



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)

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

Ongoing Assessment

- Structured notes for “The Story of Kram and Ailat: Part 3” (from homework)
- Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of *World without Fish*



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Graphic Novel Part 3 (6 minutes) B. Unpacking Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 1 Assessment (33 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread the excerpt of Chapter 3 that you read in class today. B. 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
<p>Do not preview vocabulary.</p>	<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>	



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Supporting Materials



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Graphic Novel: Tracing the Development of an Idea Anchor Chart
Answers, for Teacher Reference

What happens?	How is the idea of fish depletion introduced, illustrated, or elaborated on in the graphic novel?
<p>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.</p>	<p>He introduces a new idea—the idea of what happens when fishermen start catching different fish because the other fish are running out.</p>



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.