



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 9

Reading for Gist and Answering Text-Dependent Questions: Chapter 5 of *World without Fish*



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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)
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Supporting Learning Targets

- I can find the gist of pages 63–69 of *World without Fish*.
- I can determine the meaning of unfamiliar words and phrases in pages 63–69 of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.

Ongoing Assessment

- Structured notes for “The Story of Kram and Ailat: Part 5” (from homework)
- Text-Dependent Questions: Pages 63–69



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Graphic Novel Part 5 (6 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Finding the Gist: Pages 63–69 (17 minutes)Text-Dependent Questions: Pages 63–69 (15 minutes)Closing and Assessment<ol style="list-style-type: none">Tracing the Development of an Idea (5 minutes)Homework<ol style="list-style-type: none">Reread the excerpt of Chapter 5 that you read in class today (pages 63–69). Use evidence flags to help you gather evidence to answer this focus question on your structured notes:<ul style="list-style-type: none">“What does Mark Kurlansky think about fishermen around the world? How do you know?”	<ul style="list-style-type: none">This lesson is the start of a new two-lesson cycle—very similar to the cycle in Lessons 7 and 8—in which students analyze Mark Kurlansky’s point of view (RI.6.6). The focus of this lesson is to help students dig deep into pages 63–69 of the text by reading for the gist and answering text-dependent questions to gain a deeper understanding of the text and prepare to analyze point of view in the next lesson.As students are now more familiar with the structure of these lessons, in order to gradually release them in this lesson, they work independently to answer text-dependent questions.In Lesson 10 students will do a whole group critique of a completed point of view graphic organizer. Begin to consider which students may be suitable candidates for this process and would be willing to do so.Review:<ul style="list-style-type: none">Text-Dependent Questions: Pages 63–69 (answers, for teacher reference; see supporting materials).Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart; Tracing the Development of an Idea anchor chart.



Lesson Vocabulary	Materials
politics, compensates, foreigners (65), rational, neglected, Viking, lava-encrusted (67), debate, intensified, economy, glaciers (68)	<ul style="list-style-type: none">• Graphic Novel: Tracing the Development of an Idea anchor chart (begun in Lesson 4)• Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference)• <i>World without Fish</i> (book; distributed in Lesson 1; one per student)• Sticky notes (eight per student)• Dictionaries (at least one per triad)• <i>World without Fish</i> word-catchers (students' own; from Lesson 1)• Text-Dependent Questions: Pages 63–69 (one per student, one for display)• Text-Dependent Questions: Pages 63–69 (answers, for teacher reference)• Tracing the Development of an Idea anchor chart (begun in Lesson 2)• Tracing the Development of an Idea anchor chart (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Graphic Novel Part 5 (6 minutes)</p> <ul style="list-style-type: none"> Remind students 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?” Invite students to refer to their structured notes homework and discuss the answers with their triads. Select volunteers to share their responses with the whole group. Listen for students to explain that the author illustrates and elaborates on the idea by talking about the impact of fish depletion on other species like seabirds and crabs. Record students’ ideas on the posted Graphic Novel: Tracing the Development of an Idea anchor chart. See the Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference) as a guide. 	<ul style="list-style-type: none"> 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.
<p>B. Unpacking Learning Targets (2 minutes) Invite students to read the learning targets aloud with you:</p> <ul style="list-style-type: none"> * “I can find the gist of pages 63–69 of <i>World without Fish</i>.” * “I can determine the meaning of unfamiliar words and phrases in pages 63–69 of <i>World without Fish</i>.” * “I can use evidence from the text to answer text-dependent questions.” <p>Ask triads to briefly turn and talk:</p> <ul style="list-style-type: none"> * “What are we going to be doing today? Why?” <p>Cold call on a student and listen for: “We are reading a new excerpt of <i>World without Fish</i> for the gist and answering text-dependent questions to gain a deeper understanding of the text.”</p>	<ul style="list-style-type: none"> Learning targets are a research-based strategy that helps all students, especially challenged learners. 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. Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Finding the Gist: Pages 63–69 (17 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out <i>World without Fish</i> and turn to page 63, which is the first page of Chapter 5. Invite students to follow along silently as you read the page aloud. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What does <i>politics</i> mean?” • Select volunteers to share their answers. Listen for and guide students to understand that it means activities related to the actions and policies of the government—the people who run a country. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “So what is this chapter going to be about? How do you know?” • Select volunteers to share their ideas with the whole group. Listen for them to explain that it is going to be about the laws and rules about fish. • Invite students to listen for the flow of the book and to follow along closely as you read the chapter aloud to the end of page 69. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this excerpt mostly about?” • Cold call students to share their responses. Listen for students to explain that it is mostly other countries overfishing and causing fish depletion in Iceland. • Invite a student to reread the first two learning targets aloud. <ul style="list-style-type: none"> * “I can find the gist of pages 63–69 of <i>World without Fish</i>.” * “I can determine the meaning of unfamiliar words and phrases on pages 63–69 of <i>World without Fish</i>.” • Distribute eight sticky notes to each student. Remind students of the importance of summarizing smaller chunks of text as they read for the gist, and ask them to annotate the gist on sticky notes. Remind students to ask questions as they read to help them monitor comprehension. Explain that the goal is for them to understand the basic idea of this excerpt. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute dictionaries to each triad. Remind students that where possible you would like them to read around unfamiliar words, looking for context clues to figure out what they mean; however, if they can't figure out the meaning from the context, encourage them to use a dictionary. If they aren't sure what the word means after looking for context clues and looking in the dictionary, they should leave the definition blank to be discussed with the whole group later. • Invite students to work together as a triad to read for the gist, annotate sticky notes, and record unfamiliar words on their <i>World without Fish</i> word-catchers as they reread pages 63–69 of Chapter 5. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it on a sticky note. • As students finish up, refocus whole group. Focus students on the word <i>intensified</i> on page 68. Invite students to discuss in triads: <ul style="list-style-type: none"> * “What does the word ‘intense’ mean?” • Select students to share their responses with the whole group. Listen for students to explain that it means of great force or strength. • Focus students on the “ified” at the end of the word. Write the word “intensify” on the board and underline the “fy.” Tell students that this suffix means “to make” or “to cause to be.” So intensify means to make more intense or to cause to be more intense. • Remind students that the “ed” makes the word past tense. Invite students to discuss in triads: <ul style="list-style-type: none"> * “What does the word ‘intensified’ mean?” • Cold call students to share their responses with the whole group and listen for students to explain that intensified means made more intense. • Invite students to share any unfamiliar vocabulary words they found, along with the definition. If they were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. To keep things moving, if no one else knows, define the word for the class. • Students may struggle with these words, so be sure to address them here: <i>compensates, foreigners, rational, neglected, Viking, lava-encrusted, debate, economy, and glaciers.</i> 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If students are unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. To keep things moving, if no one else knows, define the word for the class.• Remind students to record new words on their word-catchers.	
<p>B. Text-Dependent Questions: Pages 63–69 (15 minutes)</p> <ul style="list-style-type: none">• Display and distribute Text-Dependent Questions: Pages 63–69. Remind students that the purpose of this is to dig deeper into the text to understand what Mark Kurlansky is saying.• Invite students to follow along as you read aloud the learning target at the top of the handout and the questions in the first column.• Invite students to work independently to reread the text-dependent questions in Column 1 and review the excerpt of text before recording their answers to the questions in Column 2, using evidence from the text.• Circulate and observe triads working. Support students as needed by asking them to use only evidence from the excerpt to answer the questions. For answers, refer to the Text-Dependent Questions: Pages 63–69 (answers, for teacher reference).	<ul style="list-style-type: none">• Asking students to discuss challenging questions before recording them helps to ensure that all students have an idea about what to write and can give students confidence in their responses.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracing the Development of an Idea (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention to the posted Tracing the Development of an Idea anchor chart. Ask them to discuss in triads:<ul style="list-style-type: none">* "How does Kurlansky illustrate and elaborate on the idea of fish depletion in the excerpt you have read today?"• Select volunteers to share their responses. Listen for them to explain that he illustrates and elaborates on the idea by providing examples of politics in the fishing industry in different parts of the world.• Record this on the Tracing the Development of an Idea anchor chart. See Tracing the Development of an Idea anchor chart (answers, for teacher reference) for guidance.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of Chapter 5 that you read in class today (pages 63–69). Use evidence flags to help you gather evidence to answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– "What does Mark Kurlansky think about fishermen around the world? How do you know?"	



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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 5: Kram and Ailat go out on another fishing trip with Serrafino, who is using a different net because there aren't any fish on the bottom to catch anymore. He points out that there aren't any seabirds, and when they get back to land Ailat goes looking for crabs but can't find any.</i>	<i>He illustrates and elaborates on the idea by introducing the idea of the impact of fish depletion on other species like seabirds and crabs.</i>



Text-Dependent Questions: Pages 63–69

Name: _____

Date: _____

Learning Target:

- “I can use evidence from the text to answer text-dependent questions.”

Questions	Answers (supported with evidence from the text)
1. Why did the argument about overfishing end in the 1990s on the Grand Banks?	
2. Why were the fish getting smaller?	
3. Who was most concerned about the problem?	
4. Who do fishermen blame for the problem?	
5. Who did William Hooper blame first for overfishing?	



Text-Dependent Questions: Pages 63–69

Questions	Answers (supported with evidence from the text)
6. Who did he blame next when he was told the first group couldn't be responsible?	
7. According to Mark Kurlansky, who were the first foreigners to start fishing in Iceland?	
8. What was the debate in Iceland?	
9. What did they decide?	
10. How did the British respond?	
11. What happened in Iceland and around the world as a result?	



Text-Dependent Questions: Pages 63–69

Answers for Teacher Reference

Questions	Answers (supported with evidence from the text)
1. Why did the argument about overfishing end in the 1990s on the Grand Banks?	Because fishermen started to see the effects of overfishing: “1. They had to travel greater distances to find the same amount of fish they used to find so close to shore. 2. The fish were getting smaller.” (Page 65)
2. Why were the fish getting smaller?	“... since the big fish that produce the most eggs are also the easiest to catch they get taken first, leaving a population of small fish behind. Nature also compensates for a shortage of food by making fish grow more slowly.” (Page 65)
3. Who was most concerned about the problem?	The fishermen. “Once again, it was the fishermen and not the scientists who were expressing the most concern about the size of the fish and the distances needed to travel in order to catch them.” (Page 65)
4. Who do fishermen blame for the problem?	Other fishermen in other countries. “Most fishermen in the world, no matter where they live, will say that the worst fishing practices are those done by foreigners.” (Page 65)
5. Who did William Hooper blame first for overfishing?	The Spanish. “The biggest problem we have is the Spanish.” (Page 66)



Questions	Answers (supported with evidence from the text)
6. Who did he blame next when he was told the first group couldn't be responsible?	The Scottish. "Yes, the Scots used to overfish." (Page 67)
7. According to Mark Kurlansky, who were the first foreigners to start fishing in Iceland?	The English. "In the 1890s, however, modern, steel-hulled, engine-powered fishing boats from England started dragging their enormous nets through Icelandic waters." (Page 67)
8. What was the debate in Iceland?	Whether the English fishing boats should stay or if they should get some boats of their own: "... there was a debate in Iceland between those who thought these boats should be kept out of their waters and those who thought Iceland should get a few of their own." (Page 68)
9. What did they decide?	They asked the English to leave. "And so they asked the foreign fishermen to leave." (Page 69)
10. How did the British respond?	They attacked the Icelandic Coast Guard. "The British attacked the Icelandic Coast Guard, which protected their water." (Page 69)
11. What happened in Iceland and around the world as a result?	Iceland established a 200-mile zone around their territories, and other countries did the same thing. "But once the Icelanders had their 200-mile limit, the other nations of the world wanted theirs. Countries began measuring 200 miles from every farthest rock they could claim." (Page 69)



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">• He illustrates and elaborates on the idea by providing examples of politics in the fishing industry in different parts of the world.