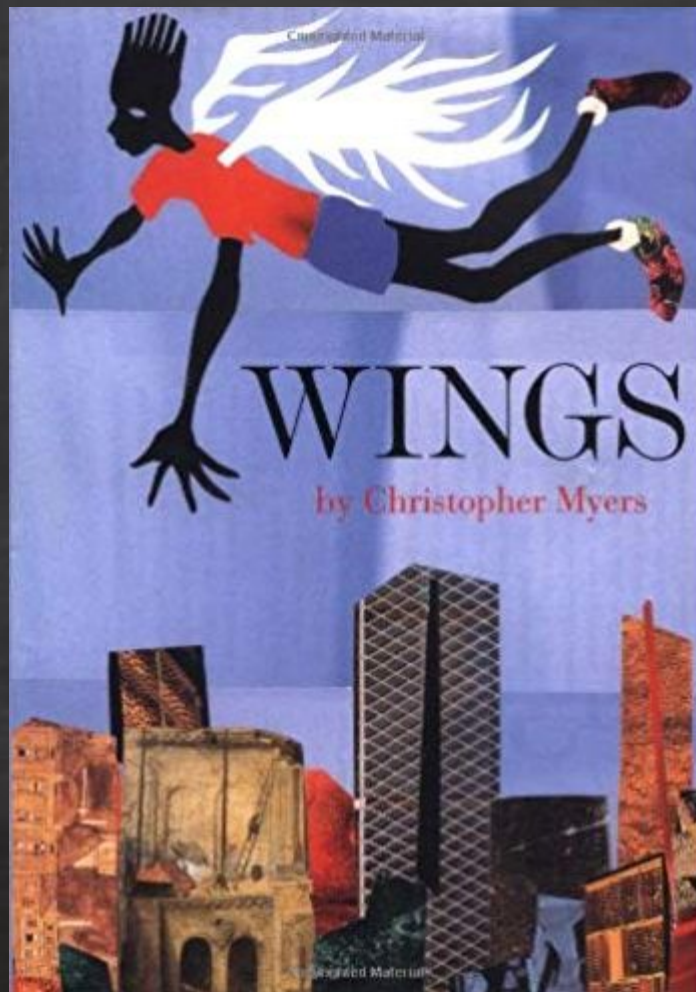
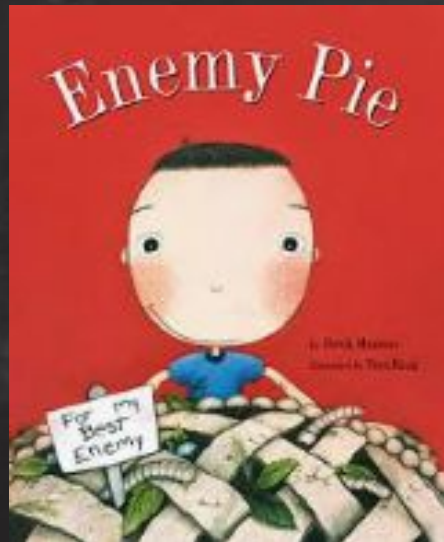
PS:A.1.5: Identify and express feelings

PS:A.2.3: Recognize, accept, respect and appreciate individual differences

PS:A.2.8: Learn how to make and keep friends

## ASCA National Standards for Students







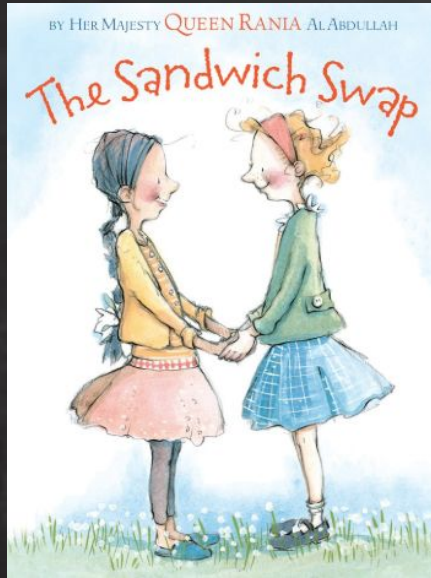
# Pre and Post data

| Student | Pre | Post |
|---------|-----|------|
| M. A.   | 73  | 86   |
| K. B.   | 32  | 55   |
| N. B.   | 5   | 9    |
| J. B.   | 59  | 73   |
| T. B.   | 45  | 55   |
| S. B.   | 73  | 86   |
| D. C.   | 27  | 41   |
| J. C.   | 5   | 32   |
| G. C.   | 68  | 86   |
| A. D.   | 36  | 55   |
| K. H.   | 23  | 41   |
| Z. S.   | 27  | 32   |
| I. W.   | 45  | 45   |

# Lesson Plan

| Lesson Plan Template    |  |
|-------------------------|--|
| Standard(s)             |  |
| Objective               |  |
| Essential Question      |  |
| Warm Up Activity        |  |
| Vocabulary Activity     |  |
| Whole Group Instruction |  |
| Small Group Instruction |  |
| Conclusion/Ticket Out   |  |
| Materials               |  |

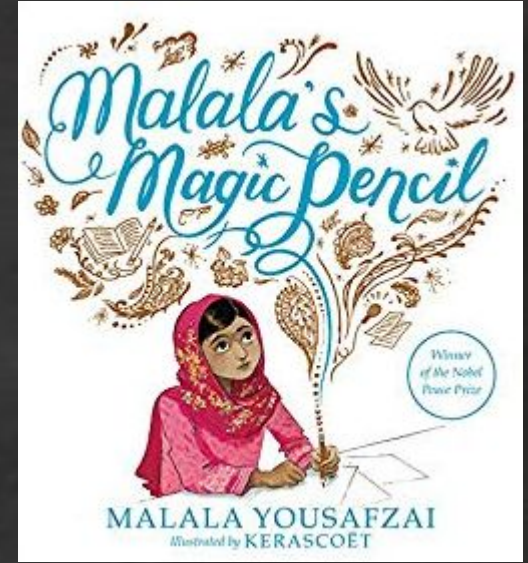




"The Sandwich Swap," which tells the story of two girls, Lily and Salma, who are best friends and share and do everything together - except their lunch.

## Your Turn!

- Select a book.
- Create a cross-curricular lesson plan outline.
- Be sure your activities address Social Emotional Standards.



It shows Malala Yousafzai growing up in Swat, Pakistan, and wishing for a magic pencil to solve her problems; she learns that she is able to make changes, such as advancing rights to female education.



## In conclusion . . .

Past studies have proven that acknowledging and addressing students' academic needs by means of multiple perspectives is effective (Lim, O'Halloran, and Tan, 2015). Our session was derived from the instructional endeavors of our district's Title One educators. Through a cross-curricular enriched literacy approach, we discovered that students are more prone to acquire and retain both literacy-based and mathematical skills when they are presented in a manner that recognizes social emotional learning, which is embedded with cross-curricular teaching. Through school-based and countywide professional development, we are furthering our findings by implementing the process in other content areas/grade levels.

# Session Objectives

- ★ Participants will become well versed in instructional practices that incorporate social emotional learning in literacy and math cross-curricular practices
- ★ Participants will work collaboratively to explore the successes and difficulties associated with literacy and mathematical standards-based instruction within rural Title One schools.
- ★ Participants will actively engage in a cross-curricular enriched lesson and outline ways to deliver gained knowledge and understanding to colleagues, peers, and/or administrators at district/school level.

Tammy Proctor

tproctor@somerset.k12.md.us

Maria Williams

mwilliams@somerset.k12.md.us