

**Grade: Third Grade**

**Unit : 3 The Human Body: Systems and Senses**

**Unit Overview:** Read through the Unit Introduction and respond to the questions below.

Why is this unit important?

[Unit 3 Essential Questions](#)

In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work. Students will also learn the idiom “a clean bill of health” and will discover ways they can keep their bodies active and healthy.

What are 3-5 key takeaways students should have by the end of this unit?

Reading	Writing	Speaking/ Listening	Language
RI.3.3 RI.3.2 RF.3.3	W.3.2		L.3.2

- Explain how the human body is an interconnected system and how those systems function inside the body using language showing sequence and cause/effect (RI.3.3, RI.3.1)
- Describe the ways various systems are working in one’s own body (RI.3.3, RI.3.1)
- Closely read and answer comprehension questions to demonstrate understanding about a variety of texts, determine main ideas and supporting details (RI.3.2)
- Write words using spelling patterns and rules for regular and irregular plural nouns, and correctly use prefixes dis-, mis-, un-, non-, re-, pre- (RF.3.3, L.3.2)
- Identify and write paragraphs, including topic and concluding sentences, and supporting details, presenting clearly in a logical order (W.3.2)

What formal writing piece will students complete during this unit?

The formal writing piece for “The Human Body: Systems and Senses” unit asks students to write about one of the systems covered in the unit. Students must include an appropriate title, a description of the system, an explanation of how the system works with other systems, and a drawing of the system(s).

***Formal writing: Informational paragraph***

Students practice writing various parts of a paragraph, including topic and concluding sentences, details, and titles and participate in a shared writing activity to compose a paragraph. Students write paragraphs independently about one of the body systems studied in the unit. Begins in Lesson 1.

	<p><b>Informal writing:</b> unit dictionary, quick writes, sentence sequencing, written reflection, topic and concluding sentences, short and extended responses to text, graphic organizers</p>
<p>How does this unit reinforce what has been taught in previous grades?</p>	<p>In CKLA students began learning about the human body in <b>Kindergarten</b> where students studied the five senses. They learned how to identify the five senses (sight, hearing, smell, taste, touch) and body parts associated with these senses. Students were asked to provide simple explanations about how the eyes, ears, nose, tongue, and skin function. They examine the experiences and challenges of someone who is blind or deaf and could describe impacts of senses on humans learning about the world around them and helping to protect them from harm.</p> <p>In <b>grade one</b> students continued learning more about the human body as a network of systems (skeletal, muscular, digestive, circulatory, and nervous). They explained that all living things are made of microscopic cells. Students were asked to identify the five body systems and recall basic facts about each system. Students also learned that the heart is a muscle that never stops working.</p> <p>In <b>second grade</b> students continued learning about body systems (digestive, excretory). They were asked to identify these systems and important components, recall basic facts, and their functions. As part of learning about the digestive system students described the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body. They also had to explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health.</p>
<p><b>Unit Assessment:</b> Read through the Unit Assessment in the Student Activity Book and the correct answers in the Teacher Guide and respond to the questions below.</p>	
<p>Review the <i>Unit Assessment</i>. List the key sections of the assessment.  (e.g. Reading Comprehension, Fluency, etc.)</p>	<p><b>Reading:</b> Students will read 2 selections and answer comprehension, grammar, morphology, and spelling questions.</p> <p><b>Foundational Skills:</b> Students will read the passage “Reflexes” to assess fluency.</p> <p><b>Writing:</b> Students will write a short reflection passage.</p> <p><b>Language:</b> Students will be able to identify and spell regular and plural nouns where the ‘f’ changes to ‘v’ and -es is added.</p>

<p>Read through the <i>Reading Comprehension</i> portion of the <i>Unit Assessment</i>. What makes the text complex? Use the <i>Text Complexity Rubric</i> to guide your thinking. (<a href="#">Informational Rubric</a> / <a href="#">Literary Rubric</a>)</p> <p>(e.g. The text is told from multiple points of view, so the text structure makes the text complex. The text uses a lot of figurative language, so language features also make the text complex.)</p>	<p><b>Text structure</b> (Moderately complex) - The organization is generally sequential and chronological (discovery, investigation, findings, conclusion). There are connections between ideas (how bones, pollen, food, lungs, fingernails provide information). The passage has clear paragraph groupings by scientific method (bones, teeth, x-rays, stomach, lungs, fingernails).</p> <p><b>Language Features</b> - Mostly explicit and literal, but introduces scientific reasoning and inference (“suggested,” “apparently,” “they think”). Some abstract cause-and-effect logic (bones → lifestyle, pollen → geography, fingernails → illness).</p> <p>Mostly familiar, but includes some domain-specific and unfamiliar terms: prehistoric, tibia, enamel, pollen, x-ray, intestines, chamois, kinsmen.</p> <p><b>Purpose</b> - The purpose is not directly stated at the beginning, but becomes clear: to show how scientists use evidence from a body to learn about prehistoric life. It is implied but easy to infer from the structure and conclusion.</p> <p><b>Knowledge Demands</b> - Requires some discipline-specific background. Basic understanding of science methods (x-rays, studying bones, pollen, digestion). Concepts of time (“prehistoric,” “5,300 years ago”). Still grounded in concrete examples.</p>
<p>What literacy skills will students need to be successful on the <i>Reading Comprehension</i> portion of the <i>Unit Assessment</i>?</p> <p>(e.g. determine theme, describe a character, determine main idea, etc.)</p>	<p>Use context clues to define words in the text.</p> <p>Identify the author’s purpose, setting, sequence of events, and predict an alternate ending.</p> <p>Identify topic sentence and concluding sentence.</p> <p>prefix: mis-, dis-</p> <p>alphabetical order</p>
<p>What fluency score do students need to be in the 50<sup>th</sup> percentile or above at this time of year?</p>	<p>71 WCPM</p>
<p>What morphology and grammar skills will students need to master to be successful on the Unit Assessment?</p>	<p>Identify and write topic and concluding sentences for paragraphs and will write and sequence supporting detail sentences within paragraphs.</p>

## Unit Writing Progression

Identify topic and concluding sentence - Activity Page 1.2

Write to tell some ways that various systems are working together in your body at this moment, including a topic sentence and concluding sentence. - Lined Paper

Support: Work with a small group of students to identify the topic sentence and concluding sentence.

Examine a piece of writing, putting it into sequential order and identifying the topic sentence and concluding sentence - Activity Page 2.2

(Partners) Develop a topic sentence and concluding sentence for a group of sentences on a topic. - Activity Page 5.1

(Whole Group) Expand a paragraph with supporting detail sentences when given a topic sentence and then provide a concluding sentence. - Activity Page 6.2

(Whole Group) Identify irrelevant sentences that do not relate to the topic sentence. - Activity Page 9.2

(Whole Group) Write titles for paragraphs, using keywords or paraphrasing the topic sentence. - Activity Page 10.3

Write paragraphs that include a topic sentence, supporting details, no irrelevant sentences, sentences in order, concluding sentence, and a title. - Activity Page 11.2

Unit Assessment - Write about one of the systems covered in this unit. Writing must include an appropriate title, a description of the system, an explanation of how the system works with other systems, and a drawing of the system(s).

	Advanced	Proficient	Basic
Ideas	The composition <ul style="list-style-type: none"> <li>examines a topic</li> <li>develops the topic with a combination of relevant facts,</li> </ul>	The composition <ul style="list-style-type: none"> <li>examines a topic</li> <li>develops the topic with facts, definitions, and details</li> </ul>	The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>examine a topic</li> <li>develop the topic with facts,</li> </ul>

	accurate definitions, and concrete and specific details • makes connections between ideas		definitions, and details
Organization	The composition • introduces a topic clearly • groups related information together and explains connections between groups • includes illustrations that explain the ideas	The composition • provides an appropriate title for the writing task • introduces a topic • groups related information together • includes illustrations when useful	The composition does not do one or more of the following: • introduce a topic • group related information together • include illustrations when useful
Conventions	The composition • uses linking words and phrases to connect ideas within categories of information • Uses language to add subtlety through connotative meanings	The composition uses linking words and phrases to connect ideas within categories of information.	The composition does not use linking words and phrases to connect ideas within categories of information.

Unit Assessment Grading			
	Meets	Progressing	Beginning
Item 1	Students' answer includes all of the following information from paragraph 2 - Snow and ice preserved the body.	Students answer provides some of the following pieces of information from paragraph 2 - snow or ice, preserved the body	Student answer does not include information from paragraph 2 of the text.
Item 2	A. tibia -answer is found in paragraph 5 of the text.	–	Incorrect response
Item 4	Students' answer includes both	Student completes the sentence with	Student does not complete the

	pollen and dust to complete the sentence from paragraph 6.	one of the following correct responses - pollen or dust	sentence with pollen or dust.
Item 5	B. X-rays show a picture of the inside of the body Students must use what they know from their unit of study as well as the following sentence from the text to select the correct answer. “One x-ray showed that he had an arrowhead lodged <i>in his left shoulder.</i> ”	–	Incorrect response
Item 14	Student answer must include Megaland (stated in the first paragraph) or an amusement park or carnival (inferred by the text description of rides and crowds)	–	Student does not mention the name Megaland or a location of an amusement park or carnival.
Item 17	Answers must include information from paragraph 7 - “The guard said we could not cross the road until the parade was over.”	–	Incorrect response - Answer includes incorrect information or a lack of detail from the text. (examples: there were too many people, someone said no)
Item 19	Answer must include information from paragraph 4 - “If you ever get lost, look for a mom with kids.”	–	Incorrect response - Answer includes incorrect information or lack of detail from the text. (examples: get help, find someone to help)
Body of Evidence RI.3.1/ RL.3.1		Meets - All Meets Progressing - Mixture of Meets, Progressing, Beginning	

Unit 3 Assessment - Reading

Beginning - All Beginning