Taking Common Core Writing Text Types to Paragraphs and Beyond

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

Common Core State Standards
-Writing Shifts-

- Writing Across Content Areas
- Integrated Approach
- Balanced Access to Writing Text Types
  - Argument (Opinion)
  - Informative/Explanatory
  - Narrative
- Text-Dependent Writing
  - Grounded in Evidence from Texts
- Imbedded Research and Technology
  - Multiple Sources
  - Digital Tools
  - Collaboration

English Language Development (ELD) Standards
-Key Shifts-

- Used in Tandem with Common Core ELA Standards and Content Areas

**Integrated**
- All Content Areas
- ELA with ELD Considerations
- All of the Time

**Designated**
- Specialized Attention to Critical Language Skills
- Protected Time

- 3 Modes of Communication
  - Collaboration, Interpretive, Productive

- 3 Levels on Continuum
  - Emerging, Expanding, Bridging

- Key Themes
  - Meaning Making
  - Language Development
  - Effective Expression
  - Content Knowledge
  - Foundational Skills

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Writing Text Types

Argument (Opinion)

- Note: See Appendix A for more details, including “The Special Place of Argument in the Standards”

Informative/Explanatory

- Note: See Appendix A for more details, including distinctions between arguments and explanations

Narrative

- Note: See Appendix A for more details, including “Creative Writing beyond Narrative”
Text Structures

Authors organize the text to best convey the writer's purpose.

**Definition**  
Explaining the explicit and implicit meanings of a concept, topic, or idea

**Description**  
Providing details that illustrate a character, place, object, or event

**Procedural Sequential**  
Relating chronological or sequential events in some order

**Synthesis**  
Summarizing, integrating important elements of an idea, concept, or topic

**Analysis**  
Examining by breaking down the elements of an idea, topic, concept, issue or theme

**Comparison**  
Contrasting similarities and differences

**Evaluation**  
Evaluating a piece of work based on a set of principles or criteria: critiquing, recommending

**Problem-Solution**  
Examining a problem and proposing a solution(s)

**Cause-Effect**  
Identifying a cause for an event or condition and examining the effect(s)

Written Language

- **Scribbles**
- **Sounds/Letters**
- **Words/Phrases**
- **Sentences**
- **Paragraphs**
- **Multiple Paragraphs**

Input and/or Output

- **Literature**
- **Informative/Explanatory Writing**
- **Argument (Opinion)**
- **Narrative Writing**

Sentence Building

Powerful Sentences Chart

- To transform a simple idea into powerful sentences
- To brainstorm related words/synonyms
- To develop and verbalize new sentences

Powerful Sentences Chart

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

Spanish Powerful Sentences Chart
**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**

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**Building Powerful Sentences (Travelers) using the Powerful Sentences Chart**

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

---

**-Travelers-**

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

- 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.

- Using a rocker, the desperate 49ers panned for gold during the Gold Rush in California.
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.
Powerful Argument (Opinion) Writing

Third Grade Sample

American Heroes Exploring Informational Texts: Describing Historical Events

Text Source: The Story of Ruby Bridges by Robert Coles

The Story of Ruby Bridges is a read-aloud informational text listed in the Common Core State Standards' Appendix B: Text Exemplars and Sample Performance Tasks. Sample Performance Task (p. 62): Students read Robert Coles's retelling of a series of historical events in The Story of Ruby Bridges. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RF.3.3]

Argument (Opinion)

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. (Analysis)

Instructional Sequence

- Plan by backward mapping to include reading of text prior to teaching instructional sequence

The Great 8 Instructional Sequence Guide

Build Concept and Background

Identify Task

Plan

Prewrite

Draft

Reflect, Revise, and Edit

Research

Publish

Showcase

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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-

Third Grade Opinion Checklist

- 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

Think, Picture, Say, It

Instructional Sequence Guide

Plan

Research

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Draft

Write It

Reflect, Revise, and Edit

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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.
The Great 8

Instructional Sequence Guide

Think, Picture, Say It

Build Concept and Background

Identify Task

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Plan

Events

How Ruby Responded

Words to Describe Someone who Responds This Way

- Ordered to attend first grade at school as first and only African American
  - Felt proud to have been chosen
  - Prayed with her family for courage
  - strong
  - brave
  - courageous
  - optimistic

- President ordered armed marshals to protect her from people who wanted to hurt her
  - Continued to attend school every day
  - brave
  - determined
  - persistent

- Entered school through a mob of angry, nasty people
  - Hurried through crowd quietly
  - calm
  - courteous
  - safe

- Other parents did not let their children go to school with her
  - Went to school with a smile on her face
  - positive
  - self-confident

- Ruby and teacher alone in classroom every day
  - Dedicated and ready to learn to read and write
  - dedicated
  - bright
  - hard-working

- Constant chaos outside school
  - Relaxed
  - Didn’t seem nervous or scared
  - peaceful
  - fearless

- Dangerous day with angry people shouting at her and wanting to hurt her
  - Stopped and prayed for forgiveness for people who hated her
  - loving
  - faithful
  - forgiving
  - compassionate

- Laws changed so all children could attend school together
  - Continued to make a difference
  - leader
  - role model
  - pioneer

- Constantly told she didn’t deserve an equal education
  - Continued on to graduate from high school
  - dedicated
  - strong
  - passionate

word/phrase that best describes Ruby Bridges

- America
- Keenan
- Rex
- Greyson
- Asia
- Mrs. Third
- Becker
- Alexis
- Sahara
- leader
- role model
- courage
- determined
- optimistic
- peaceful

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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.

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

Information

- 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

Related Words/Synonyms

- To preclude reader boredom
- To eliminate over use
- To be strategic about word and phrase choice for effect

- 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: Related Words/Synonyms

Reasons

- To support the writer’s purpose
- To create an organizational structure that lists reasons
- To address multiple viewpoints respectfully

- Symbols introduced in first grade
- “The shapes hold the ‘shape’ of the writing”
- Select number of reasons based on amount needed to support opinion

Related Words/Synonyms

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Prewrite: Related Words/Synonyms

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- “The shapes hold the ‘shape’ of the writing”
- Select number of reasons based on amount needed to support opinion
**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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**Table: Plan**

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<td>Dedicated and bright, hard-working</td>
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<tr>
<td>Dangerous day with angry people shouting at her and wanting to hurt her</td>
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<td>Laws changed so all children could attend school together</td>
<td>Continued to make a difference</td>
<td>Leader, role model, pioneer</td>
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**Prewrite: Reasons**

Use your class ‘Plan’ to model reason selection.

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Prewrite: Reasons

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

Role model

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

• 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!!!”

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?

Strongest first
“Power out of the chutes!”

Strongest last
“Save the best for last!”

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Prewrite: Support

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

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

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

• held head high
- fought for what was right
- all kids go to school together

Arguement (Opinion)
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!”

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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?

ruby bridges = little girl, first grader, student, youth, courageous kid

role model

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

reasons

• 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

proud to go to school where children from all backgrounds can learn together
Audience Hook Variety

Demonstrate variety and create/add to an anchor chart

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

Draft: Audience Hook, Information, and Controlling Idea

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.
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.

Draft, Reflect, Revise, and Edit

Reason #1 with Support

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, she went to school every day to learn how to read and write.

Reason #2 with Support

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.

Reason #3 with Support

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.

Reason #4 with Support

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.
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, all American citizens can all take pride in attending schools where children from all backgrounds can learn together.
Instructional Sequence Guide

Build Concept and Background

Think, Picture, Say It

Identify Task

Plan

Write It

Prewrite

Draft

Reflect, Revise, and Edit

Publish

Showcase

Showcase:

Writing Display Tip

Word choice

Use a ‘marker’ indicating the standards-based goal.

The Great 8

Spanish Writing Blacklines

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Powerful Informative/Explanatory Writing

Fifth Grade Sample

Teaching Task Pre-Planning

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

Concept(s)

Text(s) and/or Source(s)

Text Type

Teaching Task (with Text Structure)

Instructional Sequence

- Plan and Teach-

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)

Consider: Plan by backward mapping to include reading of text prior to teaching instructional sequence.

Instructional Sequence Guide

Think, Picture, Say It

Build Concept and Background

Identify Task

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Draft

Reflect, Revise, and Edit

Research

Publish

Showcase
Build Concept and Background

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

Instructional Sequence Guide

The Great 8

Think, Picture, Say It

Build Concept and Background

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.

Write It

Prewrite

Draft

Reflect, Revise, and Edit

Research

Publish

Showcase

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Identify Task

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Learning Headquarters' Fifth Grade Writing Task Templates

Informative/Explanatory Definition Task 6: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that defines __________ and explains __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Description Task 7: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that describes __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Procedural-Sequential Task 8: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that relates how __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Synthesis Task 9: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that explains __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Analysis Task 10: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that analyzes __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Comparison Task 11: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that compares __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Cause-Effect Task 12: [Insert question] After __________ (researching, reading, learning about, experiencing) __________ (content), write a/an __________ (product) that examines the cause(s) of __________ and explains the effect(s) __________. Support your points with facts, definitions, concrete details, quotations, examples, etc.

Instructional Sequence Guide

**Build Concept and Background**

**Identify Task**

**Plan**

**Prewrite**

**Draft**

**Think, Picture, Say It**

**Research**

**Reflect, Revise, and Edit**

**Showcase**

**Publish**

**Write It**

**Plan/Research**

- Print and Digital Sources

- http://kidshealth.org/kid/systems/
**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

---

**Plan/Research**

**What is Important to Know when Describing a Body System?**

- location
- role
- parts
- function
- challenges
- keeping healthy

---

**Plan/Research**

**Demonstrate Critical Thinking: Research Categories**

- What are the **parts and functions** of the system?
- What are **challenges** to the system?
- How does the system **stay healthy**?

---

**Instructional Sequence Guide**

- **The Great 8**
  - Build Concept and Background
  - Identify Task
  - Plan
  - Prewrite
  - Draft
  - Reflect, Revise, and Edit
  - Publish
  - Showcase

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Prewrite: Controlling Idea

- integral system in human body -

Prewrite: Relevant Information

- 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

Prewrite: Synonyms

<table>
<thead>
<tr>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>circulatory system</td>
</tr>
<tr>
<td>biological system</td>
</tr>
<tr>
<td>body's transport system</td>
</tr>
<tr>
<td>intricate process</td>
</tr>
<tr>
<td>blood-transporting network</td>
</tr>
<tr>
<td>heart</td>
</tr>
<tr>
<td>fist-sized muscle</td>
</tr>
<tr>
<td>incredible pump</td>
</tr>
<tr>
<td>ten-ounce powerhouse</td>
</tr>
<tr>
<td>hardworking organ</td>
</tr>
<tr>
<td>never-stopping muscle</td>
</tr>
</tbody>
</table>
“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.”

The Heart: Our Circulatory System

Heart = size of fist

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.

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

Cholesterol leaves plaque deposits in arteries, leaving little room for blood flow to track the heart's electrical impulses.

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.”

Research -Note-Taking-

Prewrite: Support

Informativ/Explanatory

- 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 prewrite

Teach students how to cut and sort by key points
The circulatory system is an integral process in the human body. 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.

"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 survive. Without healthy cells and working systems, mammals need healthy cells and working system to live.

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

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).

"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).
Transitional Expression Tip:
Read, notice, and discuss transitional expressions in familiar texts.

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Draft, Reflect, Revise & Edit: Support

Point #2

The system’s functioning is imperative to survival. Blood delivers oxygen to all the body’s cells. To stay alive, 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. If blood vessels experience side effects, such as angina, a chest pain, a person could experience a stroke. Additionally, since there are so many possible complications with this system, maintenance and prevention are imperative.

-Point #2 with Support-

Draft, Reflect, Revise & Edit: Support

Point #3

Healthy System
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 beats per minute on a pulse. KidsHealth recommends that each person “try to eat 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. With modern technology, discovered blockages can be opened or by-passed to ward off future disasters. Another healthy choice includes eating a plethora of fruits and vegetables while avoiding unhealthy fats and sugary drinks.

-Point #3 with Support-

Draft, Reflect, Revise & Edit: Conclusion

The human body has a miraculously efficient blood-transporting network called the circulatory system. In order to gain full appreciation, one must understand how it works and what it is up against.

-Relate to Controlling Idea, Concluding Expression, and Title-

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The Great 8

Instructional Sequence Guide

Think, Picture, Say It

Build Concept and Background

Identify Task

Plan

Prewrite

Draft

Reflect, Revise, and Edit

Research

Publish

Showcase

Informative/Explanatory

Publish Tip:

Include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.

The Circulatory System

Introduction

“Sixty to one hundred times every minute your heart muscles squeeze together and push blood around your body” (Simon 4). The heart, a fist-sized muscle, 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.

Parts and Functions

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. Seymour Simon conceptualizes, “The contraction of the heart is so powerful it could send a jet of water six feet high into the air” (14). The heart is separated by the septum into two hollow halves. This organ’s four blood-filled chambers are the left and right atria on top of the left and right ventricles. The right side pumps blood to the lungs from the body while the left side pumps blood to the body from the lungs. Blood fills and leaves this incredible pump with each beat. Oxygen and nutrients are carried to the cells through an intricate network of 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).
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.

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 heart rate 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 its electrical impulses with an electrocardiograph (EKG). With modern technology, discovered blockages can be opened or bypassed to ward off future disasters. Staying heart healthy is the most impactful method for maintaining this dynamic system.

Conclusion

The human body has a miraculous 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

The Great 8 Instructional Sequence Guide

Think, Picture, Say It
- Build Concept and Background
- Identify Task
- Plan

Write It
- Prewrite
- Draft
- Reflect, Revise, and Edit
- Publish

Research

Showcase

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

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- 
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Thank You!

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