



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3B: Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



In this module, students study how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. Through close reading, students will learn multiple strategies for acquiring and using academic vocabulary. In Unit 1, students read the first five chapters of Mark Kurlansky's *World without Fish*, a literary nonfiction text about fish depletion in the world's oceans. They analyze how point of view and perspective is conveyed in excerpts of the text and trace the idea of fish depletion in both the main text and the graphic novel at the end of each chapter to describe how the idea is introduced, illustrated, and elaborated on in the text. In Unit 2, students read Carl Hiaasen's *Flush* (830L), a high-interest novel about a casino boat that is polluting the ocean and the effort of a family to stop it. As they

read the novel, students also will read excerpts of an interview with Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel *Flush*. At the end of Unit 2, having read the novel, students will write a short, on-demand response explaining how living in Florida affected Carl Hiaasen's perspective of the ocean and ocean conservation, supported by details from *Flush* that show evidence of Hiaasen's perspective. In Unit 3, students return to *World without Fish* and pursue further research about overfishing to write an informative consumer guide about buying fish to be put in a grocery store. **This task addresses NYSP12 ELA CCLS W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.2a, L.6.2b, L.6.3, L.6.3a, and L.6.3b.**

#### Guiding Questions and Big Ideas

- **How does an author develop the narrator's point of view and perspective?**
- **How does an author's geographic location affect his perspective, and how is that perspective communicated through his writing?**
- **How does an author's purpose affect the narrator's point of view?**
- **How do human activities affect the balance of our ecosystem?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*
- *An author's culture, background, and purpose can affect the narrator's point of view.*
- *Organisms and their environment have an interconnected relationship. Human choices affect this relationship.*



### Performance Task

#### **Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish?**

In this performance task, students have an opportunity to apply what they have learned about fish depletion and the issue of overfishing to create an informational consumer guide to be handed out in grocery stores about buying sustainably caught fish. They research overfishing, sustainable fishing methods, specific case studies of fish having their numbers depleted, and suggestions for ways to buy fish caught using sustainable fishing methods. They then compile all this information in an eye-catching guide that consumers will want to pick up when they are at the fish counter in a grocery store. **This task addresses NYSP12 ELA CCLS W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.2a, L.6.2b, L.6.3, L.6.3a, and L.6.3b.**

### Content Connections

This module is designed to address English Language Arts standards as students read literary and informational text about ocean conservation issues. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

#### **Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

##### **Unifying Themes (pages 6–7)**

- Theme 3: Time, Continuity, and Change: History as a formal study that applies research methods. Reading, reconstructing, and interpreting events, analyzing causes and consequences of events and developments, considering competing interpretations of events.
- Theme 4: Geography, Humans, and the Environment: Relationship between human populations and the physical world (people, places, and environments), impact of human activities on the environment, and interactions between regions, locations, places, people, and environments.

##### **Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:**

- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- Descriptor 3: Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li></ul>	<ul style="list-style-type: none"><li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text.</li><li>• I can analyze how an author's word choice affects tone and meaning in a literary text.</li></ul>
<ul style="list-style-type: none"><li>• RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li></ul>	<ul style="list-style-type: none"><li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.</li></ul>
<ul style="list-style-type: none"><li>• RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.<ul style="list-style-type: none"><li>a. Explain how an author's geographic location or culture affects his or her perspective.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can analyze how an author develops a narrator or speaker's point of view.<ul style="list-style-type: none"><li>a. I can explain how an author's geographic location or culture affects his or her perspective.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.<ul style="list-style-type: none"><li>a. Self-select text to develop personal preferences.</li><li>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can interpret, analyze, and evaluate narratives, poetry, and drama artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.<ul style="list-style-type: none"><li>a. I can self-select text to develop personal preferences.</li><li>b. I can establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</li></ul></li></ul>



CCS Standards: Reading—Informational Texts	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).</li></ul>	<ul style="list-style-type: none"><li>• I can analyze how key individuals, events, or ideas are developed throughout a text.</li></ul>
<ul style="list-style-type: none"><li>• RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li></ul>	<ul style="list-style-type: none"><li>• I can use a variety of strategies to determine word meaning in informational texts.</li></ul>
<ul style="list-style-type: none"><li>• RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li></ul>	<ul style="list-style-type: none"><li>• I can determine an author's point of view or purpose in an informational text.</li><li>• I can explain how an author's point of view is conveyed in an informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li></ul>	<ul style="list-style-type: none"><li>• I can use a variety of media to develop and deepen my understanding of a topic or idea.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• <b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.               <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.               <ul style="list-style-type: none"> <li>a. I can introduce the topic of my text.</li> <li>a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</li> <li>a. I can include headings, graphics, and multimedia to help readers understand my ideas.</li> <li>b. I can develop the topic with relevant facts, definitions, concrete details, and quotations.</li> <li>c. I can use transitions to clarify relationships among my ideas.</li> <li>d. I can use contextually specific language/vocabulary to inform or explain about a topic.</li> <li>e. I can establish and maintain a formal style in my writing.</li> <li>f. I can construct a concluding statement or section of an informative/explanatory text.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>W.6.4a.</b> Produce text (print or non-print) that explores a variety of cultures and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce text (print or non-print) that explores a variety of cultures and perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>W.6.6.</b> (optional) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology to publish a piece of writing.</li> <li>• I can use technology to collaborate with others to produce a piece of writing.</li> <li>• I can type at least three pages of writing in a single sitting.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• I can conduct short research projects to answer a question.</li> <li>• I can use several sources in my research.</li> <li>• I can refocus or refine my question when appropriate.</li> </ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>a. Apply sixth-grade reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li><li>b. Apply sixth-grade reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.</li></ul>
<ul style="list-style-type: none"><li>W.6.11. Create and present a text or artwork in response to a literary work.<ul style="list-style-type: none"><li>a. Develop a perspective or theme supported by relevant details.</li><li>b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can create and present a text or artwork in response to a literary work.<ul style="list-style-type: none"><li>a. I can develop a perspective or theme supported by relevant details.</li><li>b. I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</li></ul></li></ul>

  

CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"><li>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li></ul>	<ul style="list-style-type: none"><li>I can interpret information presented in different media and formats.</li><li>I can explain how new information connects to a topic, text, or issue I am studying.</li></ul>



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li><li>b. Spell correctly.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.<ul style="list-style-type: none"><li>a. I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li><li>b. I can spell correctly.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li><li>b. Maintain consistency in style and tone.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>a. I can use a variety of sentence structures to make my writing and speaking more interesting.</li><li>b. I can maintain consistency in style and tone when writing and speaking.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li></ul>	<ul style="list-style-type: none"><li>• I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase.</li></ul>

### Central Texts

1. Mark Kurlansky, *World without Fish* (New York: Workman Publishing, 2011), ISBN: 978-0-7611-5607-9.
2. Carl Hiaasen, *Flush* (New York: Random House, 1991), ISBN: 978-0-3758-6125-3.





Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Author's Point of View and Idea Development in <i>World without Fish</i></b>			
<b>Weeks 1–3</b>	<ul style="list-style-type: none"> <li>Analyze excerpts of <i>World without Fish</i> for figurative language, connotative language, word and phrase choice and meaning, and plot development.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)</li> <li>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (RI.6.3 and RI.6.4)</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze excerpts of <i>World without Fish</i> for evidence of Mark Kurlansky's point of view and how it is conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine an author's point of view or purpose in an informational text. (RI.6.6)</li> <li>I can explain how an author's point of view is conveyed in an informational text. (RI.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Analyzing Author's Point of View and How It Is Conveyed in Chapter 5 of <i>World without Fish</i> (RI.6.6)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Narrator's Point of View and Evidence of Author's Perspective in <i>Flush</i></b>			
<b>Weeks 3–5</b>	<ul style="list-style-type: none"> <li>Closely read excerpts of <i>Flush</i> to analyze the narrator's point of view and how it is conveyed.</li> <li>Analyze how Carl Hiaasen develops the plot in each chapter.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)</li> <li>I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase. (L.6.4a)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Analyzing Point of View and Plot Development in <i>Flush</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4a)</li> </ul>
	<ul style="list-style-type: none"> <li>Closely read excerpts of interviews with Carl Hiaasen to analyze how his geographic location in Florida has affected his perspective.</li> <li>Closely read excerpts of <i>Flush</i> looking for evidence of Carl Hiaasen's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> <li>I can create and present a text or artwork in response to a literary work. (W.6.11)               <ul style="list-style-type: none"> <li>I can develop a perspective or theme supported by relevant details. (W.6.11a)</li> <li>I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Evidence of Author's Perspective in <i>Flush</i> (RL.6.6a, W.6.11, W.6.11a, and W.6.11b)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Researching and Interpreting Information: What You Need to Know When Buying Fish</b>			
<b>Weeks 6–8</b>	<ul style="list-style-type: none"> <li>Researching information about overfishing, sustainable fishing methods, case studies of depleted fish species, and suggestions for buying fish caught using sustainable methods.</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.6.7)</li> <li>I can use several sources in my research. (W.6.7)</li> <li>I can refocus or refine my question when appropriate. (W.6.7)</li> <li>I can interpret information presented in different media and formats. (SL.6.2)</li> <li>I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment (Parts 1 and 2): Researching Information about How to Buy Fish Caught Using Sustainable Methods (W.6.7 and SL.6.2)</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate research to choose that which is most relevant and compelling.</li> <li>Analyze authentic informative consumer guides to generate criteria for an effective informative consumer guide.</li> <li>Compile the most relevant and compelling research into an informative consumer guide.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of media to develop and deepen my understanding of a topic or idea. (RI.6.7)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can introduce the topic of my text. (W.6.2a)</li> <li>I can organize my information using various strategies (e.g. definition/classification, comparison/contrast, cause/effect). (W.6.2a)</li> <li>I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.2a)</li> <li>I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2b)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Draft Informative Consumer Guide: What You Need to Know When Buying Fish (RI.6.7, W.6.2a–f, W.6.4a, and W.6.9)</li> <li>Final Performance Task: Informative Consumer Guide: What You Need to Know When Buying Fish (W.6.2, L.6.2, and L.6.3)</li> </ul>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<b>Weeks 6–8. continued</b>		<ul style="list-style-type: none"><li>• I can use transitions to clarify relationships among my ideas. (W.6.2c)</li><li>• I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.2d)</li><li>• I can establish and maintain a formal style in my writing. (W.6.2e)</li><li>• I can construct a concluding statement or section of an informative/explanatory text. (W.6.2f)</li><li>• I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.6.4a)</li><li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)<ul style="list-style-type: none"><li>a. I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2a)</li><li>b. I can spell correctly. (L.6.2b)</li></ul></li><li>• I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)<ul style="list-style-type: none"><li>a. I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a)</li><li>b. I can maintain consistency in style and tone when writing and speaking. (L.6.3b)</li></ul></li></ul>	



### Preparation and Materials

This module is content-rich; consider previewing the full module with a science and social studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the social studies teacher. That teacher also may identify natural connections or extensions with the compelling content of this module that s/he can address during science or social studies class.

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3B. The independent reading routine takes about a half-class period per week, with an additional day near the end of a unit or module for students to review and share their books. There is an option to assess independent reading during Lesson 6 of Unit 3 of this module. Students can write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers.