



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 3B: Unit 1: Lesson 11**

## **End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine an author's point of view or purpose in an informational text. (RI.6.6) I can explain how an author's point of view is conveyed in an informational text. (RI.6.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify Mark Kurlansky's point of view.</li><li>• I can explain how Mark Kurlansky conveys his point of view.</li></ul>	<ul style="list-style-type: none"><li>• Structured notes for "The Story of Kram and Ailat: Part 6" (from homework)</li><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></li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Graphic Novel Part 6 (6 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 1 Assessment (32 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Tracing the Development of an Idea (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>None.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson is the End of Unit 1 Assessment. Students repeat what they have been practicing over the past few lessons in analyzing point of view with a new excerpt of text: pages 70–75 from Chapter 5 of <i>World without Fish</i>.</li><li>Assess student responses using the NYS Grade 6 2-Point Rubric—Short Response.</li><li>Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart; Tracing the Development of an Idea anchor chart.</li></ul>



Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none"><li>• Graphic Novel: Tracing the Development of an Idea anchor chart (begun in Lesson 4)</li><li>• Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference)</li><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> (one per student; one for display)</li><li>• Sticky notes (eight per student)</li><li>• Highlighters (any color; one per student)</li><li>• <i>World without Fish</i> (book; distributed in Lesson 1)</li><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> (answers, for teacher reference)</li><li>• NYS Grade 6 2-Point Rubric—Short Response (for teacher reference)</li><li>• Tracing the Development of an Idea anchor chart (begun in Lesson 2)</li><li>• Tracing the Development of an Idea anchor chart (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Graphic Novel Part 6 (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the of the homework focus question: “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?”</li><li>• Invite students to refer to their structured notes homework and discuss their answers with their triads.</li><li>• Select volunteers to share their responses with the whole group. Listen for them to explain that the author illustrates and elaborates on the idea by returning to an idea discussed in an earlier part of the graphic novel and describing how overfishing had impacts in the ocean and on land.</li><li>• Record students' ideas on the posted <b>Graphic Novel: Tracing the Development of an Idea anchor chart</b>. See the <b>Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference)</b> as a guide.</li></ul>	<ul style="list-style-type: none"><li>• Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.</li><li>• Capturing students' ideas on an anchor chart can ensure easy reference later and can enable students to see at a glance how an idea has developed through a text.</li></ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none"><li>* “I can identify Mark Kurlansky's point of view.”</li><li>* “I can explain how Mark Kurlansky conveys his point of view.”</li></ul></li><li>• Remind students that these are similar to the learning targets they have been working with for the past several lessons. Tell them that today they will show how well they can demonstrate these targets independently in an assessment.</li></ul>	<ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment (32 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute an <b>End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed</b> to each student, along with <b>sticky notes</b> and <b>highlighters</b>. Remind students they will also need their text <b><i>World without Fish</i></b>.</li><li>• Invite students to read through the questions with you:<ul style="list-style-type: none"><li>* “Read pages 70–75 of <i>World without Fish</i> for the gist from ‘Some governments ...’ on page 70 to the end of page 75. It is optional for you to use the sticky notes to annotate the gist as you read.”</li><li>* “Analyze the excerpt for Mark Kurlansky’s point of view of the Great Banks codfish situation, one paragraph at a time, and complete the point of view graphic organizer as you have in previous lessons. Provide at least three examples of his point of view of the Great Banks codfish situation.”</li></ul></li><li>• Remind students that the graphic organizer on the assessment handout is similar to the one they have been using to analyze point of view in previous lessons.</li><li>• Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise a hand to speak with a teacher.</li><li>• Circulate and support students as they work. During an assessment, your prompting should be minimal.</li><li>• At the conclusion of the allotted time, collect the End of Unit 1 Assessment, which you will assess using the <b>End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed (answers, for teacher reference)</b> and the <b>Grade 6 2-Point Rubric—Short Response</b>.</li><li>• Congratulate students on their hard work during the assessment and throughout the unit.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracing the Development of an Idea (5 minutes)</b></p> <ul style="list-style-type: none"><li>Focus students' attention on the posted <b>Tracing the Development of an Idea anchor chart</b>. Ask students to discuss in triads:<ul style="list-style-type: none"><li>* "How does Kurlansky illustrate and elaborate on the idea of fish depletion in the excerpt you have read today?"</li></ul></li><li>Select volunteers to share their responses. Listen for them to explain that he illustrates and elaborates on the idea by providing an example of fish depletion that could have been avoided.</li></ul> <p>Record this on the Tracing the Development of an Idea anchor chart. See <b>Tracing the Development of an Idea anchor chart (answers, for teacher reference)</b> for a model.</p>	<ul style="list-style-type: none"><li>Capturing students' ideas on an anchor chart can ensure easy reference later and can enable students to see at a glance how an idea has developed through a text.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>None</li></ul>	



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## Supporting Materials



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Graphic Novel: Tracing the Development of an Idea Anchor Chart

Answers for Teacher Reference

What happens?	How is the idea of fish depletion introduced, illustrated, or elaborated on in the graphic novel?
<i>Part 6: Kram and Ailat return to the Caribbean, where everything has changed because of overfishing. As Kram predicted, algae has overtaken the area because the fish that ate it have been depleted.</i>	<i>He illustrates and elaborates on the idea by returning to an idea discussed in an earlier part of the graphic novel and describing how overfishing had impacts in the ocean and on land.</i>



**End of Unit 1 Assessment:**

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*

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**Name:**

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**Date:**

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**Long-Term Learning Targets Assessed:**

"I can identify Mark Kurlansky's point of view."

"I can explain how Mark Kurlansky conveys his point of view."

One of the features that makes Mark Kurlansky's book *World without Fish* interesting is his expression of his point of view. Through his use of text features and descriptive language, we come to know his point of view on issues related to fish depletion.

**Directions:**

1. Read pages 70–75 of *World without Fish* for the gist from "Some governments ..." on page 70 to the end of page 75. It is optional for you to use the sticky notes to annotate the gist as you read.
2. Analyze the excerpt for Mark Kurlansky's point of view of the Great Banks codfish situation, one paragraph at a time, and complete the point of view graphic organizer as you have in previous lessons. Provide at least three examples of his point of view of the Great Banks codfish situation.



**End of Unit 1 Assessment:**

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*

<b>What is Mark Kurlansky's point of view of the Great Banks codfish situation?</b>	<b>How do you know?</b>  (Quote specific words, phrases, and sentences.)	<b>How does the text evidence convey Kurlansky's point of view?</b>  1. Highlight the text clues in the middle column.  3. Note whether these text clues tell you directly or if they led you to infer Kurlansky's point of view.



**End of Unit 1 Assessment:**

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*




End of Unit 1 Assessment:

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*  
Answers for Teacher Reference

What is Mark Kurlansky's point of view of the Great Banks codfish situation?	How do you know?  (Quote specific words, phrases, and sentences.)	How does the text evidence convey Kurlansky's point of view?  1. Highlight the text clues in the middle column.  2. Note whether these text clues tell you directly or if they led you to infer Kurlansky's point of view.
<i>He respects the fishermen of Newfoundland.</i>	<i>"These were <b>tough and hearty</b> men.... It was dangerous work in icy waters full of <b>treacherous</b> icebergs that had broken off from the polar cap. The water was so cold that they would <b>freeze to death in minutes</b> if they fell in." (page 71)</i>	<i>Inferred through his description of the fishermen and the hardships they faced.</i>
<i>He thinks the fishermen of Newfoundland were observant and aware of the situation, more so than others.</i>	<i>"When their catches got smaller and smaller, <b>they thought it was because the big, new boats far out at sea were taking all the fish.</b> At that point, it was only their inshore fish that were vanishing, so the deepwater fishermen paid little attention." (page 71)</i>	<i>Inferred through his description of their awareness of the problem when no one else was concerned.</i>



End of Unit 1 Assessment:

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*  
Answers for Teacher Reference

<i>He is surprised and disappointed that people didn't learn from the past.</i>	<i><b>"Even in the 1980s, a century after trawlers were found to be destroying the North Sea, many still believed that the codfish population of the Grand Banks known as the northern stock was in no danger because it was one of the most plentiful populations in recorded history."</b> (pages 72 and 73)</i>	<i>Inferred through his use of the word "even," which signifies disbelief.</i>
<i>He is angry with the government for denying there was a problem in order to continue catching fish, making money, and providing jobs.</i>	<i>"The skiff fishermen went to scientists. And many scientists agreed with them. But the government had their own scientists who reported that the northern <b>stock was not in danger. So many fish were being caught and so much money was being made</b> that the government didn't want to listen to a few old-fashioned skiff fishermen. They were providing jobs processing fish at sea <b>for many people who had not had any work</b> before the 200-mile limit." (page 73)</i>	<i>Inferred through the use of bold, colored font in capital letters. Also said directly.</i>
<i>He thinks the government was silly to not see the obvious.</i>	<i>"But they didn't consider the <b>other possibility:</b> that the catches were large because they were catching all of the fish." (page 74)</i>	<i>Inferred through the use of bold, colored font in capital letters.</i>



**End of Unit 1 Assessment:**

Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of *World without Fish*  
Answers for Teacher Reference

<i>He is angry with the fishermen that the problem was recognized too late, and he is sad for the loss of the fish.</i>	<i>“What happened on the Grand Banks is that modern fishing had become so powerful, so effective, the fishermen were able to <b>hunt down every last fish in a dying population</b> without realizing it was dying.” (page 74)</i>	<i>Inferred through his use of language in describing what happened. “Hunt down” suggests mean aggressive fishermen, and “dying population” suggests vulnerable fish.</i>
<i>He is sad for the people who lost their livelihoods as a result of the situation.</i>	<i>“Thirty-thousand Newfoundland fishermen instantly lost their jobs. <b>The island province was plunged into poverty.</b>” (page 75)</i>	<i>It is inferred through his use of language such as the word “plunged.”</i>



**NYS Grade 6 2-Point Rubric—Short Response**  
(For Teacher Reference)

Use the rubric below for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.





Tracing the Development of an Idea Anchor Chart  
Answers for Teacher Reference

Idea: Fish depletion

Chapter	How is the idea introduced, illustrated, or elaborated on in this chapter?
<i>Chapter 5</i>	<ul style="list-style-type: none"><li>• <b>He illustrates and elaborates on the idea by providing an example of fish depletion that could have been avoided.</b></li></ul>