



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Overview



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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">• 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.	<ul style="list-style-type: none">• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text.• I can analyze how an author's word choice affects tone and meaning in a literary text.
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
<ul style="list-style-type: none">• 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">a. Explain how an author's geographic location or culture affects his or her perspective.	<ul style="list-style-type: none">• I can analyze how an author develops a narrator or speaker's point of view.<ul style="list-style-type: none">a. I can explain how an author's geographic location or culture affects his or her perspective.
<ul style="list-style-type: none">• 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">a. Self-select text to develop personal preferences.b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	<ul style="list-style-type: none">• 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">a. I can self-select text to develop personal preferences.b. I can establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.



CCS Standards: Reading—Informational Texts	Long-Term Learning Targets
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• I can analyze how key individuals, events, or ideas are developed throughout a text.
<ul style="list-style-type: none">• RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none">• I can use a variety of strategies to determine word meaning in informational texts.
<ul style="list-style-type: none">• RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none">• I can determine an author's point of view or purpose in an informational text.• I can explain how an author's point of view is conveyed in an informational text.
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• I can use a variety of media to develop and deepen my understanding of a topic or idea.



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



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">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”).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”).	<ul style="list-style-type: none">I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.
<ul style="list-style-type: none">W.6.11. Create and present a text or artwork in response to a literary work.<ul style="list-style-type: none">a. Develop a perspective or theme supported by relevant details.b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.	<ul style="list-style-type: none">I can create and present a text or artwork in response to a literary work.<ul style="list-style-type: none">a. I can develop a perspective or theme supported by relevant details.b. I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">I can interpret information presented in different media and formats.I can explain how new information connects to a topic, text, or issue I am studying.



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

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



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



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



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



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



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.



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish?</p> <p>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.</p>
Mid-Unit 1 Assessment	<p>Analyzing Idea Development in Chapter 3 of <i>World without Fish</i></p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.2, RI.6.3, and RI.6.4. For this assessment, students read a new excerpt of <i>World without Fish</i> and use a graphic organizer to analyze how the author continues to illustrate and elaborate on the idea of fish depletion in the excerpt. They also answer selected response questions about word and phrase meaning.</p>
End of Unit 1 Assessment	<p>Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i></p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.6. Students read a new excerpt from <i>World without Fish</i> and complete a graphic organizer requiring them to make a claim about Mark Kurlansky's point of view of the codfish situation in the Grand Banks, use evidence from the text to support their claim, and analyze how the author conveys his point of view.</p>



Mid-Unit 2 Assessment	<p>Analyzing Point of View and Plot Development in <i>Flush</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.4, RL.6.5, RL.6.6, and L.6.4a. For this assessment, students read a new excerpt of <i>Flush</i> and use a graphic organizer to analyze how the author develops the narrator's point of view. They also answer selected response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt.</p>
End of Unit 2 Assessment	<p>Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Plot</p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.6a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. Students read an excerpt from <i>Flush</i> and fill out a graphic organizer to analyze the evidence of Carl Hiaasen's perspective of Florida in the excerpt, and then use their thinking to write an on-demand response to the questions: "How has being born and raised in Florida affected Carl Hiaasen's perspective of the place and where is the evidence of this perspective in the excerpt you have read today of the novel <i>Flush</i>? How does the evidence you have selected show evidence of his perspective?" Students also sketch and label or write about a scene from <i>Flush</i>, explaining how it shows evidence of Carl Hiaasen's perspective.</p>
Mid-Unit 3 Assessment	<p>Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.7. There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: How can we buy fish caught using sustainable methods? They record the information they find on a graphic organizer.</p> <p>Part 2: Explaining How New Information Connects to the Topic</p> <p>This assessment centers on NYSP12 ELA CCLS SL.6.2.</p> <p>In Part 2, students explain orally how the resources they have looked at contribute to the topic of overfishing and fish depletion.</p>
End of Unit 3 Assessment	<p>Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.7, W.6.2a–f, W.6.4a, and W.6.9. Students write a first draft of their informative consumer guide to answer the question: What does a consumer need to know when buying fish? They select factual information from research that is most compelling and include all of the features of an informative guide that they have identified from authentic consumer guides.</p>



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Summary of Task

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.**

Format

An informational consumer guide to be put in grocery stores near the fish counter to answer the question: What do you need to know when buying fish?
The format of the guide will be based on a study of a model consumer guide and real-world consumer guides.
The rough draft of the consumer guide will be assessed and then edited for revision.

Standards Assessed through This Task

- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.6. 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.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.



Student-Friendly Writing Invitation/Task Description

For this performance task, you will create an informative consumer guide to answer the question: “What do people need to know about overfishing and fish depletion when buying fish?” Your guide can be placed in a grocery store, near the fish counter, to inform people about the issue of fish depletion due to overfishing and to guide them in how to buy fish caught using sustainable fishing methods. Your guide should fit onto one piece of paper so consumers don’t have to carry a lot of paper around in the store with them. It should explain the problem, provide a case study to highlight the impact of the problem, and provide suggestions for how to buy fish caught using sustainable fishing methods. It should be eye-catching to encourage consumers to pick it up when they are standing at the fish counter deciding which fish to buy and compelling to encourage them to read to the end.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and review a rubric on which their work will be critiqued and formally assessed.

Your informative consumer guide needs to include relevant and compelling factual information and quotes about:

- The issue: overfishing and how it causes fish depletion.
- A case study of a fish species that has severely depleted and the impact that it has had.
- A solution: sustainable methods for catching fish.
- Suggestions: buying fish that have been caught using sustainable methods.

Your informative consumer guide also needs to:

- Fit onto one piece of letter-sized paper.
- Include the features of a consumer guide: headline and subheadings.
- Include visuals like pictures and charts or graphs to make it eye-catching and to improve consumer understanding of the issue.
- Include a Works Cited list.



Options for Students

- Students might have a partner to assist as they work on planning their consumer guides, but the guide itself will be an individual's product.
- Student consumer guides could be various lengths, shorter for those for whom written English is a barrier.

Options for Teachers

- Student consumer guides could be displayed in a local grocery store or supermarket near the fish counter, with appropriate permission.
- Student consumer guides could be displayed in the classroom or somewhere else in the school.
- Consider working with a technology teacher if students are completing their work on computers.
- Consider working with an art teacher to help students improve the visual presentation of their work.

Resources and Links

- Save Our Seas Foundation: <http://saveourseas.com/threats/overfishing>
- Marine Conservation Institute: <http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/>
- NOAA FishWatch: http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm
- Monterey Bay Aquarium: http://www.montereybayaquarium.org/cr/cr_seafoodwatch/download.aspx

Central Text and Informational Texts

- Mark Kurlansky, *World without Fish* (New York: Workman Publishing, 2011), ISBN: 978-0-7611-5607-9.
- See Unit 3 Overview for additional informational texts students use in their research.



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Grade 6: Module 3B

Recommended Texts



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The list below includes informational texts and fiction with a range of Lexile® text measures about sustaining the world's oceans. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in Grades 2–3 band level (below 740L)			
<i>Oceans</i>	Kate Riggs (author); Zack McLaughlin (illustrator)	Literature	500*
<i>What Eats What in an Ocean Food Chain</i>	Suzanne Slade (author)	Informational	650
<i>What Can We Do about Oil Spills and Ocean Pollution?</i>	David J. Jakubiak (author)	Informational	730*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in Grades 4–5 band level (740–925L)			
<i>Hoot</i>	Carl Hiaasen (author)	Literature	760
<i>Fishing</i>	Gary Newman (author)	Informational	770
<i>Make a Splash! A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands</i>	Cathryn Berger Kaye and Phillipe Cousteau (authors)	Informational	780
<i>What if There Were No Sea Otters? A Book about the Ocean Ecosystem</i>	Suzanne Slade (author); Carol Schwartz (illustrator)	Informational	820
<i>Salmon Creek</i>	Annette LeBox (author); Karen Reczuch (illustrator)	Literature	850
<i>Smog, Oil Spills, Sewage, and More: The Yucky Pollution Book</i>	Alvin and Virginia Silverstein, and Laura Silverstein Nunn (authors)	Informational	875*
<i>Green Boy</i>	Susan Cooper (author)	Literature	875*
<i>Environmental Awareness: Water Pollution</i>	Mary Ellen Snodgrass (author)	Informational	890*
<i>Olivia's Birds: Saving the Gulf</i>	Olivia Boulter (author)	Informational	880
<i>Makers and Takers: Studying Food Webs in the Ocean</i>	Gwendolyn Hooks (author)	Informational	910*
<i>Pollution</i>	Helen Orme (author)	Informational	920

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within Grades 6–8 band level (925–1185L)			
<i>Endangered Planet</i>	David Burnie (author)	Informational	1070*
<i>Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands</i>	Cathryn Berger Kaye and Phillipe Cousteau (authors)	Informational	1170
<i>Overfishing (Habitat Havoc)</i>	Therese Shea (author)	Informational	No LXL
Lexile text measures above band level (over 1185L)			
<i>Tracking Trash: Flotsam, Jetsam, and the Science of Motion</i>	Loree Griffin Burns (author)	Informational	1200
<i>The River Cottage Fish Book: The Definitive Guide to Sourcing and Cooking Sustainable Fish and Shellfish</i>	Hugh Fearnley-Whittingstall and Nick Fisher (authors)	Informational	nolxl

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY
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Grade 6: Module 3B: Unit: 1: Overview



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Unit 1: Author's Point of View and Idea Development in *World without Fish*

In this unit, students are involved in a study of how an author introduces, illustrates, and elaborates on an idea and how an author conveys his or her point of view. Students will begin reading Mark Kurlansky's *World without Fish*, a literary nonfiction text about the causes of and solutions to the problem of fish depletion. The focus of Unit 1 is the first half of the book, in which Mark Kurlansky describes the problem. Students will return to the final chapters of the book and his suggested solutions in Unit 3. In the first half of the unit, the focus is on tracing the idea of fish depletion across the first five chapters of the book: how the idea is introduced at the

beginning and how it is illustrated and elaborated on throughout the first half of the book. Through close reading of this text, students will learn multiple strategies for acquiring and using academic vocabulary. In the second half of the unit, students analyze Mark Kurlansky's point of view in excerpts of the text and how he conveys that point of view. At the end of Unit 1, students are assessed on their analysis of the point of view and how it is conveyed in a new excerpt of the text.

Guiding Questions and Big Ideas

- **How does an author convey his or her point of view?**
- **How does an author introduce, illustrate, and elaborate on an idea?**
- *All life on earth is interconnected, and altered circumstances will change the order of life at sea—which will also change life on land.*

Mid-Unit 1 Assessment

Analyzing Idea Development in Chapter 3 of *World without Fish*

This assessment centers on NYSP12 ELA CCLS RI.6.2, RI.6.3, and RI.6.4. For this assessment, students read a new excerpt of *World without Fish* and use a graphic organizer to analyze how the author continues to illustrate and elaborate on the idea of fish depletion in the excerpt. They also answer selected response questions about word and phrase meaning.

End of Unit 1 Assessment

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

This assessment centers on NYSP12 ELA CCLS RI.6.6. Students read a new excerpt from *World without Fish* and complete a graphic organizer requiring them to make a claim about Mark Kurlansky's point of view of the codfish situation in the Grand Banks, use evidence from the text to support their claim, and analyze how the author conveys his point of view.



Content Connections

This module is designed to address English Language Arts standards as students read a literary nonfiction text about the causes of and solutions to the issue of fish depletion in the oceans. However, the module intentionally incorporates Science and 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

Science

Key Idea 3: Individual Organisms and Species Change Over Time

- 3.1b Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to survive and have offspring than individuals without those traits.
- 3.1c Human activities such as selective breeding and advances in genetic engineering may affect the variations of species.
- 3.2a In all environments, organisms with similar needs may compete with one another for resources.



Content Connections (continued)

- 3.2b Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.

Key Idea 7: Human Decisions and Activities have had a Profound Impact on the Physical and Living Environment

- 7.2a In ecosystems, balance is the result of interactions between community members and their environment.
- 7.2b The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological succession).
- 7.2c Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.
- 7.2d Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

Central Text

1. Mark Kurlansky, *World without Fish* (New York: Workman Publishing Company Inc., 2011), ISBN: 978-0-7611-5607-9.



This unit is approximately 2 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Introducing <i>World Without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. 	<ul style="list-style-type: none"> Sticky notes for gist Text-Dependent Questions: Pages x–xii 	
Lesson 2	Introduction: The Ideas of Charles Darwin	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for pages x–xii (from homework) Text-Dependent Questions: Pages xii–xvii 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Introducing the Struggle for Survival in the Introduction of <i>World Without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for pages xii–xvii (from homework) Text-Dependent Questions: Pages xx–xxii 	<ul style="list-style-type: none"> Tracing the Development of an Idea anchor chart Concentric Circles protocol
Lesson 4	Tracing the Idea of Fish Depletion: Chapter 1	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of pages 1-8 of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of Chapter 1 of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in an excerpt of Chapter 1 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 1” (from homework) Text-Dependent Questions: Pages 1–8 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Tracing the Idea of Fish Depletion: Chapter 2	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of pages 28-33 of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of Chapter 2 of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in an excerpt of Chapter 2 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 2” (from homework) Text-Dependent Questions: Pages 28–33 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart
Lesson 6	Mid-Unit Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 3 of <i>World without Fish</i>. I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 3 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 3” (from homework) Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> 	<ul style="list-style-type: none"> Tracing the Development of an Idea anchor chart
Lesson 7	Reading for Gist and Answering Text-Dependent Questions: Chapter 4 of <i>World without Fish</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of Chapter 4 of <i>World without Fish</i>. I can determine the meaning of unfamiliar words and phrases in an excerpt of Chapter 4. I can use evidence from the text to answer text-dependent questions. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 4” (from homework) Text-Dependent Questions: Pages 52–61 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Analyzing Author's Point of View: Chapter 4 of <i>World without Fish</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 4 of <i>World without Fish</i>. I can explain how he conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for pages 52–61 (from homework) Author's Point of View graphic organizer: pages 52–61 Analyzing Author's Point of View anchor chart 	<ul style="list-style-type: none"> Analyzing Author's Point of View anchor chart
Lesson 9	Reading for Gist and Answering Text-Dependent Questions: Chapter 5 of <i>World without Fish</i>	<ul style="list-style-type: none"> 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) 	<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. 	<ul style="list-style-type: none"> Structured notes for "The Story of Kram and Ailat: Part 5" (from homework) Text-Dependent Questions: Pages 63–69 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart
Lesson 10	Analyzing Author's Point of View: Chapter 5 of <i>World without Fish</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 5. I can explain how he conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for pages 63–69 (from homework) Author's Point of View graphic organizer: pages 63–69 	
Lesson 11	End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can identify Mark Kurlansky's point of view. I can explain how Mark Kurlansky conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for "The Story of Kram and Ailat: Part 6" (from homework) End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite fishermen to speak to students about the methods they use for catching fish and the rules and regulations they have to follow.
- Invite a scientist to speak to students about biodiversity and fish depletion.

Fieldwork:

- Arrange for a visit to a local aquarium so students can learn more about biodiversity in the oceans.
- Arrange for a visit to a museum or exhibit about the Industrial Revolution.
- Arrange for a visit to a grocery store so students can see the fish available to buy.

Optional: Extensions

- An in-depth case study of depleted fish species and the impact of the depletion on humans and other species.
- A study of extinct species.
- A study of the depletion of a particular extinct species and the circumstances that led to its extinction, for example the Baiji white dolphin or the Javan tiger.



Preparation and Materials

This unit includes a number of routines.

In Lessons 1–10, students frequently read the graphic novel at the end of each chapter or reread an excerpt of the book *World without Fish* for homework. Once the routine is fully implemented (starting in Lesson 1), students will answer a focus question using evidence from the text each night.

1. Reading Calendar

- Students read excerpts of *World without Fish* for homework in Lessons 1–10. Each night, they either read the graphic novel or reread the excerpt of text read in class that day.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See Reading Calendar, below.

2. Structured Notes

Structured notes record students' thinking about a focus question specific to what they have been asked to read. Structured notes are organized by chapter and require students to read the excerpt, answer the focus question for the excerpt, and record evidence from the excerpt to support their answers to the questions. A generic version of the structured notes is provided in Lesson 1. You can either make multiple copies for students to use across lessons, or have students copy the structured notes recording form into their journals.

The calendar below shows what is due on each day.

You may modify this document to include dates instead of lessons.

Due at Lesson	Read the chapter/pages below:	Focus Question
2	Introduction: Pages x–xii	<p>How does Mark Kurlansky introduce his idea of fish depletion in the first few pages of <i>World without Fish</i>?</p> <p>Reread the excerpt of the Introduction you read today (pages x–xii), beginning with “Most stories about the destruction of the planet,” and stopping after the bolded words, “and more responsibilities than any other generation in history.” Use evidence flags to gather evidence as you read to answer the focus question on your structured notes.</p> <p>Key Vocabulary: cormorants, unravel, Industrial Revolution, generation</p>
3	Introduction: Pages xii–xvii	<p>How does Mark Kurlansky continue to introduce his ideas about fish depletion in the Introduction of <i>World without Fish</i>?</p> <p>Reread the excerpt of the Introduction you read today (pages xii–xvii), beginning with “One of the great thinkers,” and stopping at the end of page xvii. Use evidence flags to gather evidence as you read to answer the focus question on your structured notes.</p> <p>Key Vocabulary: biologically, various, variations, evolved, evolution, interconnected, origin, dominate, idly, thus, elaborate, voraciously, revolting, adapt, conflict, eliminated, abundant, minuscule, tendency, unforeseen</p>
4	Introduction: Page xxiv	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky introduce the idea of fish depletion in the graphic novel?</p> <p>Read “The Story of Kram and Ailat: Part 1” (the graphic novel) at the end of the Introduction of <i>World without Fish</i>. Answer the focus question on your structured notes.</p>
5	Chapter 1: Page 20	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 2” (the graphic novel) at the end of Chapter 1. Answer the focus question on your structured notes.</p>
6	Chapter 2: Page 38	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 3” (the graphic novel) at the end of Chapter 2. Answer the focus question on your structured notes.</p>

7	Chapter 3: Page 50	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 4” (the graphic novel) at the end of Chapter 3. Answer the focus question on your structured notes.</p>
8	Chapter 4: Pages 52–61	<p>What does Mark Kurlansky think about Thomas Henry Huxley’s ideas and the things he did in the late nineteenth century? Does he agree with him? Does he disagree with him? How do you know?</p> <p>Reread the excerpt of Chapter 4 that you read in class. Use evidence flags to help you gather evidence to answer this focus question on your structured notes.</p> <p>Key Vocabulary: myth, bounty, misconception, indestructible, Darwinism, posthumously, refuted, influential, promoting, anatomy, staunch, commissions, class, unobservant, avocations, contempt, preservation, interfering, objecting, Industrial Revolution, diminution, exhaustion, scarce</p>
9	Chapter 4: Page 62	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 5” (the graphic novel) at the end of Chapter 4. Answer the focus question on your structured notes.</p>
10	Chapter 5: Pages 63–69	<p>What does Mark Kurlansky think about fishermen around the world? How do you know?</p> <p>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.</p> <p>Key Vocabulary: compensates, foreigners, rational, neglected, Viking, lava-encrusted, debate, intensified, economy, glaciers</p>
11	Chapter 5: Page 76	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 6” (the graphic novel) at the end of Chapter 5. Answer the focus question on your structured notes.</p>



Chapter	Homework Focus Question	Answer with Evidence from the Text (with page number)



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

Introducing *World without Fish*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
- 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 an excerpt of the Introduction of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.

Ongoing Assessment

- Sticky notes for gist
- Text-Dependent Questions: Pages x–xii



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Introducing the Text: <i>World without Fish</i> (6 minutes)Unpacking Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Reading for Gist: Pages x–xii (15 minutes)Text-Dependent Questions: Pages x–xii (18 minutes)Closing and Assessment<ol style="list-style-type: none">Main Ideas (3 minutes)Homework<ol style="list-style-type: none">Reread the excerpt of the introduction you read today (pages x to xii). Use evidence flags to gather evidence as you read and answer the focus question on your structured notes.	<ul style="list-style-type: none">This lesson launches a new module. It starts with students becoming oriented to <i>World without Fish</i>, one of the two central texts. Because of the complexity of the text, students will read only short excerpts of it at any given time. They will read excerpts first during the lesson—often with the assistance of a teacher-led close reading—to fully understand the content, and then they will reread at home, gathering evidence on evidence flags as they have in previous modules and answering a focus question that will challenge them to think more deeply.This lesson includes an opportunity for students to flip through <i>World without Fish</i> to take note of its beautiful illustrations, images, and other striking text features. This will help build students’ excitement for tackling this challenging text. Throughout the unit, students continue to focus on the text features during their initial “gist” reading of sections of text.Students will read excerpts of the Introduction over two lessons, reading for the gist in Lesson 1 and then digging deeper in Lesson 2.At the end of this lesson, students are given structured notes on which to record their homework. Post or display the homework focus question at the conclusion of the lesson and instruct students to copy the question and columns for taking notes into a journal rather than use the structured notes handout itself. In either case, establishing a routine will be important, as this homework structure will be repeated throughout the unit. The homework focus question is also on the reading calendar. The focus question is often quite similar from lesson to lesson, since students are tracing the author’s argument.In advance:<ul style="list-style-type: none">Create triads who will work together to read, think, talk, and write about <i>World without Fish</i>. Intentionally place students in groups that are different from previous triads.Review pages x–xii of the Introduction of <i>World without Fish</i>.Post: Learning targets.



Lesson Vocabulary	Materials
gist, fish depletion; unravel, cormorants, Industrial Revolution (xi), generation (xii)	<ul style="list-style-type: none">• Equity sticks• <i>World without Fish</i> by Mark Kurlansky (book; one per student)• <i>World without Fish</i> word-catcher (one per student)• Dictionary (at least one per triad)• Sticky notes (five per student)• Text-Dependent Questions: Pages x–xii (one per student)• Close Reading Guide: Pages x–xii (for teacher reference)• Structured notes (one to display or one per student; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Introducing the Text: <i>World without Fish</i> (6 minutes)</p> <ul style="list-style-type: none">• Write the title of the text on the board. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “Imagine a world without fish. What would your life be like without fish? Would it be any different? How?”• Select volunteers to share their responses. Ask for a show of hands:<ul style="list-style-type: none">* “Who likes to eat fish?”• Summarize what you see, for example: “Wow—most of you like fish!”• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What kinds of fish do you like to eat?”• Consider using equity sticks to select students to share their responses.• Distribute <i>World without Fish</i> by Mark Kurlansky to each student. Tell students that <i>World without Fish</i> is an informational text.• Invite students to spend a few minutes flipping through the book.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What do you notice?”* “What do you wonder?”* “What excites you about this book?”• Select students to share their responses with the whole group. Listen for students to notice the images, the large bold words, the graphic novel within the book, the illustrations, etc. Try to generate enthusiasm by pointing out the things that catch your eye when you look at the book, such as the colorful illustrations and the bold fonts.• Post the list of new triads and invite students to get into their groups. Tell them that they will work with these same triads throughout the first half of this unit.	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets along with you.<ul style="list-style-type: none">* “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.”* “I can use evidence from the text to answer text-dependent questions.”• Ask triads to discuss:<ul style="list-style-type: none">* “What are the important words or phrases in the learning targets? Why do you think those are important?”• Cold call students to share their responses and circle the words and phrases they suggest. Make sure <i>gist</i> is circled.• Focus students on the word “gist.” Ask triads to discuss:<ul style="list-style-type: none">* “What is the gist, and how do we read for it?”• Consider using equity sticks to select students to share their responses. Listen for them to explain that the gist is what the text is mostly about and that you summarize the main points as you do a first read.• Remind students that they have been practicing reading for the gist in previous modules. Tell them that they will be using their reading skills to dive into the message from this author.	<ul style="list-style-type: none">• 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.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: Pages x–xii (15 minutes)</p> <ul style="list-style-type: none"> • Invite a student to read aloud the learning target about reading for the gist. <ul style="list-style-type: none"> * “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.” • Explain to students that they are going to read in their heads as you read aloud from pages x to xii, beginning at “Most stories about the destruction of the planet” and stopping after the bolded words, “and more responsibilities than any other generation in history.” • When you have finished reading the excerpt aloud, ask students to discuss in triads: <ul style="list-style-type: none"> * “What do you now know about this book? What is it going to be about?” • Consider using equity sticks to select students to share their ideas with the class. Listen for students to explain that from this excerpt, it seems like the book is going to be about how species of fish that we eat might die out in the next 50 years. • Distribute <i>World without Fish</i> word-catchers to each student. • Tell students that this a challenging text, but reassure them that you know they are going to be able to understand it by reading it in small pieces. Explain that now that students have read the excerpt once through, they are going to work with their triads to read it again for the gist, annotate the gist on sticky notes, and record unfamiliar words on their word-catchers. Remind students that they have been building reading stamina in previous modules and now they are ready to take on something more challenging. • Model how to find the gist with page x. Reread it aloud and ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this page mostly about?” • Select volunteers to share their responses. Listen for students to explain that it is mostly about how <i>World without Fish</i> is a story about how the earth could be destroyed. Record this on a sticky note and place it in your copy of the book, instructing students to do the same. • Ask: <ul style="list-style-type: none"> * “Are there any unfamiliar words on this page?” • Invite students to record any unfamiliar vocabulary on their word-catchers. 	<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">• Ask:<ul style="list-style-type: none">* “What strategies do you already have for figuring out unfamiliar vocabulary?”• Cold call students to share their responses and listen for them to explain that they can look at the root word for clues, read around the word, use context clues, or use a dictionary to determine the meaning of the word. Pass out dictionaries to each triad. Remind students that if they can’t work out the meaning of a word, they are to wait for those words to be shared and discussed with the whole group later.• Distribute five sticky notes to each student. Remind students that the goal is for them to understand the basic idea of the excerpt one piece at a time. They will write the gist of each section on separate sticky notes as they read.• 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 their sticky note.• As students finish up, refocus whole group. Focus students on the word <i>unravel</i>, and ask them to discuss in triads:<ul style="list-style-type: none">* “Read the sentence containing the word <i>unravel</i>. Using context clues from the rest of the sentence, what do you think it might mean? What words would you replace it with?”• Cold call students to share their responses. Listen for and guide students to understand that unravel means “to undo,” so here the author means there could be serious negative consequences for life on earth.• Invite students to share any unfamiliar vocabulary words they found, along with the definition if they found it. 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 what the word means, define it for the class. Be sure that the following words are discussed: <i>cormorants</i>, <i>Industrial Revolution</i>, and <i>generation</i>.• Remind students to record new words on their word-catchers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: Pages x–xii (18 minutes)</p> <ul style="list-style-type: none">• Distribute Text-Dependent Questions: Pages x–xii and guide students through it using the Close Reading Guide: Pages x–xii (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.• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Look in the third paragraph.”• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Closing and Assessment	Meeting Students' Needs
<p>A. Main Ideas (3 minutes)</p> <ul style="list-style-type: none">• Ask students to discuss in triads:<ul style="list-style-type: none">* “What main ideas are you are taking away after reading this excerpt?”• Select volunteers to share their responses. Listen for students to explain that Mark Kurlansky thinks the planet is in danger because people are not looking after it as they should.• Tell students that the way we can describe fish species dying out is <i>fish depletion</i>, because depletion means the numbers are going down.• Distribute the structured notes for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of the Introduction you read in class today (pages x–xii), beginning at, “Most stories about the destruction of the planet,” and stopping after the bolded words, “and more responsibilities than any other generation in history.” Use evidence flags to gather evidence as you read to answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– “How does Mark Kurlansky introduce his idea of fish depletion in the first few pages of <i>World without Fish</i>?”	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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World Without Fish

Word-catcher

Name: _____

Date: _____

Mark literary words with an * (For example: *text feature)

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y



World Without Fish

Word-catcher

Z	Use this space for notes.
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Text-Dependent Questions: Pages x–xii

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. On page x, according to Mark Kurlansky, who is causing the problem?	
2. According to Mark Kurlansky, how long could it take for most of the fish we commonly eat to be gone?	
3. What species of fish does that include?	
4. According to Mark Kurlansky, how did the Industrial Revolution change things?	
5. According to Mark Kurlansky, what does the survival of the planet depend on?	



Close Reading Guide: Pages x–xii
For Teacher Reference

Time: 18 minutes

Questions	Close Reading Guide
1. On page x, according to Mark Kurlansky, who is causing the problem?	<p>(3 minutes)</p> <ul style="list-style-type: none">• Invite students to reread the first page beginning with “Most stories about the destruction ...”• Ask students to discuss in triads:<ul style="list-style-type: none">* “How does this page grab our attention immediately?”• Select volunteers to share their responses. Listen for students to explain that the bold font captures our attention, but also the dramatic language, for example “the destruction of the planet,” or “how the earth could be destroyed.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “What does ‘well-meaning people’ mean?”• Cold call students to share their responses. Listen for them to explain that well-meaning people are people who don’t mean to do bad things—they are doing bad things unintentionally.• Invite triads to discuss Question 1 and then record their answers in the Answer column of their text-dependent questions. Remind students to use evidence from the text in their answers.• Select volunteers to share their answers. Listen for students to explain that “well-meaning people” are causing the problem.
2. According to Mark Kurlansky, how long could it take for most of the fish we commonly eat to be gone?	<p>(3 minutes)</p> <ul style="list-style-type: none">• Invite students to reread the words in bold font at the top of page xi.• Invite triads to discuss Question 2 and then record their answers in the Answer column of their text-dependent questions.• Select volunteers to share their answers. Listen for students to explain that the fish could be gone in 50 years.



Close Reading Guide: Pages x–xii
For Teacher Reference

Questions	Close Reading Guide
3. What species of fish does that include?	<p>(2 minutes)</p> <ul style="list-style-type: none">• Invite triads to discuss Question 3 and then record their answers in the Answer column of their text-dependent questions.• Select volunteers to share their answers. Listen for them to explain that salmon, tuna, cod, swordfish, and anchovies could be gone.• Invite students to discuss in triads:<ul style="list-style-type: none">* “Why will some seabirds and mammals be in trouble?”• Cold call students to share their responses. Listen for students to explain that they will be in trouble because they eat fish and if fish are gone, they will be too.
4. According to Mark Kurlansky, how did the Industrial Revolution change things?	<p>(5 minutes)</p> <ul style="list-style-type: none">• Invite students to reread this sentence: “The Industrial Revolution, beginning in the mid-eighteenth century and continuing for the next 120 years shifted production from handcrafts to machine-made factory goods and in doing so completely changed the relationship of people to nature, the relationship of people to each other, politics, art, and architecture—the look and thought of the world.”• Focus students on, “shifted production from handcrafts to machine-made factory goods” and ask students to discuss in triads:<ul style="list-style-type: none">* “What does the author mean by shifted production from handcrafts?”• Cold call students to share their ideas. Listen for and guide students to understand that it means people no longer made a lot of the things they needed by hand, as they had before.

Close Reading Guide: Pages x–xii
For Teacher Reference

Questions	Close Reading Guide
	<ul style="list-style-type: none"> • Invite triads to discuss: <ul style="list-style-type: none"> * “So how did it change? How did things begin to be made differently?” • Select volunteers to share their responses and listen for students to explain that things began to be made by machines instead. • Invite triads to discuss Question 4 and then record their answers in the Answer column of their text-dependent questions. • Select volunteers to share their answers. Listen for and guide students to understand that the Industrial Revolution was when things changed from being made by hand to being made by machines. • Focus students on “changed the relationship of people to nature.” Ask students to discuss in triads: <ul style="list-style-type: none"> * “How do you think making things by machine rather than by hand would change the relationship people have with nature?” • Cold call students to share their ideas. Students may struggle with this, so guide them to understand that when people made things by hand, they used things directly from nature. For example, if they needed milk, they would go outside and milk the cow to drink the cow’s milk; however, once factories and machines started to make things, they no longer had that direct contact with nature. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “How do you think losing a relationship with nature might make people less considerate of it?” • Select students to share their responses. Again students may struggle with this, so guide them to understand that if people don’t have a relationship with nature, they don’t understand how the things they do have an impact on it.



Close Reading Guide: Pages x–xii
For Teacher Reference

Questions	Close Reading Guide
5. According to Mark Kurlansky, what does the survival of the planet depend on?	<p>(5 minutes)</p> <ul style="list-style-type: none">• Focus students on, “In the next fifty years, much of your working life, there will be as much change in less than half the time.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “Why do you think he says there will there be as much change in less than half the time? What does he mean?”• Cold call students to share their ideas. They may struggle with this, so guide them to understand that things change more quickly now. We have improved technology to make things change more quickly than they did during the Industrial Revolution.• Invite triads to discuss Question 5 and then record their answers in the Answer column of their text-dependent questions.• Select volunteers to share their answers. Listen for them to explain that it depends on how well we handle the changes that will happen.• Focus students on, “so you have more opportunities and responsibilities than any other generation in history.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “What opportunities and responsibilities do you think he is referring to?”• Cold call students to share their responses. Students may struggle with this, so guide them to understand that the author means they have the opportunity and responsibility to make sure that those changes are handled in a way that is good (rather than bad) for the environment and can make things better.



Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer with Evidence from the Text (include page number)



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 2

Introduction: The Ideas of Charles Darwin



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
- 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 an excerpt of the Introduction of *World without Fish*.
- I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.
- I can analyze how Mark Kurlansky introduces the problem of fish depletion in *World without Fish*.

Ongoing Assessment

- Structured notes for pages x–xii (from homework)
- Text-Dependent Questions: Pages xii–xvii



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Excerpt 1 (6 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist: Pages xii–xvii (14 minutes)B. Text-Dependent Questions: Pages xii–xvii (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Link to Text Features (3 minutes)4. Homework<ol style="list-style-type: none">A. Reread the excerpt of the Introduction you read today (pages xii–xvii). Use evidence flags to gather evidence as you read to answer this focus question on your structured notes.	<ul style="list-style-type: none">• In this lesson, students continue to discuss and analyze the Introduction of <i>World without Fish</i>. The priority this lesson is that students become familiar with the routine of reading for the gist, answering text-dependent questions, and analyzing the text to better understand Kurlansky’s message about fish depletion. Students will follow this routine for Chapters 1–3, including the mid-unit assessment.• This section of the book discusses Darwin’s theory of evolution. Emphasize that these are the ideas of one man, Charles Darwin, that have been widely accepted by the scientific community. There are other people who disagree with his ideas about evolution. Help students understand that Darwin’s theory is one point of view and that there are other opposing points of view.• Because of the introduction of the theories of Charles Darwin, there is a lot of science content in this excerpt of the text. Consider working with a science teacher to pair this with science lessons that can provide more detail on the theories—such as the classification of living things—that are mentioned in this excerpt.• Students follow the same system for homework begun in Lesson 1: Post or display the homework focus question at the conclusion of the lesson and ask students to copy it down. You may prefer to have students copy the question into a journal rather than use the structured notes handout. If students use the structured notes, they will need a new blank version for each lesson’s homework.• In advance:<ul style="list-style-type: none">– Review pages xii–xvii of the Introduction of <i>World without Fish</i> and Close Reading Guide: Pages xii–xvii (for teacher reference).– Review Back-to-Back, Face-to-Face protocol (see Appendix).– Use Tracing the Development of an Idea anchor chart (answers, for teacher reference) to create the Tracing the Development of an Idea anchor chart.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>fish depletion, biologically (xv), various (xiii), variations (xv), evolved (xiv), evolution (xvi), interconnected (xvii), origin (xii), dominate (xiii), idly (xiii), thus (xiii), elaborate (xiv), voraciously (xiv), revolting (xv), adapt (xv), conflict (xvi), eliminated (xvi), abundant (xvi), minuscule (xvi), tendency (xvi), unforeseen (xvii)</p>	<ul style="list-style-type: none"> • Tracing the Development of an Idea anchor chart (new; teacher-created; see Teaching Notes) • 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-catcher (students' own; from Lesson 1) • Text-Dependent Questions: Pages xii–xvii (one per student, one for display) • Close Reading Guide: Pages xii–xvii (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Excerpt 1 (6 minutes)</p> <ul style="list-style-type: none"> • Remind students that the Introduction is where an author helps the reader understand what this whole book is going to be about and gives the reader a reason to keep reading. Consider explaining that the Introduction is like an outline of the author's message and the key concepts he will use to argue his message. • Remind students of the of the homework focus question, "How does Mark Kurlansky introduce his ideas about fish depletion in the first few pages of <i>World without Fish</i>?" • Back-to-Back, Face-to-Face protocol: <ul style="list-style-type: none"> – Invite students to retrieve their structured notes from their homework and pair up with someone to sit back-to-back. – Ask students the homework focus question: "How does Mark Kurlansky introduce his ideas about fish depletion in the first few pages of <i>World without Fish</i>?" – Give students time to refer to their structured notes. – Invite students to turn face-to-face with their partner to share their ideas. • Display the Tracing the Development of an Idea anchor chart. Remind students that the idea they are focusing on is <i>fish depletion</i>, which means fish dying out. Record this idea in the space provided at the top of the anchor chart. 	<ul style="list-style-type: none"> • Reviewing homework holds all students accountable for reading the text and completing their homework.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to discuss in triads:<ul style="list-style-type: none">* “How does the author introduce the idea of fish depletion in the first part of the Introduction?”• Cold call students to share their responses. Listen for and guide students to understand that this idea is introduced through the use of very dramatic and almost scary sentences and words like, “But this is the story of how the Earth could be destroyed” and “life on planet Earth could completely unravel” to get our attention.• 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 a model.	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to follow along as you read the learning targets aloud.<ul style="list-style-type: none">* “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.”* “I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>.”* “I can use evidence from the text to answer text-dependent questions.”* “I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>.”• Remind students that they were introduced to two of these learning targets in the previous lesson and that this lesson will be much like the previous one in that they will read an excerpt of the text for the gist and then answer text-dependent questions in order to dig deeper into the text.	<ul style="list-style-type: none">• 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. Reading for Gist: Pages xii–xvii (14 minutes)</p> <ul style="list-style-type: none"> • Invite students to turn to page xii of the Introduction of <i>World without Fish</i>. Invite students to silently read along as you read aloud pages xii–xvii from “One of the great thinkers ...” to “... that are extremely difficult to change back.” • As this section of the book discusses Darwin’s theory of evolution, it is important to emphasize that these are the ideas of one man, Charles Darwin, and that there are other people who disagree with his ideas about evolution. Help students understand that these theories are one point of view and that there are other opposing points of view. • Read aloud the learning target: <ul style="list-style-type: none"> * “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.” • Distribute eight sticky notes to each student. Remind students that the goal is for them to understand what the text is mostly about and that this is a challenging text, so they need to be prepared to use their reading stamina and to persevere, breaking the text into pieces (e.g., paragraphs) and working out the gist one piece at a time. Remind students to discuss the gist in triads before recording anything on their sticky notes. • Remind students of the strategies they have practiced for determining the meaning of unknown vocabulary: reading around the word, replacing the word with one that fits, identifying the root word, using the dictionary, etc. Distribute dictionaries to each triad. Explain that if students still aren’t sure what the word means after using the strategies, they should leave the definition to be discussed with the whole group later. Remind them to record unfamiliar vocabulary on their <i>World without Fish</i> word-catchers. • Ask students to begin at “One of the great thinkers ...” on page xii and to finish at “... that are extremely difficult to change back” at the end of page xvii. • 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 their sticky note. • As students finish up, refocus whole group. Focus students on the word <i>biologically</i> on page xv. Tell students that the prefix “bio” means life and biology is the study of life. • Focus students on the word “biological” within the word “biologically.” Explain that the suffix “ical” means “related to or about,” so biological means “related to or about biology.” 	<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">• Ask students to discuss in triads:<ul style="list-style-type: none">* “So what do you think ‘biologically’ might mean in this context? When the author describes ‘organisms that are biologically close to us,’ what do you think he means?”• Select volunteers to share their responses. Listen for and guide students to understand that it means organisms that are related to/like us.• Focus students on the words <i>various</i> (page xiii) and <i>variations</i> (page xv). Point out that the root of both of these words is “vari.” Ask students to discuss in triads:<ul style="list-style-type: none">* “From what you already know about words with this root, what do you think this root means?”• Cold call students to share their responses. Listen for students to explain that it means different.• Ask students to discuss in triads:<ul style="list-style-type: none">* “So what do you think ‘various’ and ‘variations’ mean? What does he mean by ‘nature puts out variations’?”• Select volunteers to share their responses. Listen for students to explain that various and variations both mean different kinds of something and the author means that nature creates lots of different kinds.• Focus students on the words <i>evolved</i> (page xiv) and <i>evolution</i> (page xvi). Explain to students that the root of these words is “evolve.” Ask students if they know what it means.• If none of the students knows what it means, explain that evolve means to change and develop over time. Ask students to discuss in triads:<ul style="list-style-type: none">* “So what do you think ‘evolved’ means? What does adding ‘d’ do to the word?”• Select volunteers to share their responses with the whole group. Listen for students to explain that adding the “d” makes the word past tense, so evolved means it developed over time.• Refocus students on the word “evolution.” Explain that the suffix “-tion” at the end of the word means the action of or the process of. Ask students to discuss in triads:<ul style="list-style-type: none">* “Put those two parts of the word together. What do you think ‘evolution’ means?”• Select students to share their responses. Listen for students to explain that it means the process of developing and changing over time.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus students on the word <i>interconnected</i> on page xvii. Point to the prefix “inter”. Tell students that this means between or among. Ask students to discuss in triads:<ul style="list-style-type: none">* “What do you think ‘interconnected’ might mean?”• Cold call students to share their responses. Listen for and guide students to understand that it means the way things are connected to each other.• Ask students to suggest other words with the prefix “inter.” Listen for students to suggest words like: “interest,” “international,” and “interact.”• Invite students to share any other unfamiliar vocabulary words they found, along with the definitions. 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 what the word means, define the word for the class.• Students may struggle with these words, so be sure to address them here: <i>origin, dominate, idly, thus, elaborate, voraciously, revolting, adapt, conflict, eliminated, abundant, minuscule, tendency, and unforeseen.</i>• 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 what the word means, define the word for the class.• Ensure students record all new words on their word-catchers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: Pages xii–xvii (20 minutes)</p> <ul style="list-style-type: none">Distribute Text-Dependent Questions: Pages xii–xvii and guide students using the Close Reading Guide: Pages xii–xvii (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.Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Look in the third paragraph.”Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Closing and Assessment	Meeting Students' Needs
<p>A. Link to Text Features (3 minutes)</p> <ul style="list-style-type: none">• Invite students to return to the page that opens the Introduction, the page that says, “Being a Brief Outline of the Problem.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “After reading about the ideas of Charles Darwin today, what do you notice about this page?”• Cold call students to share their responses. Listen for students to explain that there is a quote from Charles Darwin’s book <i>On the Origin of Species</i> at the bottom of the page.• Invite students to flip through the text and look at the introductory page of each chapter. Point out that that there is a quote from Darwin’s book on each of the introductory pages and that this is a common text feature.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of the Introduction you read in class today (pages xii–xvii), beginning with “One of the great thinkers,” and stopping at the end of page xvii. Use evidence flags to gather evidence as you read to answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– “How does Mark Kurlansky continue to introduce his ideas about fish depletion in the Introduction of <i>World without Fish?</i>”	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 2

Supporting Materials



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Tracing the Development of an Idea Anchor Chart

Idea: _____

Chapter	How is the idea introduced, illustrated, or elaborated on in this chapter?



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?
Introduction	<ul style="list-style-type: none"><i>The idea is introduced with the use of very dramatic and almost scary sentences and words like, “But this is the story of how the Earth could be destroyed” and “life on planet Earth could completely unravel” to get our attention.</i>



Text Dependent Questions: Pages xii–xvii

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. What is the full name of the famous book by Charles Darwin?	
2. In your own words and in no more than a couple of sentences, describe what Darwin explained in his book.	
3. What are the seven major levels or categories that plants and animals are organized into?	
4. What class and order are humans in?	
5. What are some other mammals in that order?	



Text Dependent Questions: Pages xii–xvii

Questions	Answers (supported with evidence from the text)
6. What family, genus, and species are we in?	
7. According to Mark Kurlansky, what was Charles Darwin's greatest contribution? Write your answer in your own words in no more than two sentences.	
8. Describe the process known as evolution in your own words.	
9. Why were Charles Darwin's ideas seen as controversial, and why do they still cause conflict now? Write your answer in your own words in no more than two sentences.	
10. According to page xvii, how is life interconnected?	



Close Reading Guide: Pages xii–xvii
For Teacher Reference

Time: 20 minutes

Questions	Close Reading Guide
1. What is the full name of the famous book by Charles Darwin?	<ul style="list-style-type: none">• Invite students to reread the first paragraph beginning with “One of the great thinkers ...” and ending with “... by its shortened title: <i>On the Origin of Species</i>.”• Invite triads to discuss Question 1 and then record their answers in the Answer column of their text-dependent questions. Remind students to use evidence from the text in their answers.• Select volunteers to share their answers. Listen for them to explain that the book is titled <i>On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in Struggle for Life</i>.
2. In your own words in no more than a couple of sentences, describe what Darwin explained in his book.	<ul style="list-style-type: none">• Invite students to reread the next paragraph beginning with “In his book ...” and ending with “... and are thus constantly destroying life.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “How would you paraphrase that paragraph? How would you put it into your own words in no more than a couple of sentences?”• Select students to share their paraphrasing with the whole group. Listen for them to explain that Darwin saw nature as cruel because each species is constantly destroying life in what they eat.• Invite students to record their paraphrasing on their text-dependent questions.
3. What are the seven major levels or categories that plants and animals are organized into?	<ul style="list-style-type: none">• Invite students to read the next short paragraph, ending on the word “species.”• Invite triads to discuss Question 3 and then record their answers in the Answer column of their text-dependent questions. Remind students to use evidence from the text in their answers..



Close Reading Guide: Pages xii–xvii
For Teacher Reference

Questions	Close Reading Guide
	<ul style="list-style-type: none"> Select volunteers to share their answers. Listen for them to explain that the seven levels are kingdom, phylum, class, order, family, genus (plural genera), and species.
<p>4. What class and order are humans in?</p> <p>5. What are some other mammals in that order?</p> <p>6. What family, genus, and species are we in?</p>	<ul style="list-style-type: none"> Invite students to read the next paragraph beginning with “A codfish ...” and ending with “...greatly favored by Homo sapiens,” including the table underneath the paragraph. Invite triads to discuss Questions 4–6 and then record their answers in the Answer column of their text-dependent questions. Remind students to use evidence from the text in their answers. Select volunteers to share their answers. Listen for them to explain that humans are in the class known as mammals and the order known as primates. Other mammals in that order include monkeys and lemurs. We are in the family hominidae, the genus Homo, and the species Homo sapiens.
<p>7. According to Mark Kurlansky, what was Charles Darwin’s greatest contribution? Write your answer in your own words in no more than two sentences.</p>	<ul style="list-style-type: none"> Invite students to read from “Darwin’s great contribution ...” to “... genera became extinct.” Ask students to discuss in triads: * “How would you paraphrase that paragraph? How would you put it into your own words in no more than a couple of sentences?” Select students to share their paraphrasing with the whole group. Listen for them to explain that Darwin understood that there are many variations in nature and those with successful adaptations survive whereas the others become extinct. Invite students to record their paraphrasing on their text-dependent questions.



Close Reading Guide: Pages xii–xvii
For Teacher Reference

Questions	Close Reading Guide
8. Describe the process known as evolution in your own words.	<ul style="list-style-type: none">• Invite students to reread page xvi up to “... developed into human beings.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “According to Kurlansky, how were circumstances constantly changing?”• Cold call students to share their responses. Listen for students to explain that species moved into and out of areas and there were changes in the weather.• Ask students to discuss in triads:<ul style="list-style-type: none">* “According to Kurlansky, how did this change the order of nature?”• Select students to share their responses with the whole group. Listen for students to explain that changes in circumstances made some species die out and some thrive.• Ask students to discuss in triads:<ul style="list-style-type: none">* “Why do you think these changes in circumstances made some species die out and some thrive?”• Cold call students to share their responses. Listen for and guide students to understand that when circumstances change—for example if the weather gets colder—some species with successful adaptations will survive, but some won’t.• Ask students to discuss in triads:<ul style="list-style-type: none">* “How would you paraphrase that page? How would you describe evolution in your own words?”• Select students to share with the whole group. Listen for them to explain that evolution is the way some species fail and some succeed because of the adaptations they have that help them to survive in changing circumstances.• Invite students to record their paraphrasing on their text-dependent questions.



Close Reading Guide: Pages xii–xvii
For Teacher Reference

Questions	Close Reading Guide
9. Why were Charles Darwin’s ideas seen as controversial, and why do they still cause conflict now? Write your answer in your own words in no more than two sentences.	<ul style="list-style-type: none">• Invite students to reread the text box on the top left of page xvi.• Ask students to discuss in triads:<ul style="list-style-type: none">* “How would you paraphrase that text box? How would you put it into your own words in no more than a couple of sentences?”• Select students to share their paraphrasing with the whole group. Listen for them to explain that the ideas were seen as controversial because people didn’t like the way Darwin said nature was cruel, and many also feel that it goes against what the Bible says about creation.• It is important to discuss this sensitively, making sure students understand that there are differing points of view on this issue—there are some who believe Darwin is correct and some who don’t. Make it clear that students are not to take any of this as fact. They are to remember that this is a point of view and there are other points of view on this subject. <p>Invite students to record their paraphrasing on their text-dependent questions.</p>
10. According to page xvii, how is life interconnected?	<ul style="list-style-type: none">• Invite students to reread from “In understanding what is happening ...” at the bottom of page xvi to the end of page xvii.• Invite triads to discuss Question 10 and then record their answers in the Answer column of their text-dependent questions. Remind students to use evidence from the text in their answers.• Select volunteers to share their answers. Listen for students to explain that what happens in the ocean affects life on earth and vice versa, and what plants and animals do alters human life and vice versa.



EXPEDITIONARY
LEARNING

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

Introducing the Struggle for Survival in the Introduction of *World without Fish*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text based on details in the text. (RI.6.2)
I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
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 an excerpt of the Introduction of *World without Fish*.
- I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.
- I can analyze how Mark Kurlansky introduces the problem of fish depletion in *World without Fish*.

Ongoing Assessment

- Structured notes for pages xii–xvii (from homework)
- Text-Dependent Questions: Pages xx–xxiii



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Excerpt 2 of the Introduction (6 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist: Pages xx–xxiii (15 minutes)B. Text-Dependent Questions: Pages xx–xxiii (16 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Discussion: Analyzing the Introduction (6 minutes)4. Homework<ol style="list-style-type: none">A. Reread the excerpt of the Introduction that you read in class today.B. Read “The Story of Kram and Ailat: Part 1” (the graphic novel) at the end of the Introduction of <i>World without Fish</i>. Answer the focus question on your structured notes.	<ul style="list-style-type: none">• In this lesson, students continue to discuss and analyze the Introduction of <i>World without Fish</i>. The priority this lesson is that students become familiar with the routine of reading for the gist, answering text-dependent questions, and analyzing their reading to understand how Kurlansky develops his message about fish depletion throughout the text. Students will follow this routine for Chapters 1–3, including the mid-unit assessment.• Due to time restraints, students do not closely read all of the introduction. Instead, the excerpts containing the most relevant information have been selected for students to read. In this lesson they skip ahead a couple of pages from the last excerpt they read. You may want to explain this to students and invite them to read those pages in their own time if they desire.• The Tracing the Development of an Idea anchor chart will continue to be used to capture and structure students’ thinking about their homework focus questions and class reading and discussion.• A close reading guide is not used to guide students through this excerpt because it isn’t necessary for students to be able to answer the text-dependent questions. This also creates variety so that each lesson isn’t exactly the same.• Students will follow the same system for homework begun in Lesson 1: Post or display the homework focus question at the conclusion of the lesson and instruct students to copy it down. You may prefer to have students copy the question into a journal rather than use the structured notes handout.• In advance:<ul style="list-style-type: none">– Review pages xx–xxiii of the Introduction of <i>World without Fish</i> and the Text-Dependent Questions: Pages xx–xxiii (answers, for teacher reference).– Review Concentric Circles protocol (see Appendix).• Post: Learning targets; Tracing the Development of an Idea anchor chart.



Lesson Vocabulary	Materials
fish depletion, ecosystem, aquatic species, polyp, reproduce, colony, organism, culprit (xx), extinct, trawler, coined, biodiversity (xxii), inhabit, unprecedented, decline (xxiii)	<ul style="list-style-type: none">• Structured notes (completed for homework)• Tracing the Development of an Idea anchor chart (one for display; begun in Lesson 2)• 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 xx–xxiii (one per student, one for display)• Text Dependent Questions: Pages xv–xxiii (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Excerpt 2 of the Introduction (6 minutes)</p> <ul style="list-style-type: none">• Concentric Circles Protocol:<ul style="list-style-type: none">– Divide the group in half and invite both halves to get into two circles, one inside the other with their structured notes. The circle on the inside should be facing out and the circle on the outside should be facing in.– Remind students of the of the homework focus question: “How does Mark Kurlansky continue to introduce his ideas about <i>fish depletion</i> in the first few pages of <i>World without Fish</i>?”– Invite students to refer to their structured notes from their homework.– Invite students in the inside circle to share their responses with the person opposite them in the outside circle.– Invite students in the outside circle to do the same.– Invite students in the inside circle to move two people to the left.– Repeat steps.• Circulate and listen for students to explain that Kurlansky introduces his ideas by telling us what is going to happen to the planet if things don’t change.• Refocus whole class and refer to the posted Tracing the Development of an Idea anchor chart.• Cold call students to share their responses. Listen for and guide students to understand that Mark Kurlansky continues to introduce his ideas about fish depletion by introducing very famous scientific ideas—like evolution and diversity of species by Charles Darwin—that provide a background to build his ideas on.• 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 a model.	<ul style="list-style-type: none">• Reviewing homework holds all students accountable for reading the text and completing their homework.• 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.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to follow along as you read the learning targets aloud:<ul style="list-style-type: none">* “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.”* “I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>.”* “I can use evidence from the text to answer text-dependent questions.”* “I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>.”• Remind students that they were introduced to these learning targets in the previous lessons and that this lesson will be much like the previous two in that they will read a new excerpt of the Introduction for the gist and then answer text-dependent questions in order to dig deeper into the text.	<ul style="list-style-type: none">• 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.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: Pages xx–xxiii (15 minutes)</p> <ul style="list-style-type: none"> • Invite students to turn to page xx of the Introduction of <i>World without Fish</i>. Invite students to silently read along as you read aloud pages xx–xxiii. • Read aloud the learning target: <ul style="list-style-type: none"> * “I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>.” • Distribute eight sticky notes to each student. Remind students that the goal is for them to understand what the text is mostly about and that this is a challenging text, so they need to be prepared to use their reading stamina and to persevere, breaking the text into pieces (e.g., paragraphs) and working out the gist one piece at a time. Remind students to discuss the gist in triads before recording anything on their sticky notes. • Remind students of the strategies they have practiced for determining the meaning of unknown vocabulary: reading around the word, replacing the word with one that fits, identifying the root word, using the dictionary, etc. Distribute dictionaries to each triad. Explain that if students still aren’t sure what the word means after using the strategies, they should leave the definition to be discussed with the whole group later. Remind students to record unfamiliar vocabulary on their <i>World without Fish</i> word-catchers. • Remind students to begin at the top of page xx and stop at the end of page xxiii. • 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>ecosystem</i> on page xx. Tell students that the prefix “eco” means “the relationship between living things.” Ask students to discuss in triads: <ul style="list-style-type: none"> * “So what do you think an ‘ecosystem’ might be?” • Select volunteers to share their responses. Listen for and guide students to understand that an ecosystem is a group of living things that live in an area. • Focus students on the words <i>aquatic species</i> on page xx. Ask: <ul style="list-style-type: none"> * “What does the root of this word, ‘aqua,’ mean?” • Cold call students to share their responses. Listen for students to explain that it means water. 	<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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to discuss in triads:<ul style="list-style-type: none">* “What do you think ‘aquatic species’ means?”• Select volunteers to share their responses. Listen for students to explain that it means species that live in the water.• Focus students on the word <i>culprit</i> on page xx. Ask:<ul style="list-style-type: none">* “Read around the word ‘culprit.’ What do you think it means? What words would you replace it with?”• Cold call students to share their responses. Listen for and guide students to understand that it means “those responsible.”• Focus students on the word <i>biodiversity</i> on page xxii. Remind students that bio means life.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What does ‘diversity’ mean?”• Select students to share their responses. Listen for students to explain that diversity means variety.• Ask students to discuss in triads:<ul style="list-style-type: none">* “So what does ‘biodiversity’ mean?”• Cold call students to share their responses. Listen for students to explain that it means variety in life.• Invite students to share any other 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 what the word means, define the word for the class.• Students may struggle with these words, so be sure to address them here: <i>polyp</i>, <i>colony</i>, <i>reproduce</i>, <i>organism</i>, <i>extinct</i>, <i>trawler</i>, <i>coined</i>, <i>inhabit</i>, <i>unprecedented</i>, and <i>decline</i>.• If students are unable to work out the definition from the context or find it in a dictionary, encourage other students to assist with the definition. To keep things moving, if no one else knows what the word means, define the word for the class.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: Pages xx–xxiii (16 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Text-Dependent Questions: Pages xx–xxiii. 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 silently as you read aloud the learning target at the top of the handout and the questions in the first column.• Invite triads to work together to reread the text-dependent questions in Column 1, then review the text excerpt and discuss possible answers 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 xx–xxiii (answers, for teacher reference).• As students finish up, refocus whole class. Cold call students you missed while circulating to check the understanding of the whole class. Guide students through each question and the responses to the focus question, again using Text-Dependent Questions: Pages xx–xxiii (answers, for teacher reference).• Invite students to make revisions to their responses as necessary.	<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.• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Look in the third paragraph.”• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Closing and Assessment	Meeting Students' Needs
<p>A. Discussion: Analyzing the Introduction (6 minutes)</p> <ul style="list-style-type: none">• Remind students that the Introduction is where an author helps the reader understand what this whole book is going to be about and gives the reader a reason to keep reading. Consider explaining that the Introduction is like an outline of the author's message and the key concepts he will use to argue his message.• Display the Tracing the Development of an Idea anchor chart and create a new row to record new thinking based on the reading done in class. Ask students to discuss in triads:<ul style="list-style-type: none">* "How does Mark Kurlansky continue to introduce his idea of fish depletion in the Introduction?"• Cold call students to share their responses. Listen for and guide students to understand that he sets up the rest of the book by introducing three main reasons (overfishing, pollution and global warming) for the problem and presenting some research to support his claims.• 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 a model.	<ul style="list-style-type: none">• 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of the Introduction that you read in class today.• Read "The Story of Kram and Ailat: Part 1" (the graphic novel) at the end of the Introduction of <i>World without Fish</i>. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– "What do we learn about fishing from the graphic novel? How does Mark Kurlansky introduce the idea of fish depletion in the graphic novel?"	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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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?
Introduction	<ul style="list-style-type: none">• <i>Kurlansky introduces very famous scientific ideas, like evolution and diversity of species by Charles Darwin, which provides a background to build his ideas on.</i>
Introduction	<ul style="list-style-type: none">• <i>He sets up the book by introducing three main reasons for the problem (overfishing, pollution and global warming), which it seems like the rest of the book will discuss in more detail. He also presents some research to support his claims.</i>



Text-Dependent Questions: Pages xx–xxiii

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. How does Mark Kurlansky describe coral reefs?	
2. What are coral reefs made up of?	
3. According to Mark Kurlansky, what three things are responsible for causing the reefs to die?	
4. According to Mark Kurlansky, about how many species of fish are known?	



Text-Dependent Questions: Pages xx–xxiii

Questions	Answers (supported with evidence from the text)
5. According to Mark Kurlansky, how often is the list of fish species revised?	
6. According to Mark Kurlansky, why are we losing species in the rainforest?	
7. According to scientists, how many animals face extinction?	
8. What are commercial fish species?	



Text-Dependent Questions: Pages xx–xxiii

Questions	Answers (supported with evidence from the text)
9. According to the study by the United States government in 2002, how many of the most eaten types of fish are threatened?	
10. What are the most eaten types of fish threatened by?	



Text-Dependent Questions: Pages xx–xxiii

Answers for Teacher Reference

Questions	Answers (supported with evidence from the text)
1. How does Mark Kurlansky describe coral reefs?	As “complex ecosystems that house a wide variety of plants and animals.” (page xx)
2. What are coral reefs made up of?	“Coral reefs are made up of coral polyps, tiny, soft-bodied translucent animals related to sea anemones and jellyfish.” (page xx)
3. According to Mark Kurlansky, what three things are responsible for causing the reefs to die?	“Overfishing, pollution and climate change.” (page xx)
4. According to Mark Kurlansky, about how many species of fish are known?	“There are about 20,000 known species of fish.” (page xxii)
5. According to Mark Kurlansky, how often is the list of fish species revised? Why?	It is constantly being revised because “fish disappear and new ones are discovered.” (page xxii)
6. According to Mark Kurlansky, why are we losing species in the rainforest?	Because they are “being cleared for people to live and chopped down for lumber at unprecedented rates.” (page xxiii)



7. According to scientists, how many animals face extinction?

“One-fourth of all mammals, a third of amphibians, and 42 percent of all turtles and tortoise species also face extinction.” (page xxiii)



Text-Dependent Questions: Pages xx–xxiii

Answers for Teacher Reference

Questions	Answers (supported with evidence from the text)
8. What are commercial fish species?	“The fish caught for food.” (page xxiii)
9. According to the study by the United States government in 2002, how many of the most eaten types of fish are threatened?	“One-third of the 274 most eaten types of fish are threatened by too much fishing.” (page xxiii)
10. What are the most eaten types of fish threatened by?	They are “threatened by too much fishing.” (page xxiii)



EXPEDITIONARY
LEARNING

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

Tracing the Idea of Fish Depletion: Chapter 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
- 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 1–8 of *World without Fish*.
- I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 1 of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.
- I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 1 of *World without Fish*.

Ongoing Assessment

- Structured notes for “The Story of Kram and Ailat: Part 1” (from homework)
- Text-Dependent Questions: Pages 1–8



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Graphic Novel Part 1 (5 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading for Gist: Pages 1–8 (12 minutes) B. Text-Dependent Questions: Pages 1–8 (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Analyzing a Chart Showing Biodiversity and Tracing the Development of an Idea (12 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread the excerpt of Chapter 1 that you read in class today. B. Read “The Story of Kram and Ailat: Part 2” (the graphic novel) at the end of Chapter 1. Answer the focus question on your structured notes. 	<ul style="list-style-type: none"> • This lesson is similar in structure to Lessons 1–3. Students read a new excerpt of <i>World without Fish</i> for the gist and then answer text-dependent questions to dig deeper into the text and analyze how Mark Kurlansky illustrates and elaborates on the idea of fish depletion in Chapter 1. • The content of Chapter 1 is a worst-case scenario, so emphasize to students that this is a “could” situation rather than something that will happen, and that these are just ideas presented by one person. • At the beginning of the lesson, students discuss the graphic novel. From this lesson onward, they will begin to trace how the idea of fish depletion is developed in the graphic novel as well as in the informational text. A new anchor chart is introduced in this lesson to trace the idea throughout the graphic novel. To distinguish this anchor chart from the title the anchor chart used to trace the idea through the main text in the chapters, ensure it has Graphic Novel at the beginning of the title. • This lesson introduces a new Graphic Novel: Tracing the Development of an Idea anchor chart, which is similar to the Tracing the Development of an Idea anchor chart begun in Lesson 2, but focused specifically on the “novel within the text.” Preview Closing, Part A for details. • In advance: <ul style="list-style-type: none"> – Review <i>World without Fish</i> Chapter 1, pages 1–8. – Read the Close Reading Guide: Pages 1–8 (see supporting materials). – Review the Back-to-Back and Face-to-Face protocol (see Appendix). • Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart; Tracing the Development of an Idea anchor chart.



Lesson Vocabulary	Materials
<p>illustrate, elaborate, exposition (1), cataclysm, genetic (3), deposit, grave (4), cooperation (4), vertebrates (5), evolved (6), invertebrates, krill (8)</p>	<ul style="list-style-type: none">• Graphic Novel: Tracing the Development of an Idea anchor chart (new; teacher-created; see supporting materials)• Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference)• <i>World without Fish</i> word-catcher (students' own; from Lesson 1)• <i>World without Fish</i> (book; distributed in Lesson 1; one per student)• Sticky notes (eight per student)• Dictionaries (at least one per triad)• Text-Dependent Questions: Pages 1–8 (one per student and one for display)• Close Reading Guide: Pages 1–8 (for teacher reference)• Ocean Food Web handout (one for display)• 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 1 (5 minutes)</p> <ul style="list-style-type: none"> • Back-to-Back and Face-to-Face: <ul style="list-style-type: none"> – Invite students to pair up and to sit back-to-back. – Remind students of the homework focus question: “What do we learn about fishing from the graphic novel? How does Mark Kurlansky introduce the idea of fish depletion here?” – Invite students to refer to the structured notes they completed for homework. – Invite students to turn face-to-face to share their answers with their partner. • Select volunteers to share out whole group. Listen for students to explain that we learn that big fish drive small fish to the surface, and sea birds are an indicator that there are fish close to the surface. Also listen for students to explain that the author introduces the idea of fish depletion by having Kram explain to Ailat that they have to throw the one fish they have caught back because there aren't enough left. • Record students' ideas on the posted Graphic Novel: Tracing the Development of an Idea anchor chart. See Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference) as a guide. 	<ul style="list-style-type: none"> • Reviewing homework holds all students accountable for reading the text and completing their homework. • 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.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask a volunteer to read the learning targets aloud. <ul style="list-style-type: none"> * “I can find the gist of pages 1–8 of <i>World without Fish</i>.” * “I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 1 of <i>World without Fish</i>.” * “I can use evidence from the text to answer text-dependent questions.” * “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 1 of <i>World without Fish</i>.” • Underline <i>illustrates</i> and <i>elaborates</i>. Tell students that “illustrate,” in this case, is how an author explains something with increasing detail, and not about drawing a picture, and that “elaborate” in this context is another way of saying developed. So students are going to be looking at how Mark Kurlansky continues to add detail and develop the idea of fish depletion in an excerpt of Chapter 1. • Direct students to record the new words on their <i>World without Fish</i> word-catchers. 	<ul style="list-style-type: none"> • 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. Reading for Gist: Pages 1–8 (12 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out <i>World without Fish</i> and turn to page 1, which is the first page of Chapter 1. Ask students to read along in their heads as you read the page aloud. Instruct them to discuss in triads: <ul style="list-style-type: none"> * “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 what could happen and how it would happen. (It’s fine if that is all students understand at this point). • Focus students on the word <i>exposition</i>. Ask triads to discuss: <ul style="list-style-type: none"> * “What do you think this word might mean given the context?” • Cold call students to share their responses. Listen for and guide students to understand that it means a descriptive piece of writing. • Focus students on the words “could” and “would.” Ask: <ul style="list-style-type: none"> * “Does this mean it definitely will happen?” • Cold call students to share their responses. Listen for and guide students to understand that this is something that Mark Kurlansky is saying is a possibility. It doesn’t mean it definitely will happen, though. Also emphasize to students that these are just the ideas of one person, Mark Kurlansky. • Ask students to turn to the next page and invite them to silently read along as you read aloud up to “seabirds would die out” on page 8. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this excerpt mostly about?” • Select volunteers to share their responses. Listen for students to explain that it is mostly about how losing some species of fish could have a huge impact on biodiversity—losing one species of fish could result in losing lots of species including mammals and birds. • Invite a student to reread the learning target about reading for the gist aloud. <ul style="list-style-type: none"> * “I can find the gist of pages 1–8 of <i>World without Fish</i>.” 	<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 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 the sticky notes. Remind students to ask questions as they read to help them monitor comprehension. Explain that the goal is for them to understand what this excerpt is mostly about. Direct students to include the text accompanying the images and any additional text at the side of the main excerpt of text as they read for the gist.• Remind students that where possible, you would like them to use their word strategies to figure out the meaning of unfamiliar words: reading around unfamiliar words, looking for root words, replacing the word with other words that would make sense, and looking for context clues to figure out what they mean. Distribute dictionaries to each triad and tell students that if they can't figure out the meaning from the context, they can look the word up. If they aren't sure what the word means after looking for context clues and looking in the dictionary, they should leave the definition 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 word-catchers.• 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>grave</i> on page 4. Ask them to discuss in triads:<ul style="list-style-type: none">* "What does this word mean? Does it have more than one meaning?"• Select volunteers to share their ideas. Listen for them to explain that grave means serious, but it can also mean a place where someone is buried.• 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 what the word means, define the word for the class.• Students may struggle with these words, so be sure to address them here: <i>cataclysm, genetic, deposit, cooperation, vertebrates, evolved, invertebrates, and krill</i>.• 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 what the word means, define the word for the class.• Remind students to record new words on their word-catchers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: Pages 1–8 (15 minutes)</p> <ul style="list-style-type: none">• Display and distribute Text-Dependent Questions: Pages 1–8. Remind students that text-dependent questions help them to dig deeper into the text to have a better understanding of it.• Guide students through the text-dependent questions using the Close Reading Guide: Pages 1–8 (for teacher reference).• Finish by inviting students to read pages 17–19 as you read them aloud. Explain that you are jumping forward in the chapter because you want to make sure students are exposed to the most important information that Mark Kurlansky discusses.• Emphasize to students that what Mark Kurlansky is presenting is an idea—it could happen, but it doesn't mean it definitely will.	<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. Analyzing a Chart Showing Biodiversity and Tracing the Development of an Idea (12 minutes)</p> <ul style="list-style-type: none">• Display the Ocean Food Web handout. Invite students to notice the bottom, middle, and surface levels of the ocean, read aloud the species names, and explain how the arrows show the flow of energy (note the arrows show energy from the prey going to the predator).• Remind students of what biodiversity means. Ask them to discuss in triads:<ul style="list-style-type: none">* “How does this food web connect to what you have been reading today?”• Cold call students to share their responses. Listen for students to explain that this food web shows biodiversity in the ocean and the way one species depends on another, which is what they read about today.• Cover up one of the species on the web and ask students to discuss in triads:<ul style="list-style-type: none">* “What happens if this species disappears?”• Select students to share their responses. Listen for them to explain that the other species that depend on it may also disappear.• Repeat by covering different species.• Focus students' attention on the posted Tracing the Development of an Idea anchor chart. Ask students to discuss in triads:<ul style="list-style-type: none">* “What is the idea we are tracing here?”• Select students to share their responses. Listen for students to explain that the idea is fish depletion.• Ask students to discuss in triads:<ul style="list-style-type: none">* “So how does the author illustrate or elaborate on this idea in the excerpt you have read from Chapter 1?”• Remind students that illustrate and elaborate mean to add detail and develop the idea.• Cold call students to share their responses. Listen for and guide students to understand that the author illustrates and elaborates on the idea by explaining what could happen specifically to fish and then how that would affect other species.• 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 a model.	<ul style="list-style-type: none">• 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.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of Chapter 1 that you read in class today.• Read “The Story of Kram and Ailat: Part 2” (the graphic novel) at the end of Chapter 1. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?”	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 4

Supporting Materials



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Graphic Novel: Tracing the Development of an Idea Anchor Chart

What happens?	How is the idea of fish depletion introduced, illustrated, or elaborated on in the graphic novel?



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 1: Kram and Ailat are fishing. They catch a small fish, which Ailat wants to take home to show her mom, but Kram explains that she can't because there aren't enough left.</i>	<i>The idea of fish depletion is introduced here by having Kram throw the fish that Ailat is so excited about back. We feel sorry for Ailat.</i>



Text-Dependent Questions: Pages 1–8

Name: _____

Date: _____

Learning Targets:

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

Questions	Answers (supported with evidence from the text)
1. What does Kurlansky say is key to the success of all life on earth?	
2. According to Kurlansky, which are the most evolved animals in the sea?	
3. What is Kurlansky saying might happen if commercial fish were to disappear?	
4. What does Kurlansky mean by, “Their disappearance would mark the beginning of a process in which evolution goes in reverse”?	



Text-Dependent Questions: Pages 1–8

Questions	Answers (supported with evidence from the text)
5. How old does Kurlansky say today's small fish species are?	
6. According to Kurlansky, why would the dolphin die off very quickly once the larger, more evolved fish were gone?	
7. Why does Kurlansky suggest seabirds would die out?	



Close Reading Guide: Pages 1–8

For Teacher Reference

Time: 13 minutes

Questions	Close Reading Guide
<p>1. What does Kurlansky say is key to the success of all life on earth?</p> <p>2. According to Kurlansky, which are the most evolved animals in the sea?</p>	<ul style="list-style-type: none">• Tell students they will work through Questions 1 and 2 together.• Invite students to reread pages 1–4 up to “... more difficult for the remaining animals to survive.”• Invite students to work in triads to answer Questions 1 and 2 using evidence from the text.• Invite triads to pair up with another triad to share their answers to Questions 1 and 2.• Listen for the following answer to Question 1: “Biodiversity is key to success for all life on earth.”• Listen for the following answer to Question 2: “Mammals are the most evolved animals in the sea: whales, porpoises, and seals.”
<p>3. What is Kurlansky saying might happen if commercial fish were to disappear?</p>	<ul style="list-style-type: none">• Invite students to reread, “If the top forty species of commercial fish were to disappear, or even have their populations decline in very small numbers, this would be a grave threat to all of biodiversity. Other species would begin disappearing, too, either because their lives depended on cooperation with these species or because they used to eat those fish—or even because those vanished species used to hunt predators that were now free to roam and prosper.”• Invite students to discuss in triads:<ul style="list-style-type: none">* “What does ‘a grave threat to all of biodiversity’ mean?”• Select volunteers to share their responses. Listen for and guide students to understand that it means a serious threat to the variety of life.• Invite students to work in triads to answer Question 3 using evidence from the text.



Close Reading Guide: Pages 1–8
For Teacher Reference

Questions	Close Reading Guide
	<ul style="list-style-type: none">• Refocus whole group and invite triads to share their ideas. Listen for students to explain that it would be a threat to biodiversity because other species would begin to disappear too because they used to eat those fish.• Focus students on “... or even because those vanished species used to hunt predators that were now free to roam and prosper.”• Ask students to discuss in triads:<ul style="list-style-type: none">* “What does this mean?”• Select volunteers to share their responses. Listen for and guide students to understand that it means that if species that used to hunt predators disappeared, there would be more of those predators than there were before.• Invite students to discuss in triads:<ul style="list-style-type: none">* “How would you synthesize what he is saying in this short section?”• Cold call volunteers to share their ideas. Listen for and guide students to understand that the author is saying that the disappearance of forty fish species would be a threat to biodiversity—it would upset the balance of life because some species would die out and others would thrive as a result.
4. What does Mark Kurlansky mean by, “Their disappearance would mark the beginning of a process in which evolution goes in reverse?”	<ul style="list-style-type: none">• Tell students they will work through Questions 4 and 5 together.• Invite students to reread from, “Their disappearance would mark the beginning of a process in which evolution goes in reverse ...” to “... are only 100 million years old.”• Remind students that “evolution” means “the process of developing and changing.”• Invite students to work in triads to answer Question 4 using evidence from the text.



Close Reading Guide: Pages 1–8
For Teacher Reference

Questions	Close Reading Guide
5. How old does Mark Kurlansky say today's small fish species are?	<ul style="list-style-type: none">• Refocus whole group and invite triads to share their ideas. Listen for students to explain that he means that the ocean would go back to how it was millions of years ago when there were no fish at all.• Invite students to work in triads to answer Question 5 using evidence from the text.• Refocus whole group and invite triads to share their ideas. Listen for students to explain that he says they are only 100 million years old.
6. According to Mark Kurlansky, why would the dolphin die off very quickly once the larger, more evolved fish were gone? 7. Why does Mark Kurlansky suggest seabirds would die out?	<ul style="list-style-type: none">• Tell students they will work through Questions 6 and 7 together.• Invite students to work in triads to answer Questions 6 and 7 using evidence from the text.• Invite triads to pair up with another triad to share their answers to Questions 6 and 7.• Listen for the following answer to Question 6: "Dolphins would die off quickly because the Bluefin tuna would be gone."• Listen for the following answer to Question 7: "Seabirds would die out because there wouldn't be large fish to drive the small fish to the surface."



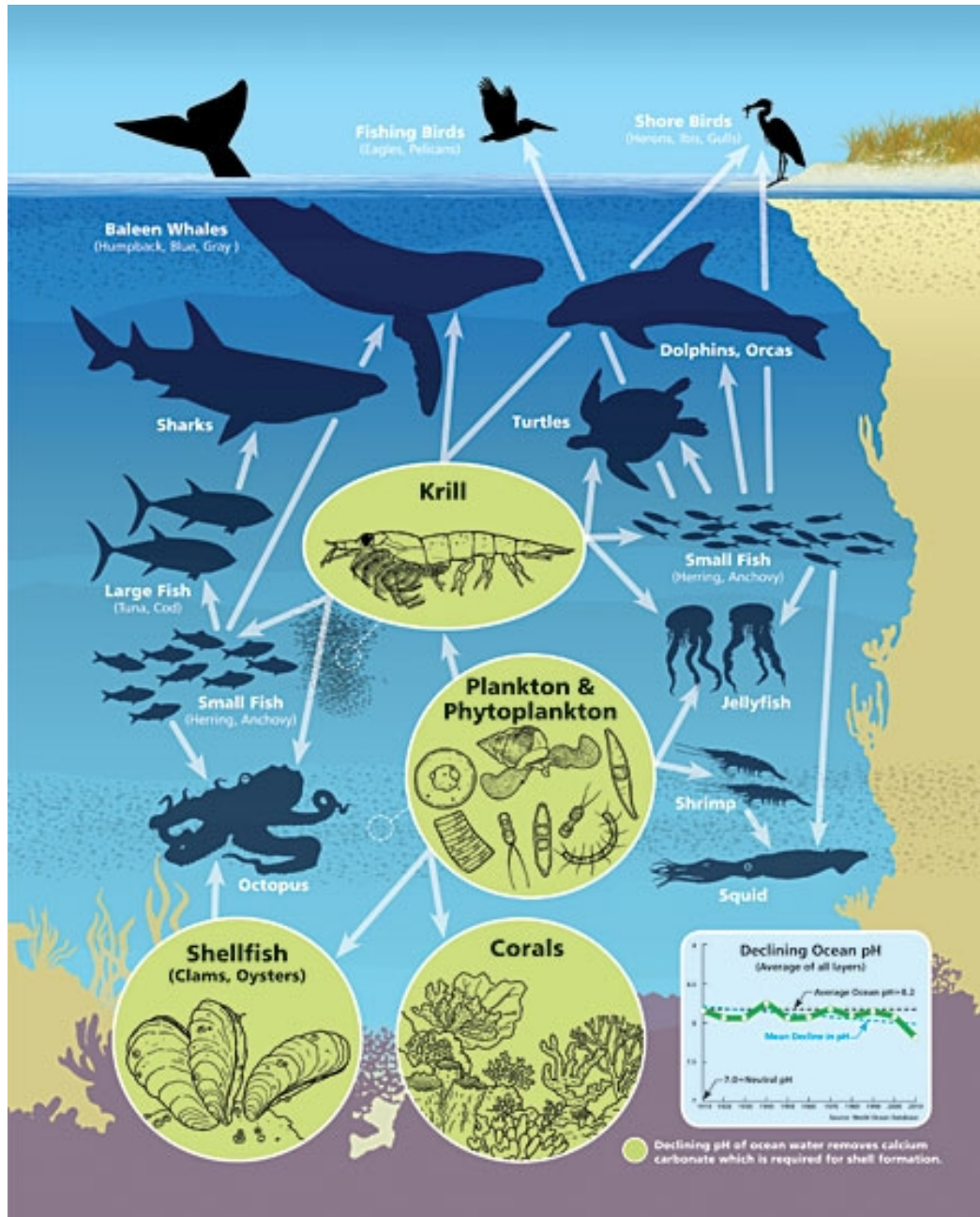
Tracing the Development of an Idea Anchor Chart
Answers for Teacher Reference

Idea: Fish depletion

Chapter	How is the idea introduced, illustrated, or elaborated on in this chapter?
Chapter 1	<ul style="list-style-type: none"><i>Kurlansky illustrates and elaborates on the idea by explaining what could happen specifically to fish and then how that would affect other species.</i>



Ocean Food Web handout



Russell, Jerry. "May/June 2012 Issue." E Magazine Print Issue. The Environment Magazine, 1 May 2012. Web. 19 Feb. 2014.
<<http://www.emagazine.com/magazine/ocean-food-web>>.



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 5

Tracing the Idea of Fish Depletion: Chapter 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
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 28–33 of *World without Fish*.
- I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 2 of *World without Fish*.
- I can use evidence from the text to answer text-dependent questions.
- I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 2 of *World without Fish*.

Ongoing Assessment

- Structured notes for “The Story of Kram and Ailat: Part 2” (from homework)
- Text-Dependent Questions: Pages 28–33



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Graphic Novel Part 2 (6 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist: Pages 28–33 (16 minutes)B. Text-Dependent Questions: Pages 28–33 (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracing the Development of an Idea (6 minutes)4. Homework<ol style="list-style-type: none">A. Reread the excerpt of Chapter 2 that you read in class today.B. Read “The Story of Kram and Ailat: Part 3” (the graphic novel) at the end of Chapter 2. Answer the focus question on your structured notes.	<ul style="list-style-type: none">• This lesson is similar in structure to Lessons 1–4. Students read a new excerpt of <i>World without Fish</i> for the gist and then answer text-dependent questions to dig deeper into the text and analyze how Mark Kurlansky illustrates and elaborates on the idea of fish depletion in Chapter 2.• In advance:<ul style="list-style-type: none">– Read <i>World without Fish</i> Chapter 2, pages 28–33.– Review Text-Dependent Questions: Pages 28–33 (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
industry, productive, sail power, innovations, fishing territories (28), beam trawler (29), efficient, advantages, well boats (30), technological (31), teeming, boon, lucrative (32)	<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 28–33 (one per student, one for display)• Text-Dependent Questions: Pages 28–33 (answers, for teacher reference)• Exit Ticket: Tracing the Development of an Idea, Chapter 2 (one per student)• Exit Ticket: Tracing the Development of an Idea, Chapter 2 (answers, for teacher reference)• Tracing the Development of an Idea anchor chart (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Graphic Novel Part 2 (6 minutes)</p> <ul style="list-style-type: none"> 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?” Tell students they are going to start with Mix and Mingle protocol: <ol style="list-style-type: none"> Play music. Invite students to move around the room with their structured notes homework. After 15 seconds, stop the music. Ask students to share their answer to the focus question with the person standing closest to them. Repeat until students have spoken to at least two people. Select volunteers to share their responses with the whole group. Listen for students to explain that we learn that fishing with nets catches a lot of fish and that the fishermen throw back the dead fish when they catch more than they are legally allowed to. Listen for students to also explain that the author illustrates and elaborates on the idea of fish depletion by introducing a way of fishing that is causing fish depletion and a loophole related to regulating how much fish fishermen can catch. 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) for a guide. 	<ul style="list-style-type: none"> Reviewing homework holds all students accountable for reading the text and completing their homework. Capturing students' ideas on an anchor chart can ensure easy reference later and can enable students to see how an idea has developed through a text at a glance.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Ask for a volunteer to read the learning targets aloud. <ul style="list-style-type: none"> “I can find the gist of pages 28–32 of <i>World without Fish</i>.” “I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 2 of <i>World without Fish</i>.” “I can use evidence from the text to answer text-dependent questions.” “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 2 of <i>World without Fish</i>.” Point out to students that these are the same learning targets they have encountered in previous lessons. 	<ul style="list-style-type: none"> 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.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: Pages 28–33 (16 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out <i>World without Fish</i> and turn to page 21, which is the first page of Chapter 2. Invite students to read along in their heads as you read the page aloud. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this chapter going to be about? How do you know?” • Select volunteers to share their ideas with the whole group. Listen for students to explain that it is going to be about how humans began to fish and how fishing became an industry. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What does it mean by ‘fishing became an <i>industry</i>’? Think back to what you found out about the Industrial Revolution earlier in the unit.” • Select volunteers to share their responses. Listen for and guide students to understand that it means how fishing went from being a man on a small boat with a fishing rod to being huge boats with lots of motorized equipment to catch fish. • Tell students to turn to page 28 of Chapter 2. • Invite students to silently read along as you read aloud from “It was in the North Sea ...” on page 28 up to “... they simply moved on to new ones” on page 33. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this excerpt mostly about?” • Select volunteers to share their responses. Listen for students to explain that it is mostly about how the fishing industry began to change because technology was developed, such as steam-powered boats and rails to deliver fresh fish in the late 19th century. • Invite a student to reread the learning target about reading for the gist aloud. <ul style="list-style-type: none"> * “I can find the gist of pages 28–33 of <i>World without Fish</i>.” 	<ul style="list-style-type: none"> • 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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 the sticky notes. Remind students to ask questions as they read to help them monitor comprehension. Explain that the goal is for them to understand what this excerpt is mostly about. Remind students that where possible, you would like them to use their word strategies to figure out the meaning of unfamiliar words: reading around unfamiliar words, looking for root words, replacing the word with other words that would make sense, and looking for context clues to figure out what they mean. Distribute dictionaries to each triad. If students can't figure out the meaning from the context, encourage them to look the word up. If they aren't sure what the word means after looking for context clues and looking in the dictionary, students should leave the definition 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 World without Fish word-catchers.• 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 the whole group. 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 what the word means, define the word for the class.• Students may struggle with these words, so be sure to address them here: <i>productive, sail power, innovations, fishing territories, beam trawler, efficient, advantages, well boats, technological, boon, teeming, and lucrative</i>.• 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 what the word means, define the word for the class.• Remind students to record new words on their word-catchers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: Pages 28–33 (15 minutes)</p> <ul style="list-style-type: none">• Display and distribute Text-Dependent Questions: Pages 28–33. Remind students that the purpose of this is to dig deeper into the text to understand what Mark Kurlansky is saying.• Invite students to read along with you as you read aloud the learning target at the top of the handout and the questions in the first column.• Invite triads to work together to reread the text-dependent questions in Column 1, review the excerpt of text, and discuss possible answers 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. Refer to the Text-Dependent Questions: Pages 28–33 (answers, for teacher reference) as needed..	<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 (6 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Tracing the Development of an Idea, Chapter 2. Explain to students that previously they have answered this question as a whole group on the Tracing the Development of an Idea anchor chart, but in this lesson they are going to fill out an exit ticket instead because in the next lesson they are going to be doing their mid-unit assessment, in which they will be filling out a chart like this independently.• Focus students on the Tracing the Development of an Idea anchor chart. Ask students to discuss in triads:<ul style="list-style-type: none">* “What is the idea we are tracing here?”• Select students to share their responses. Listen for students to explain that the idea is fish depletion.• Ask students to independently record on their exit tickets the answer to this question:<ul style="list-style-type: none">* “How does the author illustrate and elaborate on this idea in the excerpt you have read from Chapter 2?”• Remind students that illustrate and elaborate mean to add detail and develop the idea.• Collect in the exit tickets to check that all students are on the right track with filling out this chart independently.	<ul style="list-style-type: none">• 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.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of Chapter 2 that you read in class today.• Read “The Story of Kram and Ailat: Part 3” (the graphic novel) at the end of Chapter 2. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?”	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 5

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 this chapter?
<i>Part 2: Kram is out on a boat with his friend Serrafino who is using nets to catch fish. Kram sees Serrafino catch too many fish, then throw dead fish back into the ocean because he had caught more than he was legally allowed to.</i>	<i>He illustrates and elaborates on the idea of fish depletion by introducing a way of fishing that is causing fish depletion and a loophole related to regulating how much fish fishermen can catch.</i>



Text-Dependent Questions: Pages 28–33

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. When did innovations in fishing begin?	
2. Where is the North Sea?	
3. Who first started using the beam trawler and when?	
4. From the diagram on page 29, how would you describe a beam trawler?	
5. What were the advantages of beam trawlers?	



Text-Dependent Questions: Pages 28–33

Questions	Answers (supported with evidence from the text)
6. What were well boats?	
7. What was different about the <i>Zodiac</i> ?	
8. What four things started to happen between the 1870s and 1880s?	
8. What did fishermen do when fish declined in one place?	



Text-Dependent Questions: Pages 28–33

Answers for Teacher Reference

Questions	Answers (supported with evidence from the text)
1. When did innovations in fishing begin?	“It was in the North Sea in the late nineteenth century that innovations in fishing began to take place.” (page 28)
2. Where is the North Sea?	“The North Sea is a body of water rich in fish, which is surrounded by the great European fishing nations, such as Scotland, England, France, Belgium, the Netherlands, Denmark, Germany, Sweden and Norway.” (page 28)
3. Who first started using the beam trawler and when?	“It was the British that first started using a beam trawler in the fourteenth century.” (page 29)
4. From the diagram on page 29, how would you describe a beam trawler?	It was a boat that pulled a net that dragged along the ocean floor.
5. What were the advantages of beam trawlers?	“The potential of dragging a net through the water and hauling up everything in its path had obvious advantages over setting lines with bait hooks. In addition to requiring no bait, a beam trawler seemed certain to haul in a much higher percentage of the fish it passed.” (page 30)



Text-Dependent Questions: Pages 28–33

Answers for Teacher Reference

Questions	Answers (supported with evidence from the text)
6. What were well boats?	“These were ships that contained a tank of seawater into which the caught fish would be dumped, enabling fish to stay fresh longer than previously.” (page 30)
7. What was different about the <i>Zodiac</i> ?	It was “the first vessel built for dragging fishing nets under steam power.” (page 31)
8. What four things started to happen between the 1870s and 1880s?	Steam engines got more powerful and could drag deeper. More powerful steam engines meant more places could be dragged. Britain became the greatest fishing nation because of the amount of fish they caught. The fish in the North Sea started showing signs of depletion. (page 32)
8. What did fishermen do when fish declined in one place?	“They simply moved on to new ones.” (page 33)



Exit Ticket: Tracing the Development of an Idea, Chapter 2

Name: _____

Date: _____

Learning Target:

- “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 2 of *World without Fish*.”

Idea? Fish depletion

Chapter	How is the idea introduced, illustrated, or elaborated on in this chapter?



Exit Ticket: Tracing the Development of an Idea, Chapter 2
Answers for Teacher Reference

Learning Target:

- “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 2 of *World without Fish*.”

Idea: Fish depletion

Chapter	How is the idea introduced, illustrated, or elaborated on in this chapter?
<i>Chapter 2</i>	<ul style="list-style-type: none">• He illustrates and elaborates on the idea by going back and outlining the history of fishing technology, which illustrates how fish depletion started.



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Analyzing Idea Development in Chapter 3 of *World without Fish*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</p> <p>I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)</p> <p>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 3 of <i>World without Fish</i>.I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 3 of <i>World without Fish</i>.	<ul style="list-style-type: none">Structured notes for “The Story of Kram and Ailat: Part 3” (from homework)Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i>



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Graphic Novel Part 3 (6 minutes) Unpacking Learning Targets (3 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 1 Assessment (33 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (3 minutes) Homework <ol style="list-style-type: none"> Reread the excerpt of Chapter 3 that you read in class today. Read “The Story of Kram and Ailat: Part 4” (the graphic novel) at the end of Chapter 3. Answer the focus question on your structured notes. 	<ul style="list-style-type: none"> In this Mid-Unit 1 Assessment, students analyze how Kurlansky develops the idea of an ocean food web in Chapter 3 of <i>World without Fish</i> and how this develops his message about fish depletion. Students are asked a series of questions to determine the main idea of the chapter and the meaning of unknown words to support their analysis. Students are then asked to complete a chart similar to the Tracing the Development of an Idea anchor chart they have been using in previous lessons, followed by a series of short constructed-response questions about analyzing idea development. Assess student responses using the NYS Grade 6 2-Point Rubric—Short Response. In advance: <ul style="list-style-type: none"> Review Fist to Five Checking for Understanding technique (see Appendix). Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart.

Lesson Vocabulary	Materials
Do not preview vocabulary.	<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) Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (one per student) <i>World without Fish</i> (book; distributed in Lesson 1; one per student) Sticky notes (eight per student) Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (answers, for teacher reference) NYS Grade 6 2-Point Rubric—Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Graphic Novel Part 3 (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 to discuss the answers with their triads.• Select volunteers to share their responses with the whole group. Listen for students to explain that he introduces a new idea—the idea of what happens when fishermen start catching different fish because the other fish are running out.• Record students’ ideas on the posted Graphic Novel: Tracing the Development of an Idea anchor chart. Refer to the Graphic Novel: Tracing the Development of an Idea anchor chart (answers, for teacher reference) as needed.	<ul style="list-style-type: none">• Reviewing homework holds all students accountable for reading the text and completing their homework.• 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.
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none">* “I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 3 of <i>World without Fish</i>.”* “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 3 of <i>World without Fish</i>.”• Remind students that these are similar to the learning targets they have been working with for the past five lessons. Tell them that today they will show how well they can demonstrate these targets independently in an assessment.	<ul style="list-style-type: none">• 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.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (33 minutes)</p> <ul style="list-style-type: none">• Distribute Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> to each student. They will also need their text <i>World without Fish</i> and eight sticky notes each.• Invite students to read through the learning targets and the questions with you.• 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.• Explain to students that they should independently read the excerpt for the gist. They have the option of using the sticky notes as a tool to support their comprehension.• Circulate and support students as they work. During an assessment, your prompting should be minimal.• At the end of the time allotted, collect the Mid-Unit 1 Assessment, which you will assess using the Grade 6 2-Point Rubric—Short Response and the Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (answer, for teacher reference).• Congratulate students on their hard work during the assessment.	<ul style="list-style-type: none">• 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none">• Invite students to show how well they think they have achieved the learning targets with a Fist to Five.• Tell students that they are going to continue reading <i>World without Fish</i> in the second half of the unit, with a particular focus on how Mark Kurlansky is informing his audience of his point of view.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the excerpt of Chapter 3 that you read in class today.• Read “The Story of Kram and Ailat: Part 4” (the graphic novel) at the end of Chapter 3. Answer this focus question on your structured notes:<ul style="list-style-type: none">– “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate the idea of fish depletion here?” <p><i>Note: Be prepared to return the Mid-Unit 1 Assessment with teacher feedback to students in Lesson 8.</i></p>	



EXPEDITIONARY
LEARNING

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

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?
Part 3: Kram and Ailat go to the Caribbean and go snorkeling. Then they go and look at what a fisherman has caught and see parrotfish. Kram tells the fisherman that parrotfish are important because they eat algae and without them the beach would be covered in it.	He introduces a new idea—the idea of what happens when fishermen start catching different fish because the other fish are running out.



Mid-Unit 1 Assessment:
Analyzing Idea Development in Chapter 3 of *World without Fish*

Name:

Date:

Long-Term Learning Targets Assessed:

- “I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 3 of *World without Fish*.” (RI.6.4)
- “I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 3 of *World without Fish*.” (RI.6.3)

In this informational text, Kurlansky introduces us to and develops the idea of fish depletion. One way of understanding his message is to examine and analyze how Kurlansky develops his ideas in support of his message. In this assessment, you will have the opportunity to show what you have learned about examining the main ideas in this chapter. Then you will be able to show your analysis of how Kurlansky developed the main idea in the chapter and how that chapter develops his overall message about fish depletion.

Directions:

- Read pages 46–49 of *World without Fish* for the gist. It is optional for you to use the sticky notes to record the gist of each section as you read.
- Answer the selected response questions.



Mid-Unit 1 Assessment:
Analyzing Idea Development in Chapter 3 of *World without Fish*

Part 1: Selected Response

Circle the best answer for each question below.

1. What are phytoplankton?
 - A. Creatures of the sea that eat zooplankton
 - B. Land-based plants that pollute the oceans
 - C. Microscopic plants that are the beginning of the ocean food chain

2. How are zooplankton, one of the smallest forms of sea life, essential to a healthy ocean ecosystem?
 - A. Zooplankton eat masses of phytoplankton.
 - B. Zooplankton are food for several ocean species such as the herring and the humpback whale.
 - C. Zooplankton become larva that turn into coral.
 - D. Zooplankton do all of the above.

Part 2: Short Response

Answer the following questions using evidence from Chapter 3 of the text.

“A healthy ecosystem is based on the destruction of life and the struggles for survival among species, and it is in such systems that men in the form of fishermen are drawn to take part in the killing. Ninety percent of the fishing they do is within 200 miles of land. Farther out to sea, there is life and there are fish. But many of them live at great depths that have not been explored because until recently we didn’t have the ability to reach that far below the surface.”

3. How do fishermen take part in the “destruction of life” in the ocean? How do you know?



Mid-Unit 1 Assessment:
Analyzing Idea Development in Chapter 3 of *World without Fish*

4. More recently, how are fishermen exploring life at sea?

5. How is the orange roughy different from other commercial fish such as haddock or cod?

6. The title of the chapter is, “Being the Sad, Cautionary Tale of the Orange Roughy.” What is a “cautionary tale”? How is the story of the orange roughy a cautionary tale?

7. How does Chapter 3 illustrate and elaborate on Kurlansky’s message about fish depletion?

Mid-Unit 1 Assessment:
Analyzing Idea Development in Chapter 3 of *World without Fish*
Answers for Teacher Reference

Part 1: Selected Response

Circle the best answer for each question below.

1. What are phytoplankton?
 - A. Creatures of the sea that eat zooplankton
 - B. Land-based plants that pollute the oceans
 - C. **Microscopic plants that are the beginning of the ocean food chain**

2. How are zooplankton, one of the smallest forms of sea life, essential to a healthy ocean ecosystem?
 - A. Zooplankton eat masses of phytoplankton.
 - B. Zooplankton are food for several ocean species such as the herring and the humpback whale.
 - C. Zooplankton become larva that turn into coral.
 - D. **Zooplankton do all of the above.**

Mid-Unit 1 Assessment:
Analyzing Idea Development in Chapter 3 of *World without Fish*
Answers for Teacher Reference

Part 2: Short Response

Answer the following questions using evidence from Chapter 3 of the text.

“A healthy ecosystem is based on the destruction of life and the struggles for survival among species, and it is in such systems that men in the form of fishermen are drawn to take part in the killing. Ninety percent of the fishing they do is within 200 miles of land. Farther out to sea, there is life and there are fish. But many of them live at great depths that have not been explored because until recently we didn’t have the ability to reach that far below the surface.”

3. How do fishermen take part in the “destruction of life” in the ocean? How do you know?

Fishermen take part in the destruction of life by killing fish. I know this because it talks about them making money from bottom fish like haddock and middle fish like herring.

4. More recently, how are fishermen exploring life at sea?

They are beginning to fish in deeper water and farther out, more than 200 miles from land.

5. How is the orange roughy different from other commercial fish such as haddock or cod?

The orange roughy lives for about 150 years, which is longer than other fish. It grows very slowly and doesn’t reproduce until it is much older than other fish.

6. The title of the chapter is, “Being the Sad, Cautionary Tale of the Orange Roughy.” What is a “cautionary tale”? How is the story of the orange roughy a cautionary tale?

A cautionary tale is a story that warns the reader to be careful. And the story of how the orange roughy has almost been depleted is a warning about doing this to other fish species.



Mid-Unit 1 Assessment:

Analyzing Idea Development in Chapter 3 of *World without Fish*
Answers for Teacher Reference

7. How does Chapter 3 illustrate and elaborate on Kurlansky's message about fish depletion?

Chapter 3 explains how fishermen are able to go farther and deeper out to sea to catch fish. It explains how this is very bad for orange roughy because fishermen didn't understand the fish's life cycle and almost fished it to extinction or depletion. So the chapter cautions fishermen to understand the deep ocean animals better before fishing them so they don't deplete those fish.



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

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

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

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 7

Reading for Gist and Answering Text-Dependent Questions: Chapter 4 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 an excerpt of Chapter 4 of *World without Fish*.
- I can determine the meaning of unfamiliar words and phrases in an excerpt of Chapter 4.
- I can use evidence from the text to answer text-dependent questions.

Ongoing Assessment

- Structured notes for “The Story of Kram and Ailat: Part 4” (from homework)
- Text-Dependent Questions: Pages 52–61



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Graphic Novel Part 4 (6 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Finding the Gist: Pages 52–61 (17 minutes)Text-Dependent Questions: Pages 52–61 (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 4 that you read in class today. 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 Thomas Henry Huxley’s ideas and the things he did in the late 19th century? Does he agree with him? Does he disagree with him? How do you know?”	<ul style="list-style-type: none">This lesson begins a two-lesson cycle during which students analyze Kurlansky’s point of view (RI.6.6). The structure is similar to the lessons in the first part of this unit. The focus of this lesson is to help students dig deep into Chapter 4 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.Be prepared to return the Mid-Unit 1 Assessment with teacher feedback to students in Lesson 8.Review:<ul style="list-style-type: none">Chapter 4 of <i>World without Fish</i>.Text-Dependent Questions: Pages 52–61 (answers, for teacher reference; see supporting materials).Mix and Mingle protocol.Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart; Tracing the Development of an Idea anchor chart.



Lesson Vocabulary	Materials
point of view, myth, bounty (51), misconception, indestructible, Darwinism (53), posthumously (54), refuted (55), influential, promoting, anatomy, staunch (56), commissions (57), class, unobservant, avocations, contempt, preservation (57), interfering, objecting, Industrial Revolution, diminution (58), exhaustion, scarce (59)	<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 (from Lesson 1)• Text-Dependent Questions: Pages 52–61 (one per student, one for display)• Text-Dependent Questions: Pages 52–61 (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 4 (6 minutes)</p> <ul style="list-style-type: none">• 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?”• Mix and Mingle:<ul style="list-style-type: none">– Play music.– Invite students to move around the room with their structured notes.– Stop the music after 15 seconds.– Invite students to share their responses with the person standing closest to them.– Repeat two more time.• Select volunteers to share their responses with the whole group. Listen for students to explain that he illustrates and elaborates on the idea by addressing it directly. Kram is interviewed about fish depletion on a talk show and while the presenter listens to some of what he says, he doesn’t take it seriously. Instead he is mocked for a prediction he made previously.• 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.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none">* “I can find the gist of an excerpt of Chapter 4 of <i>World without Fish</i>.”* “I can determine the meaning of unfamiliar words and phrases in an excerpt of Chapter 4.”* “I can use evidence from the text to answer text-dependent questions.”• Ask triads to briefly turn and talk:<ul style="list-style-type: none">* “What are we going to be doing today? Why?”• 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 in order to gain a deeper understanding of the text.”	<ul style="list-style-type: none">• Learning targets are a research-based strategy that help 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 52–61 (17 minutes)</p> <ul style="list-style-type: none">• Invite students to take out <i>World without Fish</i> and turn to page 51, which is the first page of Chapter 4. Invite students to read along silently as you read the page aloud. Ask students to discuss in triads:<ul style="list-style-type: none">* “What is a <i>myth</i>?”• Select volunteers to share their answers. Remind students of the work they did on myths in Module 1. Emphasize here that myth has two meanings. It can be a traditional story explaining something, or it can be a false belief or idea.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What is a <i>bounty</i>?”• Cold call students to share their responses. Listen for them to explain that a bounty is a good thing that is given in large amounts.• Ask students to discuss in triads:<ul style="list-style-type: none">* “So what do you think the text means by ‘the myth of nature’s bounty’?”• Cold call students to share their responses. Listen for and guide students to understand that it means the false idea that nature is going to keep giving in large amounts.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What is this chapter going to be about? How do you know?”• Select volunteers to share their ideas with the whole group. Listen for students to explain that it is going to be about how people, including scientists, have falsely believed for a long time that nature is going to keep giving and giving.• Remind students that good readers read complex texts multiple times to make sure they understand what is being written. 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 61.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What is this chapter mostly about?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call students to share their responses. Listen for them to explain that it is mostly about how a scientist, Huxley, said that you can't overfish species. Many governments believed him and didn't control their fishing practices. Eventually, Huxley realized he was wrong.• Invite a student to reread the first two learning targets aloud.<ul style="list-style-type: none">* "I can find the gist of an excerpt of Chapter 4 of <i>World without Fish</i>."* "I can determine the meaning of unfamiliar words and phrases in an excerpt of Chapter 4."• 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.• 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 look the word up. 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 52–61 of Chapter 4.• 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>indestructible</i> on page 53. Ask them to discuss in triads:<ul style="list-style-type: none">* "If something is destructible, what does that mean?"• Cold call students to share their responses. Listen for them to explain that it means it can be destroyed.• Ask students to discuss in triads:<ul style="list-style-type: none">* "So what does the 'in' prefix do to the word? How does it change the meaning?"• Select volunteers to share their responses. Listen for them to explain that it makes the word have the opposite meaning. So instead of something that can be destroyed, "indestructible" means something that cannot be destroyed.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Focus students on the word <i>Darwinism</i> on page 53. Remind students that they read about the ideas of Charles Darwin in Lesson 2 and that <i>Darwinism</i> means the ideas of Charles Darwin. • 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 what the word means, define the word for the class. • Students may struggle with these words, so be sure to address them here: <i>posthumously, refuted, influential, promoting, anatomy, staunch, commissions, class, unobservant, avocations, contempt, preservation, interfering, objecting, Industrial Revolution, diminution, exhaustion, and scarce.</i> • 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 what the word means, define the word for the class. • Remind students to record new words on their word-catchers. 	
<p>B. Text-Dependent Questions: Pages 52–61 (15 minutes)</p> <ul style="list-style-type: none"> • Display and distribute Text-Dependent Questions: Pages 52–61. Remind students that the purpose of this is to dig deeper into the text to understand what Mark Kurlansky is saying. • Invite students to read along with you as you read the learning target at the top of the handout and the questions in the first column aloud. • Invite triads to work together to reread the text-dependent questions in Column 1, review the excerpt of text, and discuss possible answers before recording their answers in Column 2 using evidence from the text. • Circulate and observe triads. Support students as needed by asking them to use only evidence from the excerpt to answer the questions. Refer to Text-Dependent Questions: Pages 52–61 (answers, for teacher reference) as needed.. 	



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 on the posted Tracing the Development of an Idea anchor chart. Ask students 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 the author illustrates and elaborates on the idea by going back in history to explain why and how overfishing began, even though there were some warning signs.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.	<p>Capturing student 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.</p>
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread the excerpt of Chapter 4 that you read in class today. 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 Thomas Henry Huxley's ideas and the things he did in the late 19th century? Does he agree with him? Does he disagree with him? How do you know?"	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 7

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 4: Kram is interviewed on a TV show, along with a man from government fishery management. They don't believe what he says about how bad fish depletion could be.</i>	<i>He illustrates and elaborates on the idea by addressing it directly. In the graphic novel, the character Kram talks directly about the implications of fish depletion.</i>



Text-Dependent Questions: Pages 52–61

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. In the 1800s, who was afraid the fish populations could be destroyed—fishermen or scientists?	
2. What is “nature’s bounty”?	
3. Why did scientists in the late 19th century think it “impossible to destroy fish populations”?	
4. Why was this idea refuted by Darwin?	
5. How did Huxley misunderstand Darwin?	



Text-Dependent Questions: Pages 52–61

Questions	Answers (supported with evidence from the text)
6. Why did the commissions to examine the fears of fish depletion reject what the fishermen were telling them?	
7. At the 1883 International Fisheries Exhibition, how did Huxley suggest we would know if fish were being depleted?	
8. What had many government officials and scientists failed to notice?	
9. Why did Huxley change his mind in the end?	



Text-Dependent Questions: Pages 52–61

Answers For Teacher Reference

Questions	Answers (supported with evidence from the text)
1. In the 1800s, who was afraid the fish populations could be destroyed—fishermen or scientists?	Fishermen. “In the 1800s, when the study of fish and oceans was a relatively new science, it was the fishermen who were afraid that fish populations could be destroyed by catching too many fish, especially small fish.” (page 53)
2. What is “nature’s bounty”?	Nature’s bounty is “the belief that nature is such a powerful force that it is indestructible.” (page 53)
3. Why did scientists in the late 19th century think it “impossible to destroy fish populations”?	Because scientist Anton van Leeuwenhoek “counted 9,384,000 eggs in a single, average-sized fish,” (page 54) people thought that if every fish had that many eggs and they all hatched, there would be plenty of fish regardless of how many were caught by fishermen.
4. Why did Darwin refute this idea?	Because “the reason nature provided fish with so many eggs is that few can survive in the sea ... a fish will usually only have between one and six surviving babies, just like a mammal or a bird.” (page 55)
5. How did Huxley misunderstand Darwin?	“He believed that Darwin’s theory of survival proved that fish were indestructible.” (page 56)



Text-Dependent Questions: Pages 52–61

Answers For Teacher Reference

Questions	Answers (supported with evidence from the text)
6. Why did the commissions to examine the fears of fish depletion reject what the fishermen were telling them?	They thought that the fishermen didn't have the scientific understanding to know what was going on. They also thought the fishermen were interfering in "the progress of technology." (page 58)
7. At the 1883 International Fisheries Exhibition, how did Huxley suggest we would know if fish were being depleted?	"... we would realize we were overfishing by the simple fact that we were hauling in fewer fish." (pages 58-59)
8. What had many government officials and scientists failed to notice?	"Many government officials and scientists had failed to notice that there was new technology being used with entirely new results." (page 60)
9. Why did Huxley change his mind in the end?	"Huxley himself, after studying the impact of engine-driven net draggers in the North Sea a few years later, completely reversed his beliefs. Overfishing, he acknowledged, was not only possible—it was happening." (pages 60 – 61)



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 4</i>	<ul style="list-style-type: none">• He illustrates and elaborates on the idea by going back in history to explain why and how overfishing began, even though there were warning signs.



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 8

Analyzing Author's Point of View: Chapter 4 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)

Supporting Learning Targets

- I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 4 of *World without Fish*.
- I can explain how he conveys his point of view.

Ongoing Assessment

- Structured notes for pages 52–61 (from homework)
- Author's Point of View graphic organizer: pages 52–61
- Analyzing Author's Point of View anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Feedback from Mid-Unit 1 Assessment (4 minutes) Unpacking Learning Targets (4 minutes) Work Time <ol style="list-style-type: none"> Think-Aloud: Analyzing Kurlansky's Point of View of Thomas Henry Huxley (10 minutes) Triad Work: Analyzing Kurlansky's Point of View of Thomas Henry Huxley (17 minutes) Closing and Assessment <ol style="list-style-type: none"> Partner and Whole Group Share (10 minutes) Homework <ol style="list-style-type: none"> Read "The Story of Kram and Ailat: Part 5" (the graphic novel) at the end of Chapter 4. Answer the focus question on your structured notes. 	<ul style="list-style-type: none"> This is the second lesson of the two-lesson cycle begun in Lesson 7. Students analyze the same excerpt they read for the gist in the previous lesson: pages 52–61 of <i>World without Fish</i>. Now, students identify Kurlansky's point of view of Thomas Henry Huxley and how Kurlansky conveyed his point of view. There is a think-aloud and an opportunity for the class to work through an example together before triads work independently, but some students still may need further modeling and guidance. Modify the lesson as needed according to your students' needs. Working in triads to analyze Mark Kurlansky's point of view helps students gain confidence as they hear and discuss the ideas and thinking of others. In advance: <ul style="list-style-type: none"> Ensure the mid-unit 1 assessments are ready to return to students with feedback. Review: <ul style="list-style-type: none"> Author's Point of View: Pages 52–61 (answers, for teacher reference; see supporting materials). Note that these are just suggestions. Students may have additional ideas. Post: Learning targets.

Lesson Vocabulary	Materials
point of view, convey, infer	<ul style="list-style-type: none"> Mid-Unit 1 Assessments with teacher feedback (completed in Lesson 6) Equity sticks <i>World without Fish</i> word-catchers (from Lesson 1) Author's Point of View graphic organizer: pages 52–61 (one per student, one for display) Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) Highlighters (any color; one per student and one for the teacher) <i>World without Fish</i> (book; distributed in Lesson 1; one per student)



Opening	Meeting Students' Needs
<p>A. Feedback from Mid-Unit 1 Assessment (4 minutes)</p> <ul style="list-style-type: none">• Hand back the Mid-Unit 1 Assessments with teacher feedback and invite students to spend time reading your feedback.• Invite students to write their name on the board if they have questions so you can follow up either immediately or later in the lesson.• Name some patterns you noticed in students' work, particularly things the class did well.	
<p>B. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none">* "I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 4 of <i>World without Fish</i>."* "I can explain how he conveys his point of view."• Focus students on <i>point of view</i>. Ask triads to discuss:<ul style="list-style-type: none">* "What does 'point of view' mean? Consider using equity sticks to select students to share their responses. Listen for them to explain that people have different ways of looking at things, and a person's point of view is his or her way of looking at things.• Tell students that in literature, every story is told from a point of view. It can be a first-person point of view, where the narrator is the "I" or "me" telling the story; a third-person limited point of view, in which an author appears to know the thoughts and feelings of just one of the characters in a story, or a third-person omniscient point of view, in which an author captures the points of view of all the characters.• Ask triads to discuss:<ul style="list-style-type: none">* "What do you think 'convey' means?"• Select volunteers to share their responses. Listen for them to explain that convey means communicates.• Direct students to add "point of view" and <i>convey</i> to their <i>World without Fish</i> word-catchers.	<ul style="list-style-type: none">• 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. Think-Aloud: Analyzing Kurlansky's Point of View of Thomas Henry Huxley (10 minutes)</p> <ul style="list-style-type: none"> Remind students that for homework they analyzed what Mark Kurlansky thinks of Thomas Henry Huxley's ideas and the things he did in the late nineteenth century. Invite students to share their thinking from their structured notes homework with their triads. Display and distribute the Author's Point of View graphic organizer: pages 52–61 and highlighters and ask students to take out their <i>World without Fish</i> books. Invite students to read the column headings aloud with you. Ask: <ul style="list-style-type: none"> * "What do you notice?" * "What do you wonder?" Cold call students to share their ideas with the whole group. Explain to students that you will model how to analyze this text for Kurlansky's point of view. First you will do a think-aloud, and then students will have time to practice as triads. Direct students to follow along and listen closely to your thought process, or how you analyze for point of view. The following is an example of a possible think-aloud with the first couple of paragraphs on page 56: <ul style="list-style-type: none"> – "My first step is to scan the excerpt of <i>World without Fish</i> for where Kurlansky begins to talk about Huxley. I can see he starts talking about Huxley on page 56, so I'm going to read the first paragraph. Straight away from the first paragraph I know that Kurlansky thinks Huxley was influential and played an important role in helping people to accept Charles Darwin's ideas, so I'm going to record that in the first column of my graphic organizer." Record in the first column of the displayed organizer. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance. Continue the think-aloud: <ul style="list-style-type: none"> – "In the middle column I need to support my claim about his point of view with evidence from the text, or quotes." Record in the middle column of the displayed organizer. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance. Continue the think-aloud: <ul style="list-style-type: none"> – "The final column asks how Mark Kurlansky conveyed his point of view. The first direction asks me to highlight text clues. The words 'influential' and 'important role' are the parts of the paragraph that showed me his point of view. I'm going to use a highlighter to highlight those." Highlight those words on the displayed organizer. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance. Continue the think-aloud: 	<ul style="list-style-type: none"> Providing models of expected work supports all learners, but especially supports challenged learners. When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – “The second instruction in the final column asks whether the words I have highlighted told me his point of view directly, or whether they led me to <i>infer</i> it. What does ‘infer’ mean?” • Select students to share their responses. Listen for them to explain that infer means to use clues in evidence to make a claim. • Point out that by using the words “influential” and “important role,” Kurlansky tells us directly. Record this in the final column of the graphic organizer. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance. Continue the think-aloud: <ul style="list-style-type: none"> – “Now I’m going to move on to the next section of text, these words in bold, colored font.” • Reread the words in bold, colored font on page 56 aloud. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What does this change in font tell you? What do the large, capital letters and the colors suggest?” • Cold call students to share their responses. Listen for them to explain that it suggests he wants to emphasize this information because it is particularly important in this chapter, that the capital letters suggest shock/disbelief, and that he is angry, as suggested by the use of the color red. Point out that often using all capital letters in a text is perceived as “shouting.” • Record a claim in the first column of the displayed graphic organizer. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance. • Record the text evidence in the second column. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “In addition to the use of different sized and colored font, which words suggest the author’s point of view?” • Select volunteers to share their responses. Listen for them to suggest that the word “completely” in front of misunderstood really emphasizes the word, which makes him seem shocked or angry. Highlight those words in the middle column of the displayed organizer. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “Does he tell us directly that he is angry or shocked? Or do we use clues to infer it from the text? If so, how?” • Cold call students to share their responses. Listen for them to explain that we infer it from the large capital letters and the use of red font. 	



Work Time (continued)	Meeting Students' Needs
<p>B. Triad Work: Analyzing Kurlansky's Point of View of Thomas Henry Huxley (17 minutes)</p> <ul style="list-style-type: none">• Invite students to engage with their triads in the same process you just modeled for the rest of the chapter. Remind students to take it paragraph by paragraph and explain that some paragraphs may not contain evidence of Mark Kurlansky's point of view, but they should discuss it as a triad before moving on to the next paragraph.• Circulate to support triads as they work. Ask questions and refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) as needed to guide students. Ask:<ul style="list-style-type: none">* "What words or text features led you to make that claim about his point of view?"	<ul style="list-style-type: none">• Invite triads you think may struggle with this to focus on just pages 56 and 57.
Closing and Assessment	Meeting Students' Needs
<p>A. Partner and Whole Group Share (10 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with someone from another triad to share their answers and to make revisions/additions as they see fit (e.g., if their partner has a different idea that didn't come up in their own triad).• Select volunteers to share their ideas with the whole group. Invite students to make revisions/additions based on the whole group discussion as they see fit. Refer to the Author's Point of View graphic organizer: pages 52–61 (answers, for teacher reference) for guidance.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read "The Story of Kram and Ailat: Part 5" (the graphic novel) at the end of Chapter 4. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– "What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?"	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 8

Supporting Materials



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Author's Point of View Graphic Organizer: Pages 52–61

Name: _____

Date: _____

Learning Targets:

“I can analyze Mark Kurlansky’s point of view in an excerpt of Chapter 4 of *World without Fish*.”

“I can explain how he conveys his point of view.”

What is Mark Kurlansky’s point of view of Thomas Henry Huxley’s ideas and actions?	How do you know? (Quote specific words, phrases, and sentences.)	How does Mark Kurlansky convey his 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.



Author's Point of View Graphic Organizer: Pages 52–61

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Author's Point of View Graphic Organizer: Pages 52–61
Answers for Teacher Reference

What is Mark Kurlansky's point of view of Thomas Henry Huxley's ideas and actions?	How do you know? (Quote specific words, phrases, and sentences.)	How does Mark Kurlansky convey his 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.
1. <i>He thought Huxley was an influential scientist who played an important role in helping people to accept the ideas of Charles Darwin.</i>	<i>"One of the most influential figures promoting the idea that it was impossible for fishermen to endanger fishing populations was Thomas Henry Huxley, a British scientist... He was a staunch supporter of Darwin's theories and played an important role in the public acceptance of Darwin's theory of evolution." (page 56)</i>	<i>He says it directly.</i>
2. <i>He is shocked and angry that such an important scientist misunderstood Darwin's ideas in relation to fish.</i>	<i>"But on the subject of fish, Huxley completely misunderstood Darwin." (page 56)</i>	<i>Inferred from the use of powerful language and bold, large font in capital letters and two different colors in the middle of the page.</i>



Author's Point of View Graphic Organizer: Pages 52–61

Answers for Teacher Reference

3. <i>He is dismayed at the way Huxley rejected what the fishermen were saying.</i>	<i>Huxley's reaction "established the very harmful tradition of showing contempt for the knowledge fishermen acquire through experience.... The fact is that fishermen need to know almost everything about fish in order to do a good job of catching them, and no one has a deeper involvement in or greater concern for the preservation of fish populations." (page 57)</i>	<i>Inferred from the use of language and the use of bold, large font in capital letters and two different colors in the middle of the page.</i>
4. <i>He is disappointed and angry that Huxley didn't understand Darwin's ideas.</i>	<i>"But Huxley had overlooked an important part of Darwin's findings, which was that the survival struggle of a species depended on maintaining a large population." (page 59)</i>	<i>Inferred from the use of language and the use of bold, large font in capital letters and two different colors in the middle of the page.</i>
5. <i>He is disappointed and angry that Huxley's ideas and actions had such an impact on fish depletion because governments and scientists listened to him for too long.</i>	<i>"Here was the hidden trap. Many government officials and scientists had failed to notice that there was new technology being used with entirely new results. They held on to the view Huxley and others ... shared long after the reality of the situation indicated otherwise." (page 60)</i>	<i>Inferred from the use of language and the use of bold, large font in capital letters and two different colors.</i>



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 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?"	



EXPEDITIONARY
LEARNING

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

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.



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 10

Analyzing Author's Point of View: 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)

Supporting Learning Targets

- I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 5.
- I can explain how he conveys his point of view.

Ongoing Assessment

- Structured notes for pages 63–69 (from homework)
- Author's Point of View graphic organizer: pages 63–69



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Kurlansky's Point of View of Fishermen (30 minutes)B. Triad and Whole Group Critique (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (3 minutes)4. Homework<ol style="list-style-type: none">A. Read "The Story of Kram and Ailat: Part 6" (the graphic novel) at the end of Chapter 5. Answer the focus question on your structured notes.	<ul style="list-style-type: none">• This is the second of the two-lesson cycle started in Lesson 9. Students analyze the same excerpt they read for the gist in the previous lesson: pages 63–68 of <i>World without Fish</i>. In this lesson, students identify Kurlansky's point of view of fishermen and how he conveyed his point of view.• In order to gradually prepare for the end of unit assessment in the next lesson, students work independently to complete their point of view graphic organizer in this lesson.• Students also perform a whole group critique of a completed graphic organizer to help them improve their work and their understanding of the process of analyzing point of view. Ensure this is done carefully and sensitively—invite a volunteer who would like to share his or her work and make it clear what the student is volunteering for. Ensure that the focus is on how to improve, rather than what is wrong with the work. The suggested questions in Work Time B help to make it a positive learning experience.• Review:<ul style="list-style-type: none">– Author's Point of View: Pages 63–68 (answers, for teacher reference; see supporting materials). Please note that these are just suggestions. Students may have additional ideas.– Review Fist to Five in Checking for Understanding techniques (see Appendix).• Post: Learning targets.

Lesson Vocabulary	Materials
point of view, convey, infer	<ul style="list-style-type: none">• Author's Point of View graphic organizer: pages 63–68 (one per student)• Author's Point of View graphic organizer: pages 63–68 (answers, for teacher reference)• <i>World without Fish</i> (book; distributed in Lesson 1)• Highlighters (any color; one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none">* "I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 5."* "I can explain how he conveys his point of view."• Remind students of what <i>point of view</i>, <i>convey</i>, and <i>infer</i> mean.	<ul style="list-style-type: none">• 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. Analyzing Kurlansky's Point of View of Fishermen (30 minutes)</p> <ul style="list-style-type: none"> Remind students that for homework they analyzed Mark Kurlansky's point of view of fishermen. Invite students to share their thinking with their triads using their structured notes homework. Distribute the Author's Point of View graphic organizer: pages 63–69 and ask students to take out their <i>World without Fish</i> texts. Remind students that they filled in the same organizer in Lesson 8 using an excerpt from Chapter 4. Invite students to reread the column headings with you. Point out that to get them started there are already two claims, which they need to complete with evidence from the text and by explaining how the author conveys his point of view. Tell students you want them to work independently this time, taking pages 63–69 one paragraph at a time and analyzing for point of view, recording their ideas on the graphic organizer. Remind students that some paragraphs may not contain evidence of Mark Kurlansky's point of view, so they can continue reading if that is the case. Distribute highlighters and circulate to support students as they work. Ask guiding questions and refer to the Author's Point of View graphic organizer: pages 63–69 (answers, for teacher reference) to guide students: <ul style="list-style-type: none"> * "What words or text features led you to make that claim about his point of view?" 	<ul style="list-style-type: none"> Providing models of expected work supports all learners, but especially supports challenged learners. When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.
<p>B. Triad and Whole Group Critique (10 minutes)</p> <ul style="list-style-type: none"> Invite students to get into their triads to share their answers and to make revisions/additions as they think necessary. Invite a volunteer to share his or her work with the whole group for a critique. Take each part of the organizer one claim at a time and invite students to help you make suggestions to improve the work. Ask students: <ul style="list-style-type: none"> * "Does this quote support the claim?" * "Are there any other words you would highlight here?" * "Would you add anything to this explanation about how the author conveys his point of view?" Refer to the Author's Point of View graphic organizer: pages 63–68 (answers, for teacher reference) to make suggestions to improve student work. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (3 minutes)</p> <ul style="list-style-type: none">• Read each learning target. Invite students to show a Fist to Five for how confident they feel about each one. Make a note of those students who are still unsure and be sure to make time to address their concerns before the assessment in the next lesson.• Preview homework and distribute the structured notes.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read “The Story of Kram and Ailat: Part 6” (the graphic novel) at the end of Chapter 5. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none">– “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?”	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 10

Supporting Materials



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Author's Point of View Graphic Organizer: Pages 63–68

Name: _____

Date: _____

Learning Targets:

“I can analyze Mark Kurlansky’s point of view in an excerpt of Chapter 5.”

“I can explain how the text evidence conveys his point of view.”

What is Mark Kurlansky’s point of view of fishermen?	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.
1. <i>He is smug/proud that the fishermen were right.</i>		
2. <i>He is frustrated and disappointed that fishermen still blame others.</i>		



Author's Point of View Graphic Organizer: Pages 63–68

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Author's Point of View Graphic Organizer: Pages 63–68

Answers for Teacher Reference

What is Mark Kurlansky's point of view of fishermen?	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.
1. He is smug/proud that the fishermen were right.	<i>"Once again," it was the fishermen and not the scientists where were expressing concern."</i> (page 65)	<i>The use of the words "once again" shows a sense of smugness and pride.</i>
2. He is frustrated and disappointed that fishermen still blame others.	<i>"The only problem was that most fishermen thought of overfishing as something that was done by fishermen in other countries. Even today, most fishermen in the world, no matter where they live, will say the worst fishing practices are those done by foreigners."</i> (page 65)	<i>Inferred from the words "the only problem," which suggests a sense of frustration and disappointment.</i>



Author's Point of View Graphic Organizer: Pages 63–68

Answers for Teacher Reference

3. <i>He seems almost amused that fishermen blame each other.</i>	“His answer was clear: <i>“The biggest problem we have is the Spanish.’ ... which meant they couldn’t have been responsible for the overfishing in his water, he thought in silence for a moment and then said: ‘Yes, the Scots used to overfish.’”</i> (pages 66 and 67)	<i>Inferred from the words “His answer was clear,” which sounds almost mocking.</i>
4. <i>He is angry with the English fishermen because he feels bad for the hardships faced by the Icelandic people and the Icelandic fishermen.</i>	“But Iceland is an unusual place: <i>an island of volcanoes and glaciers in a</i> harsh climate <i>where neither trees nor grains will grow, and</i> children took a small piece of cod to school for a snack because there was no bread for sandwiches. <i>One of their few natural resources was their sea full of fish, and they</i> could not risk losing their main food supply. ” (page 68)	<i>Inferred because he highlights the hardships faced by the Icelandic people after explaining how the English moved in to fish in their waters. The large and colored font in capital letters emphasizes this at the end of the quote.</i>
5. <i>He thought the British fishermen were unfair to the Icelandic people.</i>	“The British, although they were trying to do the same thing to other Europeans in their own waters, <i>claimed that having their fishing boats banned from Icelandic waters was an act of war.”</i> (page 69)	<i>Inferred by mentioning that the British were trying to do the same thing themselves.</i>



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">• I can identify Mark Kurlansky's point of view.• I can explain how Mark Kurlansky conveys his point of view.	<ul style="list-style-type: none">• Structured notes for "The Story of Kram and Ailat: Part 6" (from homework)• 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>



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Graphic Novel Part 6 (6 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">End of Unit 1 Assessment (32 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">None.	<ul style="list-style-type: none">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>.Assess student responses using the NYS Grade 6 2-Point Rubric—Short Response.Post: Learning targets; Graphic Novel: Tracing the Development of an Idea anchor chart; Tracing the Development of an Idea anchor chart.



Lesson Vocabulary	Materials
Do not preview vocabulary.	<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)• 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)• Sticky notes (eight per student)• Highlighters (any color; one per student)• <i>World without Fish</i> (book; distributed in Lesson 1)• 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)• NYS Grade 6 2-Point Rubric—Short Response (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 6 (6 minutes)</p> <ul style="list-style-type: none">• 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?"• Invite students to refer to their structured notes homework and discuss their answers with their triads.• 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.• 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.• 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.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none">* "I can identify Mark Kurlansky's point of view."* "I can explain how Mark Kurlansky conveys his point of view."• 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.	<ul style="list-style-type: none">• 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.



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment (32 minutes)</p> <ul style="list-style-type: none">• Distribute an End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed to each student, along with sticky notes and highlighters. Remind students they will also need their text <i>World without Fish</i>.• Invite students to read through the questions with you:<ul style="list-style-type: none">* “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.”* “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.”• 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.• 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.• Circulate and support students as they work. During an assessment, your prompting should be minimal.• At the conclusion of the allotted time, collect the End of Unit 1 Assessment, which you will assess using the End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed (answers, for teacher reference) and the Grade 6 2-Point Rubric—Short Response.• Congratulate students on their hard work during the assessment and throughout the unit.	<ul style="list-style-type: none">• 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.



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 on the posted Tracing the Development of an Idea anchor chart. Ask students 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 an example of fish depletion that could have been avoided. <p>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 a model.</p>	<ul style="list-style-type: none">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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None	



EXPEDITIONARY
LEARNING

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

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*

Name:

Date:

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*

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. 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 tough and hearty men.... It was dangerous work in icy waters full of treacherous icebergs that had broken off from the polar cap. The water was so cold that they would freeze to death in minutes 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, they thought it was because the big, new boats far out at sea were taking all the fish. 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>"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." (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 stock was not in danger. So many fish were being caught and so much money was being made that the government didn't want to listen to a few old-fashioned skiff fishermen. They were providing jobs processing fish at sea for many people who had not had any work 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 other possibility: 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 hunt down every last fish in a dying population 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. The island province was plunged into poverty.” (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.

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

¹From 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">• He illustrates and elaborates on the idea by providing an example of fish depletion that could have been avoided.