Taking Common Core Writing Text Types to Paragraphs and Beyond

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CABE 2016

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Standards-Based System to Increase Student Achievement

Writing Instruction
“"I demo it" 
“"We do it" 
“"You try it" 
“"On your own""

Demonstration Writing
“I Demo It; We Do It”
Modeled/Shared/Interactive Writing
(At Grade Level)

Student Writing
“You Try It; On Your Own”
Guided/Independent Writing
(At Instructional Level)

Common Core Writing Standards

English Language Arts/English Language Development Framework

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Common Core Writing Text Types Across Grade Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text Type 1</th>
<th>Text Type 2</th>
<th>Text Type 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>1</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>2</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>3</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>4</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>5</td>
<td>Opinion</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
<tr>
<td>6</td>
<td>Argument</td>
<td>Informative/Explanatory</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

Common Core State Writing Shifts

- Writing Across Content Areas
- Text Types
  - Argument (Opinion)
  - Informative/Explanatory
  - Narrative
- Text-Dependent Writing
- Research and Technology

Common Core = 'Thinking Curriculum'

Writing Text Types

Argument (Opinion)

Argument

- Literary argument
- Historical argument
- Argumentative essay
- Technical argument
- Economic argument

Writing Text Type: Argument (Opinion)

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
Sentence Building

The desperate 49ers panned for gold using a rocker in California during the Gold Rush.
Sentence Blueprints Cards

- To create a variety of powerful sentences
- To actively engage students in creating new blueprint patterns
- To develop and verbalize new sentences

Grades 2-6: Travelers
Grades 3-6: Triple Deckers
Grades 3-6: Double the Whos

Building Powerful Sentences (Travelers) using the Powerful Sentences Chart

The desperate 49ers panned for gold during the Gold Rush in California.

- Travelers -

Using a rocker, the desperate 49ers panned for gold during the Gold Rush in California.

- Triple Deckers -

The hopeful dreamers panned through riverbeds, investigated the Mother Lode, and searched at their land claim every waking hour.
James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849 to prosper.

To prosper, James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849.
Note-Taking Tip:
• As you read the story, create an anchor chart that models how to take notes about moments from the story that may describe Ruby’s personality (e.g., determined)
Build Concept and Background: Review Grade-Level Standards

- Scoring Guide -

<table>
<thead>
<tr>
<th>Grade-Level Standards</th>
<th>Points</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Grade Opinion Checklist</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Write about the idea or book - Jayden
- Write what you believe about - Abel
- Organize your reasons so other people can understand them - Alejandra
- Make sure your reasons match and support your opinion/belief - Loyd
- Use transitions to connect your ideas - Sofia
- Connect your ideas with starters and transitions - Mia
- C-C-Conclude your idea - Mason
- Wrap it up - Bella

Build Concept and Background: Analyze Writing (Text Type) Exemplars

- The Great 8 Instructional Sequence Guide

Think, Picture, Say, It

- Build Concept and Background
- Identify Task
- Plan
- Prewrite
- Research
- Draft
- Write It
- Reflect, Revise, and Edit
- Publish
- Showcase

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Identify Task

How would you describe Ruby Bridges? After reading The Story of Ruby Bridges, write an essay that states your opinion on the best word or phrase to describe this young girl. Support your opinion with reasons.

The Story of Ruby Bridges by Robert Coles illustrated by George Ford

Learning Headquarters' Third Grade Writing Task Templates - Opinion -

Analysis Task 1: [Insert question] After ____________ (researching, reading, learning about, experiencing) (content), write a/an ______ product that states your opinion on ____________. Support your opinion with reasons.

Comparison Task 2: [Insert question] After ____________ (researching, reading, learning about, experiencing) (content), write a/an ______ product that compares ______ and argues ______. Support your opinion with reasons.

Evaluation Task 3: [Insert question] After ____________ (researching, reading, learning about, experiencing) (content), write a/an ______ product that discusses ______ and evaluates ______. Support your opinion with reasons.

Problem-Solution Task 4: [Insert question] After ____________ (researching, reading, learning about, experiencing) (content), write a/an ______ product that identifies a problem ______ and argues for a solution ______. Support your opinion with reasons.

Cause-Effect Task 5: [Insert question] After ____________ (researching, reading, learning about, experiencing) (content), write a/an ______ product that argues the causes of ______ and explains the effects ______. Support your opinion with reasons.

Plan

Events
- Ordered to attend first grade at school as first and only African American
- President ordered armed marshals to protect her from people who wanted to hurt her
- Entered school through a mob of angry, nasty people
- Other parents did not let their children go to school with her
- Ruby and teacher alone in classroom every day
- Constant chaos outside school
- Dangerous day with angry people shouting at her and wanting to hurt her
- Laws changed so all children could attend school together
- Constantly told she didn't deserve an equal education

How Ruby Responded
- Felt proud to have been chosen
- Prayed with her family for courage
- Continued to attend school every day
- Hurried through crowd quietly
- Went to school with a smile on her face
- Dedicated and ready to learn to read and write
- Relaxed
- Didn't seem nervous or scared
- Stopped and prayed for forgiveness for people who hated her
- Continued to make a difference
- Continued on to graduate from high school

Words to Describe Someone who Responds This Way
- strong
- brave
- courageous
- optimistic
- brave
- determined
- persistent
- calm
- courteous
- safe
- positive
- self-confident
- dedicated
- bright
- hard-working
- peaceful
- fearless
- loving
- faithful
- forgiving
- compassionate
- leader
- role model
- pioneer
- dedicated
- strong
- passionate

Instructional Sequence Guide

Build Concept and Background
Identify Task
Prewrite
Draft
Reflect, Revise, and Edit
Publish
Showcase

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Plan

- Becker: determined
- Mrs. Third: honorable
- Keenan: courageous
- Rex: optimistic
- Greyson: American hero
- Sahara: leader
- Alexis: peaceful

word/phrase that best describes Ruby Bridges

- Role model
- Mrs. Third

Think, Picture, Say It

Prewrite

• Symbol introduced in kindergarten
• “Shazam! Lighting strikes here!”
• “Spark the rest of your writing”

Controlling Idea (Opinion)

- To share a point of view
- To connect topic to purpose and task
- To set up the significance (“So what?”)

Controlling Idea = Topic + Task/Purpose

role model + word/phrase that best describes Ruby Bridges = Ruby Bridges is best described as a role model for people around the world.

Research

Draft

Reflect, Revise, and Edit

Publish

Showcase

Instructional Sequence Guide

The Great 8
Prewrite: Controlling Idea (Opinion)

- To gain attention of the reader
- To build background for the point of view
- To state what argument (opinion) is about
- To draw information from and connect to sources

- Symbol introduced in first grade
- “Give the 9-1-1”

Prewrite: Information from Experiences or Print and Digital Sources

- 1960
  - Judges orders
  - William Frantz Elementary
  - New Orleans, Louisiana

- Symbol introduced in first grade
- “S-S-Synonyms (hold up two fingers on one hand) mean (hold up two fingers on the other hand) s-s-same.”
Prewrite: Reasons

"There is no right way to organize, after all, but there is a right way to think about it: the overall effect of good organization should be the showcase of the ideas."


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### Plan

<table>
<thead>
<tr>
<th>Events</th>
<th>How Ruby Responded</th>
<th>Words to Describe Someone who Responds This Way</th>
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<tr>
<td>Ordered to attend first grade at school as first and only African American</td>
<td>Felt proud to have been chosen with her family for courage</td>
<td>strong, brave, courageous, optimistic</td>
</tr>
<tr>
<td>President ordered armed marshals to protect her from people who wanted to hurt her</td>
<td>Continued to attend school every day</td>
<td>brave, determined, persistent</td>
</tr>
<tr>
<td>Entered school through a mob of angry, nasty people</td>
<td>Hurried through crowd quietly</td>
<td>calm, courteous, safe</td>
</tr>
<tr>
<td>Other parents did not let their children go to school with her</td>
<td>Went to school with a smile on her face</td>
<td>positive, self-confident</td>
</tr>
<tr>
<td>Ruby and teacher alone in classroom every day</td>
<td>Dedicated and ready to learn to read and write</td>
<td>dedicated, bright, hard-working</td>
</tr>
<tr>
<td>Constant chaos outside school</td>
<td>Relaxed</td>
<td>peaceful, fearless</td>
</tr>
<tr>
<td>Dangerous day with angry people shouting at her and wanting to hurt her</td>
<td>Stopped and prayed for forgiveness for people who hated her</td>
<td>loving, faithful, forgiving, compassionate</td>
</tr>
<tr>
<td>Laws changed so all children could attend school together</td>
<td>Continued to make a difference</td>
<td>leader, role model, pioneer</td>
</tr>
<tr>
<td>Constantly told she didn’t deserve an equal education</td>
<td>Continued on to graduate from high school</td>
<td>dedicated, strong, passionate</td>
</tr>
</tbody>
</table>

### Prewrite: Reasons

**Mrs. Third**

- Judge orders
- William Frantz Elementary
- New Orleans, Louisiana

- 1960
- To add details that support reasons
- To integrate quotes, statistics, viable solutions, etc.
- To utilize domain-specific and/or text-based vocabulary

- Formally introduced in first grade
- Teacher: “How do you support your reasons?”
- Students: “Back them up with facts, facts, facts!!!”

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Prewrite: Support

• What will help my reader understand the information?
• How do I share my message?
• How do I address reader concerns?
• How do I support my ideas?

Argument (Opinion)
Logical Order Tip:

Strongest first
"Power out of the chutes!"

Strongest last
"Save the best for last!"

Prewrite: Support

Mrs. Third

1960
• Judges orders
• William Frantz Elementary
• New Orleans, Louisiana

took education seriously
• only student in class
• would have been easy to lose interest in learning
• learned to read and write

did the right thing
• people shouted nasty things
• she never said anything in anger
• prayed for forgiveness for angry people

showed perseverance
• went to school every day despite the protests
• stayed on constant path to goal
• graduated high school

proved one person can make a difference
• held head high
• fought for what was right
• all kids go to school together

Role model

Ruby Bridges = little girl, first grader, student, youth, courageous kid

Support Tip:

Example What?

Quote Prove it!

Explanation How?
Concluding Expression

• To provide a concluding statement or section
• To leave the reader satisfied with the strength of the argument (opinion) presented

Symbol introduced in first grade
• “Aha!”

Prewrite: Concluding Expression

Concluding Expression

• Symbol introduced in first grade
• “Aha!”

Conclusion Tip

“Restate”
• Powerful Sentences
• Be Aware: Sometimes students rewrite sentences from introduction without changes

Types of Argument (Opinion) Conclusions

- Quote from authority
- Imagine statement
- Final claim clarity
- Call to action
- Expression/adage
- Global good
- Question to ponder

Tip: Use conclusion starters (e.g., “In the future...”)
Audience Hook

- To grab the reader’s interest
- To lead into controlling idea (opinion) information

Symbol introduced in first grade

“Hook the reader in just like a fish. Reel ‘em in!”

Prewrite: Audience Hook

Have you ever taken a stand on an issue?

Audience Hook Variety

Demonstrate variety and create/add to an anchor chart

- Quote or Expression
- Fact
- Question
- Paint a Picture
- Exclamation
- Call to Action

Instructional Sequence Guide

The Great 8

Build Concept and Background

Identify Task

Plan

Prewrite

Draft

Reflect, Revise, and Edit

Research

Publish

Showcase

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Have you ever taken a stand on an important issue?

A judge ordered Ruby Bridges to attend first grade at William Frantz Elementary in New Orleans, Louisiana in 1960. She was the only African American at the school. She stayed strong against mobs of angry people to receive the education she deserved.

Ruby Bridges is best described as a role model for people around the world.
Ruby took her right to a quality education seriously, as we all should do.

She was the only student in class. With all of the chaos outside, it would have been easy to lose interest in learning. Instead, Ruby went to school every day to learn how to read and write.

The respectful youth taught us to do the right thing even when others are doing wrong.

Every day as Ruby went to school, people shouted nasty things at her. She never said anything in anger back. Instead, she prayed for forgiveness for these angry people.

This determined first grader went to school each morning despite the protests. She stayed on a constant path toward her goal. Ruby stayed in school long enough to graduate high school.

This little girl proved that one person can make a difference.

Ruby held her head high as she went to school by herself with no other kids to support her. She fought for what was right. Due to her bravery, all children can now attend school together.

Ruby Bridges can be described as a true role model for children and adults alike.

As a result of her accomplishments, we can all take pride in attending schools where children from all backgrounds can learn together.

The Great 8 Instructional Sequence Guide

1. Build Concept and Background
2. Identify Task
3. Plan
4. Prewrite
5. Draft
6. Research
7. Write It
8. Reflect, Revise, and Edit
9. Publish
10. Showcase
Have you ever taken a stand on an important issue? In 1960, a judge ordered Ruby Bridges to attend first grade at William Frantz Elementary in New Orleans, Louisiana. She was the only African American at the school. She stayed strong against mobs of angry people to receive the education she deserved. Ruby Bridges is best described as a role model for people around the world.

Ruby took her right to a quality education seriously, as we all should do. She was the only student in class. With all of the chaos outside, it would have been easy to lose interest in learning. Instead, this model student went to school every day to learn how to read and write.

The respectful youth taught us to do the right things even when others are doing wrong. Every day as Ruby went to school, people shouted nasty things at her. She never said anything in anger back. Instead, the courageous girl prayed forgiveness for these angry people. Ruby standing her ground ultimately paid off, showing that perseverance has its rewards. This determined first grader went to school each morning despite the protests. She stayed on a constant path toward her goal. In the end, Ruby stayed in school long enough to graduate high school.

This little girl proved that one person can make a difference. Ruby held her head high as she went to school by herself with no other kids to support her. In the midst of a difficult situation, she fought for what was right. Due to her bravery, all children can now attend school together.

Ruby Bridges can be described as a true role model for children and adults alike. As a result of her accomplishments, American citizens can all take pride in attending schools where children from all backgrounds can learn together.

Showcase:

Writing Display Tip

Use a ‘marker’ indicating the standards-based goal the sample highlights
Teaching Task Pre-Planning

The Human Body: Building Knowledge Systematically in ELA K-5

Text/Source: The Heart: Our Circulatory System by Seymour Simon

Text/Source Information (from Standards, Appendix & District, etc.)

The Heart: Our Circulatory System is listed in the Common Core State Standards: "Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5" in the chart titled "Exemplar Texts on a Topic Across Grades" (p. 18).

Text/Source: Kidshealth.org (Kids Site)

+ additional Seymour Simon body systems texts

Text Type: Informative/Explanatory

How do groups of organs work together to perform a specific task? After reading about and researching biological systems, write an essay that describes an integral body system. Support your points with facts, definitions, concrete details, quotations, examples, etc. (Description)

Instructional Sequence Guide

Build Concept and Background

Identify Task

Plan

Research

Prewrite

Draft

Reflect, Revise, and Edit

Publish

Showcase

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Note-Taking Tip:
- As you read the text, create an anchor chart that models how to take notes about important biological system details.
Identify Task

How do groups of organs work together to perform a specific task? After reading about and researching biological systems, write an essay that describes an integral body system. Support your points with facts, definitions, concrete details, quotations, examples, etc.

---

Plan

skeletal system -Diego
nervous system -Shelby
muscular system -Hector
digestive system -Fabian
circulatory system -Mrs. Fifth
respiratory system -Bianca

---

The Great 8

Instructional Sequence Guide

Think Picture, Say It

Identify Task

Build Concept and Background

Plan

Prewrite

Draft

Reflect, Revise, and Edit

Research

---

---

Write It

Publish

Showcase

---

---

---

---

---
Plan/Research

Print and Digital Sources

- Print and Digital Sources

Resource Tip:
Access reputable sources online:

- San Diego Zoo Kids (animals): kids.sandiegozoo.org/animals
- National Geographic Kids (animals, countries, etc.): kids.nationalgeographic.com/kids
- Library of Congress for Kids and Families (history, music, maps, etc.): loc.gov/families
- NASA for Students (science picture dictionary): nasa.gov/audience/forstudents/k-4/dictionary
**The Great 8 Instructional Sequence Guide**

- **Build Concept and Background**
- **Identify Task**
- **Plan**
- **Prewrite**
- **Draft**
- **Reflect, Revise, and Edit**
- **Publish**
- **Showcase**

**Prewrite**

**Ininformative/Explanatory**

- **Audience Hook**
- **Introduction**
  - Relevant Information from Experiences or Print and Digital Sources
- **Controlling Idea**
  - Integral system in human body - circulatory system
- **Support**
  - Points with Support
- **Conclusion**

**Prewrite: Controlling Idea**

- **Integral system in human body - circulatory system**

**Prewrite: Relevant Information**

- **Integral system in human body - circulatory system**

- Heart, blood, and blood vessels - circulatory system
- Heart = center of system
- Provides cells with essentials to survive
- Mammals need healthy cells and working system to live

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### Prewrite: Synonyms

<table>
<thead>
<tr>
<th>Circulatory System</th>
<th>Heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological System</td>
<td>Fist-sized muscle</td>
</tr>
<tr>
<td>Body's Transport System</td>
<td>Incredible pump</td>
</tr>
<tr>
<td>Intricate Process</td>
<td>Ten-ounce powerhouse</td>
</tr>
<tr>
<td>Blood-Transporting Network</td>
<td>Hardworking organ</td>
</tr>
<tr>
<td></td>
<td>Never-stopping muscle</td>
</tr>
</tbody>
</table>

### Prewrite: Points

“There is no right way to organize, after all, but there is a right way to think about it: the overall effect of good organization should be the showcase of the ideas.”


### Prewrite: Points

**Research**

- Descriptive Writing: Providing details that illustrate a character, place, object, or event.

**Support**
### Prewrite: Points

**Informative/Explanatory**

**Audience:**

- Mrs. Fifth
- Date

**Support:**

- heart, blood, and blood vessels = circulatory system
- heart = center of system
- provides cells with essentials to survive
- mammals need healthy cells and working system to live

**Controlling Idea:**

- integral system in human body - circulatory system

**Parts and Functions**

- heart: size of fist

**System Challenges**

- Electrocardiographs (EKG) allow doctors to track the heart's electrical impulses.

**Healthy System**

- “Sixty to one hundred times every minute your heart muscles squeeze together and push blood around your body through tubes called blood vessels.”

- “The contraction of the heart is so powerful it could send a jet of water six feet high into the air.”

- Cholesterol leaves plaque deposits in arteries, leaving little room for blood flow.

### Research

**- Note-Taking-**

“Three types of note-taking:

- **Summary.** Summarize if you want to record only the general idea of large amounts of material.

- **Paraphrase.** If you require detailed notes on specific sentences and passages but do not need the exact wording, you may wish to paraphrase - that is, to restate the material in your own words.

- **Quotation.** When you believe that some sentence or passage in its original wording might make an effective addition to your paper, transcribe the material exactly as it appears, word for word, comma for comma.”


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**Prewrite: Support**

- What information is most important to convey?
- What facts, definitions, concrete details, quotations, or examples best support the points?

**Research: Source Card Shuffle**

- cut cards
- sort into categories
- order details
- remove repeats
- attach to rewrite

```
Mrs. Fifth
Date

- heart, blood, and blood vessels = circulatory system
- heart = center of system
- provides cells with essentials to survive
- mammals need healthy cells and working system to live

**Parts and Functions**
- heart
  - pumps 30 million times/yr
  - 10 ounces
  - 2 halves (split by septum)
  - 4 chambers
  - atria = top
  - ventricles = bottom
  - aorta = largest vessel
  - carries waste (carbon dioxide) out

**System Challenges**
- system needed for survival
- oxygen in blood
- cholesterol’s plaque deposits in arteries
- step blood/O2 flow
- Angina = not enough blood flow, chest pain
- heart attack = vessel blockage
- stroke = lack of O2 to brain

**Healthy System**
- active exercise at least 30 minutes/day
- check pulse
- eat fruits and veggies
- avoid unhealthy fats and sugary drinks
- no smoking
- regular visits to Dr.
- stethoscope and EKG

**Concluding Expression**
- human body like a river-
  If the river can continue to flow, it will nurture the body for a lifetime.

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Types of Informative/Explanatory Conclusions

- Restatement of big idea
- Strong statement
- Summary
- Quote
- Fact or statistic
- Broader implication

The Great 8 Instructional Sequence Guide

Build Concept and Background
Identify Task
Plan
Prewrite
Draft
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Publish
Showcase

Prewrite: Audience Hook

"60 to 100 times every minute your heart muscles squeeze together and push blood through your body" (Simon 4).

- Audience Hook, Information, and Controlling Idea-

Instructional Sequence Guide

The Circulatory System

"Sixty to one hundred times every minute your heart muscles squeeze together and push blood around your body" (Simon 4).

The heart is the center of the circulatory system. It works along with blood and blood vessels to provide the cells with the essentials to thrive. Without healthy cells and precise, working systems, mammals would die.

The circulatory system is an integral process in the human body.

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System Challenges

- The circulatory system consists of the heart, blood vessels, and blood which team to meet the needs of every cell in the body.

Located in the center of the chest, the never-stopping heart muscle contracts over thirty million times per year to pump blood through the vessels. This impressive organ is a ten-ounce miracle of life. "The heart is separated by the septum into two hollow halves. The right side pumps blood to the lungs. Blood fills and leaves this incredible pump with each beat. Oxygen and nutrients are carried to the cells through blood vessels, including the aorta, the body's largest. Blood also carries waste, such as carbon dioxide, out of the system.

The movement of the blood through the heart and around the body is called circulation and your heart is really good at it— it takes less than 60 seconds to pump blood to every cell in your body." (KidsHealth 3)

- Point #1 with Support -

Draft, Reflect, Revise & Edit:
Support

Support

- Point #2 with Support -

Draft, Reflect, Revise & Edit:
Support

Support

- Point #3 with Support -

Healthy System

- Point #4 with Support -

Draft, Reflect, Revise & Edit:
Support

Support

- Point #5 with Support -
The human body has a miraculously efficient blood-transporting network called the circulatory system. In order to gain full appreciation, one must understand the parts and functions, be aware of potential challenges, and be clear on how to facilitate the health of this incredible system.

Simon illustrates, “Within each of us flows a river unlike any river on planet Earth” (32). If the flow of this astonishing river remains open, it will nurture the body cells for an entire lifetime.

The circulatory system consists of the heart, blood vessels, and blood which team to meet the needs of every cell in the body. Located in the center of the chest, the never-stopping heart muscle contracts over thirty million times per minute.
recommends that each person “try at least five fruits and vegetables while avoiding unhealthy doctor, possible problems can be potentially completely. Finally, with regular visits to the doctor, possible problems can be potentially detected through careful listening to the heart’s rhythms through a stethoscope or by tracking

Healthy System

Each human has just one circulatory system which must be taken care of throughout life in order to keep it healthy and in working order. Since the heart is a muscle that can be strengthened, a primary prevention technique is active exercise. It is advantageous to the system to work out at least thirty minutes daily. People can monitor healthy heart rates by checking beast per minute on a pulse. Another healthy choice includes eating a plethora of fruits and vegetables while avoiding unhealthy fast and sugary drinks. KidsHealth recommends that each person “try at least five servings of fruits and vegetables each day” (4). For heart health, smoking should be eliminated completely. Finally, with regular visits to the doctor, possible problems can be potentially detected through careful listening to the heart’s rhythms through a stethoscope or by tracking.

System Challenges

Since the circulatory system is such a complex process, a multitude of problems can develop, especially with age. The system’s functioning is imperative to survival. As viewed in a KidsHealth video, “Blood delivers oxygen to all the body’s cells. To stay live, a person needs healthy, living cells… If that oxygen-rich blood doesn’t circulate as it should, a person could die” (KidsHealth 3). A common occurrence is cholesterol forming plaque deposits in the arteries and leaving little room for blood and oxygen flow. Consequently, the heart doesn’t receive enough oxygen and humans can experience side effects, such as Angina, a chest pain. Progressively, if blood vessels become completely blocked, heart attacks can occur. Additionally, if the brain doesn’t get sufficient oxygen, the afflicted person could experience a stroke. Since there are many possible complications with this system, maintenance and prevention are imperative.

Conclusion

The human body has a miraculously efficient blood-transporting network called the circulatory system. In order to gain full appreciation, one must understand the parts and functions, be aware of potential challenges, and be clear on how to facilitate the health of this incredible system. Simon illustrates the amazing sixty-thousand mile journey of the human circulatory system best, “Within each of us flows a river unlike any river on planet Earth” (32). If the flow of this astonishing river remains open, it will nurture the body cells for an entire lifetime.
List of Sources

Works Cited


Common Core Writing Standard 8: “...provide a list of sources.”


The Great 8 Instructional Sequence Guide

1. Build Concept and Background
2. Identify Task
3. Plan
4. Prewrite
5. Draft
6. Reflect, Revise, and Edit
7. Publish
8. Showcase

Showcase 3 Things I’ve Learned that I’ll Use in My Classroom:

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