



**Literacy Design
Collaborative**

It's All About You: From Cells to Organisms

by Jen Varrella, Gena D. Rowell, Joanna Bruno, and Cathrine N. Prenot

This module is meant to be taught independently or in conjunction with the Colorado Department of Education Instructional Unit Sample for 7th grade, "It's All About You: From Cells to Organism", found at:
<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-science>

Students will be presented with various case studies (role play, video, case files, etc.) demonstrating symptoms of systems that are not in homeostasis (e.g., broken femur, severe head ache [concussion], diarrhea, trouble breathing, etc.). Students must analyze the primary system impacted then evaluate at least two other systems that are either compromised by or must compensate for loss of homeostasis. They must present their findings in a formal written report and support their choices using textual evidence and specifically address concerns around structure and function.

This module serves at the culminating performance assessment to the Colorado Teacher-Authored Instructional Unit Sample: It's All About You: From Cells to Organisms. It can be used in isolation or with the Instructional Unit Sample.

GRADES

7

DISCIPLINE

 **Science**

COURSE

 **7th Grade
Science**

Section 1: What Task?

Teaching Task

Task Template 20 - Informational or Explanatory

You are a healthcare professional at the local hospital and throughout the day you see many patients. After researching various case studies on symptoms of human body systems that are not in homeostasis, write a formal written report in which you analyze the primary system impacted in each of the four cases you chose and discuss the key functions and organs of that system impacted in each case, then evaluate at least two other systems that are either compromised by or must compensate for loss of homeostasis, providing evidence to clarify your analysis.

Common Core State Standards

Reading Standards for Literacy in Science and Technical Subjects 6—12

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.2.e

Establish and maintain a formal style and objective tone.

WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Science

- CO** Develop, communicate, and justify an evidence-based scientific explanation regarding the functions and interactions of the human body
- CO** Gather, analyze, and interpret data and models on the functions and interactions of the human body
- CO** Develop, communicate, and justify an evidence-based scientific explanation regarding cell structures, components, and their specific functions

Texts

- [🔗 Site with links for seven of the systems](#)
- [🔗 Body Systems Resource](#)
- [🔗 Sprained ankle effect on all organ systems](#)
- [🔗 Body system resource](#)
- [🔗 Body system resource](#)
- [🔗 Body systems resource](#)
- [🔗 Body system resource](#)
- [🔗 Caffeine's effects on all human body systems](#)
- [🔗 Fractured femur and effect on systems](#)



📄 Case Study: Broken Femur



📄 Medicines in my Home: Caffeine and Your Body

- [🔗 Appendicitis Case Study](#)
- [🔗 Clavicle Case Study](#)



📄 Headache and traumatic brain injury

- 📄 Diarrhea Case Studies**
- [🔗 Severe Respiratory Issues: Case Studies](#)

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

You will be studying various human body systems, primarily but not limited to the nervous, muscular, skeletal, circulatory, immune, digestive, and respiratory. You will take the role of a medical worker and review case studies on patients whose body is out of homeostasis and need to identify the primary system impacted and then others that the system is connected to that could be contributing to the problem. you will draw upon your understanding of the structure and function of various systems, the organs within each system and how they are all interrelated.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Students will have an opportunity to synthesize their notes, lab activities, case files, and other instructional materials they have been exposed to throughout the unit.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

CLOSE READING: Students will use close reading strategies as they read through their case studies.

Transition to Writing

SPEAKING AND ACTIVE LISTENING > GROUP PRESENTATIONS: Students will present information about each body system.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

PLANNING > OUTLINING THE WRITING: Ability to outline your writing and sequence the impacted organ systems.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to write an introductory paragraph

DEVELOPMENT > BODY PARAGRAPHS: Ability to write supporting body paragraphs

DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to write a concluding paragraph

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

Preparing for the Task

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Students will have an opportunity to synthesize their notes, lab activities, case files, and other instructional materials they have been exposed to throughout the unit.</p>	<p>FISH BOWL SYNTHESIS (PAIR ROLE-PLAY & REFLECTION)</p> <p>(A) How does loss of homeostasis in one organ system impact other organ systems?</p> <p>(B) Write a paragraph reflection about your organ system and how it is impacted by loss of homeostasis in other organ systems.</p>	<p>Students' Notes include:</p> <ul style="list-style-type: none"> • Synthesis of the structure and function of their assigned organ system OR patient notes. • Notes from their paired conversation OR patient notes. • Flow chart showing impact of loss of homeostasis on other organ systems for three scenarios from the fishbowl (one per pair). • Paragraph reflection about organ system and homeostatic impact. <p>**Student work should be stored in student notebook/portfolio.</p>	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Choose groups of two students to represent each of the 10 organ systems (*you may choose to omit the reproductive system and change group sizes as needed). If you have a large class, you may also designate one student as a "patient 1, 2, and 3," "surgeon," "EMT," or other health-care providers. 2. Make name tags for each of the system pairs. Arrange student seats with an inner and an outer circle, with one member of the pair sitting within the circle, and one on the outside. Other "health care providers" or the patient will sit in the outer circle until called in. 3. Have each pair describe the structure and function of their organ system in writing. 4. Call on student pairs for descriptions of organ systems. 5. Describe the scenario (see handout): "You represent organ systems of a patient that has sustained an injury to one or more of their body systems. You will evaluate (1) the primary system or systems impacted, (2) describe other systems affected, and (3) prioritize treatment. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Patient 1 (or instructor, depending on class size) will enter center of fish-bowl and read part 1 of their injury prompt. (SEE ATTACHMENTS) 2. Organ system pairs will have two minutes to discuss how the injury might impact their system. 3. Patient will decide which system has the most impact from the injury, and sit next to that pair. 4. Distribute one hanger or embroidery hoop to the inner circle organ system. 5. Ask the outer organ system to take notes on the discussion. 6. The patient will once again read their injury. They will describe why they chose the primary impact organ system, and tie the end of the ball of yarn to that system's hoop. 7. The primary impact system will describe how the injury affected it, then pass the ball of yarn to another system that was impacted or must compensate for the injury. 8. The yarn is strung from one system to another, with each organ system describing the impact. 9. After all systems that are impacted have had a chance to talk, Patient will read part 2 of injury prompt. 10. Student pairs will reconnect and discuss. 11. Repeat steps 7-8, using a second color of yarn. 12. After part two, patient and student groups will do a paragraph reflection. 13. Come together as a whole class. Allow students to share their reflections. <p>STUDENT PRACTICE:</p> <ol style="list-style-type: none"> 1. Repeat with Patients 2 and 3. <p>CLOSING:</p> <ol style="list-style-type: none"> 1. Ask students to describe how they would prioritize treatment for patients in an ER. 2. Students complete reflections independently. <p>SUPPLIES:</p> <p>Name tags, hangers or embroidery hoops, two colors yarn, index cards.</p>

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

Additional Attachments:

 [Fishbowl Scenario and Patient Instructions](#)

Reading Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>40 mins</p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CORNELL NOTES</p> <p>Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</p> <p>Utilize these case studies to begin planning your essay.</p>	<p>ALWAYS:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>SOMETIMES:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>NEVER:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph 	<p>WARM UP</p> <ol style="list-style-type: none"> 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: <ul style="list-style-type: none"> - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. <p>MODELING</p> <ol style="list-style-type: none"> 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud one of the shorter case studies (attached in the main documents section). 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. <p>PRACTICE</p> <ol style="list-style-type: none"> 1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage 2. Have students work individually to complete their Cornell Notes Handout. 3. Have students share their notes with their partner. 4. Ask each pair to discuss - What information did you think was important to include on your handout? Why? 5. Have the entire class share out their ideas.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	CLOSING INSTRUCTIONAL STRATEGIES
				<p>1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?</p> <p>2. Have the entire class share out their ideas.</p> <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>				
<p>Additional Attachments:</p> <p> Cornell_Note_Taking_System.doc</p> <p> Cornell_Note_Taking_System.pdf</p> <p> Cornell Notes-student work.pdf</p> <p> Sample Article .pdf</p> <p> Practice Article.pdf</p> <p> Cornell_Note_Taking_System - Sample.pdf</p>				

Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>SPEAKING AND ACTIVE LISTENING > GROUP PRESENTATIONS: Students will present information about each body system.</p>	<p>ESSAY GRAPHIC ORGANIZER: DEFINING THE ESSAY STRUCTURE Define the thesis sentence, topic sentences, and rhetorical strategy of your essay.</p>	<ul style="list-style-type: none"> - Graphic organizer contains a thesis sentence - Graphic organizer contains topic sentences - Graphic organizer contains a rhetorical strategy - The sequence and content of topic sentences reflect the chosen rhetorical strategy 	<ol style="list-style-type: none"> 1. Post the writing task assignment on the board and distribute the attached graphic organizer. <i>You are a healthcare professional at the local hospital and throughout the day you see many patients. Select four patient cases that most interest you, identify the primary system and discuss the key functions and organs of that system impacted in each case. Then evaluate the impact of at least two other organ systems that are either compromised* by or must compensate* for loss of homeostasis. You must present your findings in a formal written report and defend your answers using text evidence and specifically address concerns around structure and function.</i> <i>*compromised (work less efficiently) *compensate (work harder)</i> 2. Ask for volunteers to read aloud the "Rhetorical Strategies and Organization Patters" handout. As student follow along, they should annotate the document by (1) Circling key words and (2) Writing questions about confusing ideas in the margins. They should focus on the "Cause & Effect" strategy. 3. Fill out sample graphic organizers (using the board, overhead transparencies, or other media) that students could use to design their essays, responding to a similar prompt. For example, demonstrate how to structure the essay using a chronological sequence of source texts and a second strategy that sequences the main points from weakest to strongest. 3. Have each student fill out his or her graphic organizer using the thesis statement and list of main points already generated. First the students should list the rhetorical strategy he or she plans to use, then fill in the thesis statement plus topic sentences, and then respond to the question on how this strategy will effectively support the thesis. 4. Have students sit in groups of three and take turns sharing their graphic organizers and receiving feedback from the other two students. <p>Additional Instruction</p> <ol style="list-style-type: none"> 1. This mini-lesson follows one in which students have worked in groups to develop main points in support of each group member's thesis statement or claim in the "Fish-Bowl Synthesis" activity. 2. This particular mini-lesson is based on a cause-effect task assignment: "Based on a close reading of the Case Studies and other sources, what other organ systems are effected?" 3. The purpose of this lesson is for each student to articulate a structure for his or her essay depending on the type of essay and then organize the main points according to that structure. 4. The possible structures should be related to the type of essay task that has been assigned: analysis, comparison, evaluation, etc.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Additional Attachments:   Rhetorical Strategies and Organization Patterns.pdf			

Writing Process

1 hr and 30 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	TEXTUAL EVIDENCE SWAP MEET Sort notes made on post-its during a close reading of your texts, case studies, etc. You must collect textual evidence to describe the impact of the injury on three other organ systems.	Product meets expectations if... -Notes are grouped logically with clear connections -Notes are sufficient to support position (3+ textual evidence per system) -Notes are selected from across the span of the text rather than a limited portion -Notes are arranged with strongest first	BEFORE THIS MINI TASK... 1. Before reading the texts as part of the Unit, students should know the central performance assessment they are answering. 2. Provide students with sticky notes, and invite them to mark and copy quotations they feel are relevant to the central question throughout the unit. Ask them to include their reasons for selection. TODAY... 1. Explain that today students will be organizing their notes and choosing which quotes they will use for their essays. 2. Students will individually read through notes and decide on a position on the central question. 4. Students will arrange the notes that support their positions by grouping those that are related. 5. Students will then order their groups of notes from strongest to weakest. 6. Students will meet with a peer and together they will examine each other's points. Students will also swap notes they didn't use. This allows students to "share" evidence. 7. Each student will then rearrange post-its as in Steps 4 and 5 to support claim.
40 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE/ORGANIZER (LDC PROTOTYPE) Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><i>Not provided</i></p>	<p>PLANNING > OUTLINING THE WRITING: Ability to outline your writing and sequence the impacted organ systems.</p>	<p>BODY PARAGRAPH OUTLINE Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.</p>	<ul style="list-style-type: none"> • Includes a clear topic sentence that states one of your reasons. • Includes at least 2 pieces of textual evidence with sources. • Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? • Includes a min. 2 sentence summary that connects the reason back to your claim. 	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? 2. Ask students to turn to the person sitting next to them and share their response. 3. Ask students to share out responses as a whole class. 4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? 4. Ask students to share out responses as a whole class. <p>INDIVIDUAL PRACTICE:</p> <ol style="list-style-type: none"> 1. Have students work individually to complete their outlines. 2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the white/chalk board or project it). 3. Ask students to read aloud sections of their outline to the class. <p>CLOSING:</p> <ol style="list-style-type: none"> 1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively? 2. Ask students to share out responses as a whole class.

Additional Attachments:

 [Body_Paragraph_Outline.doc](#)



 [Body_Paragraph_Outline.pdf](#)



 [Body Paragraph-Student Work.pdf](#)



 [Sample Body Paragraph Outline.pdf](#)

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to write an introductory paragraph</p>	<p>OPENING PARAGRAPH (LDC PROTOTYPE) Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> • Writes a concise summary statement or draft opening. • Provides direct answer to main prompt requirements. • Establishes a controlling idea. • Identifies key points that support development of argument. 	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask class to discuss what makes them strong or weak. • Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to write supporting body paragraphs</p>	<p>BODY PARAGRAPH OUTLINE Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.</p>	<ul style="list-style-type: none"> • Includes a clear topic sentence that states one of your reasons. • Includes at least 2 pieces of textual evidence with sources. • Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? • Includes a min. 2 sentence summary that connects the reason back to your claim. 	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? 2. Ask students to turn to the person sitting next to them and share their response. 3. Ask students to share out responses as a whole class. 4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? 4. Ask students to share out responses as a whole class. <p>INDIVIDUAL PRACTICE:</p> <ol style="list-style-type: none"> 1. Have students work individually to complete their outlines. 2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the white/chalk board or project it). 3. Ask students to read aloud sections of their outline to the class. <p>CLOSING:</p> <ol style="list-style-type: none"> 1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively? 2. Ask students to share out responses as a whole class.
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Additional Attachments:  Sample Body Paragraph Outline.pdf  Body Paragraph-Student Work.pdf  Body Paragraph Outline.pdf  Body Paragraph Outline.doc				
20 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT (LDC PROTOTYPE) Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Standards: CCSS.ELA-LITERACY.CCRA.L.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	PEER EDITING Not Provided	Not Provided	Not Provided
10 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE (LDC PROTOTYPE) Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None
Standards: CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- 🔗 Site with links for seven of the systems : <https://s.ldc.org/u/dhqcybkz5ogjfr1tyh2gi3j9>
- 🔗 Body Systems Resource : <https://s.ldc.org/u/cxqu0ecyoutqgnir2druu61bj>
- 🔗 Sprained ankle effect on all organ systems : <https://s.ldc.org/u/bnokt5i92axori9m8ifpqvqoq>
- 🔗 Body system resource : <https://s.ldc.org/u/8eityg5emyrut2om27qi60fl>
- 🔗 Body system resource : <https://s.ldc.org/u/dyaea46r25359ngdiyw15h6gs>
- 🔗 Body systems resource : <https://s.ldc.org/u/7vgkj4d38dgi6vjccdo6wgrqq>
- 🔗 Body system resource : <https://s.ldc.org/u/am7hhcjhzsl8d0o65id0gy8o9>
- 🔗 Caffeine's effects on all human body systems :
<http://www.fda.gov/downloads/drugs/resourcesforyou/consumers/buyingusingmedicinesafely/understandingover-the-countermedicines/ucm205286.pdf>
- 🔗 Fractured femur and effect on systems : <https://s.ldc.org/u/6wjorreqq5kq3c0hgjh420lci>
- 📄 Case Study: Broken Femur : <https://s.ldc.org/u/bkmb641aryd9bipqlvk3lu018>
- 📄 Medicines in my Home: Caffeine and Your Body : <https://s.ldc.org/u/bkrk5m53clkpqpm23081dve7i>
- 🔗 Appendicitis Case Study : <https://s.ldc.org/u/eer0xnsge5c3gm2uh7ehwz5bp>
- 🔗 Clavicle Case Study : <https://s.ldc.org/u/5ljgl66ih49x4851if0etxark>
- 📄 Headache and traumatic brain injury : <https://s.ldc.org/u/8ajq9metghnmgsx14r9ev0os8>
- 📄 Diarrhea Case Studies : <https://s.ldc.org/u/51z3frjrnqawbeu08vaph4hjc>
- 🔗 Severe Respiratory Issues: Case Studies : <https://s.ldc.org/u/3607zgeau9l6uengrk9jft46m>