



EXPEDITIONARY
LEARNING

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

Analyzing a Model Informative Consumer Guide



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

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 use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets

- I can find the gist of the model informative consumer guide.
- I can determine the main ideas of a model informative consumer guide.
- I can explain the purpose of an informative consumer guide.

Ongoing Assessment

- Annotations on Model informative consumer guide



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>B. Partner Discussion: The Purpose of an Informative Consumer Guide (6 minutes)</p> <p>2. Work Time</p> <p>A. Unpacking the Prompt and Introducing the Rubric (12 minutes)</p> <p>B. Reading the Model Informative Consumer Guide (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Analyzing Content of the Model Informative Consumer Guide (10 minutes)</p> <p>4. Homework</p> <p>A. Read up to page 97 of Chapter 7 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Use evidence flags to gather evidence as you read to answer the focus question on your structured notes:</p> <ul style="list-style-type: none"> • According to Mark Kurlansky, what are some solutions to the issue of fish depletion? According to Kurlansky, why won't they work? <p>B. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> • This lesson launches the performance task in which students will create an informative consumer guide to answer the question: What do consumers need to know about overfishing and fish depletion when buying fish? The task requires students to research about overfishing methods, sustainable fishing methods, case studies of depletion of particular fish species, and suggestions for how to buy fish that have been caught using sustainable methods. They then compile this research into an informative consumer guide using evidence from research sources to support their claims. • The New York State Grades 6–8 Expository Writing Evaluation Rubric will be used to assess student informative consumer guides. Students will review the rubric briefly in this lesson, but will use it to evaluate their own writing in later lessons. • In later lessons, students will need their annotated model informative consumer guide. Use routines of your classroom to help students keep track of these resources. • Students continue the homework routine of taking structured notes and using evidence flags. To streamline routines, consider whether students will record their structured notes on a handout or in their journals. Also consider giving each student one baggie with evidence flags, rather than distributing new flags each day. • For Lesson 2, prepare the research materials for each triad (see supporting materials). • In advance: <ul style="list-style-type: none"> – Review the model informative consumer guide (see supporting materials). – Consider preparing the research materials each triad will need in Lesson 2 (see supporting materials for Lesson 2). Each triad needs to be allocated one research article and you need enough of each article for one per student. The articles provided range in difficulty—determine how to allocate them by considering the reading level of students in each triad. Each triad needs to be given a glossary for its article, too. • Post: Learning targets.



Lesson Vocabulary	Materials
gist, main idea	<ul style="list-style-type: none"> • Informative Consumer Guide anchor chart (new; co-created with students during Opening B) • Performance Task Prompt: Informative Consumer Guide (one per student and one for display) • Equity sticks • New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student and one to display) • Model informative consumer guide (one per student and one to display) • Evidence flags (three per student for homework) • Structured notes (from Unit 2, Lesson 1; one new blank copy per student)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read them aloud: <ul style="list-style-type: none"> * "I can find the gist of the model informative consumer guide." * "I can determine the main ideas of a model informative consumer guide." * "I can explain the purpose of an informative consumer guide." • Remind students of what finding the <i>gist</i> means. Tell students that their performance task will be to create an informative consumer guide for people about buying fish that have been caught using sustainable fishing methods. 	<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.



Opening (continued)	Meeting Students' Needs
<p>B. Partner Discussion: The Purpose of an Informative Consumer Guide (6 minutes)</p> <ul style="list-style-type: none">• Pair students up and ask them to discuss:<ul style="list-style-type: none">* “What is an informative consumer guide?”• Cold call pairs to share their ideas. Listen for and guide students to the understanding that an informative consumer guide is a brochure to guide people in making choices when they are buying something.• Post the following questions. Then ask students to discuss in pairs:<ul style="list-style-type: none">* “What is the purpose of an informative consumer guide?”* “What do consumers need/expect from an informative guide? Why?”• Cold call pairs to share their ideas. This is only an initial discussion as students have not yet looked at any guides and some students may never have seen one before.• Record student ideas on the Informative Consumer Guide anchor chart. Ensure the list includes:<ul style="list-style-type: none">– Describes the problem: describes the problem and the link to the products they are looking to buy– Provides a solution: explains how the problem can be solved– Provides an example/case study: evidence and elaboration– Provide consumers with advice and suggestions: how and what to buy to help with this issue	<ul style="list-style-type: none">• Capturing whole-class thinking on an anchor chart can ensure quick reference later on.



Work Time	Meeting Students' Needs
<p>A. Unpacking the Prompt and Introducing the Rubric (12 minutes)</p> <ul style="list-style-type: none"> • Display and distribute Performance Task Prompt: Informative Consumer Guide. • Invite students to follow along with you as you read the prompt aloud. • Ask students to circle any unfamiliar words. Clarify words as needed. • Ask students to think back to the work they did in Unit 1. Remind them that they read the first five chapters of Mark Kurlansky's <i>World without Fish</i>, in which the problem of fish depletion due to overfishing was presented. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * "What can you remember about the issue of fish depletion and overfishing?" • Consider using equity sticks to select students to share out their responses. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * "What is a consumer? What is an informative consumer guide?" • Select students to share out their ideas. Listen for students to explain that a consumer is someone who buys something and an informative consumer guide is a guide that provides information about what to buy. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * "What is the Performance Task Prompt asking you to do?" * "What will your writing have to include to address the question?" • Circulate and listen for students to list each of the bullet points on the prompt when describing what their writing should include. • Display and distribute the New York State Grades 6–8 Expository Writing Evaluation Rubric. • Remind students that they should be familiar with this rubric from previous modules and that they will be assessed according to this rubric. • Ask students to review the criteria of the rubric with you. Select volunteers to read aloud each criterion. • Invite students to turn and talk with their partner: <ul style="list-style-type: none"> * "Which criterion do you think is a strength for you? Why?" * "Which criterion do you think is a challenge for you? Why? How can you work on this?" 	<ul style="list-style-type: none"> • Consider providing select students with a pre-highlighted version of the Performance Task Prompt that highlights the explicit actions students must take to complete the task.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students to share out their responses. <p>B. Reading the Model Informative Consumer Guide (15 minutes)</p> <ul style="list-style-type: none"> • Congratulate students for unwrapping the Performance Task Prompt. • Display and distribute the model informative consumer guide. • Tell them they will now begin reading like a writer by studying a model informative consumer guide. • Give students the focus question for the model: <ul style="list-style-type: none"> * “What do consumers need to know about chemical pesticides and fertilizers when buying fresh fruit and vegetables?” • Guide students to see the difference between the focus question in the prompt versus the model by asking students to discuss in pairs: <ul style="list-style-type: none"> * “What is the difference between the focus question in your prompt and the focus question in this model?” • Select students to share their responses with the whole group. Listen for students to explain that the focus questions are very similar, but instead of discussing the issue of fish depletion and overfishing in relation to buying fish, the model discusses the issue of pesticides and buying fruit and vegetables. • Invite students to follow along while you read the model informative consumer guide aloud. • Ask students to discuss in pairs: <ul style="list-style-type: none"> * “What is this model mostly about?” • Consider using equity sticks to select students to share their responses. Listen for students to explain that the model is mostly about how chemical pesticides and fertilizers are used in the process of growing fruits and vegetables and that they can cause health issues, so where possible, we should buy organic fruits and vegetables because they are grown without chemical pesticides and fertilizers. • Explain that now students will work in pairs to reread and annotate each paragraph of the model for the gist or to get an idea of what each of the paragraphs is mostly about. • Remind students to discuss the gist of each paragraph in their pairs before recording anything. • Ask students to begin. • Circulate and observe student annotations and invite students who are struggling to say the gist aloud to you before recording it. 	<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. • Consider allowing students to grapple with a complex text prior to explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.



Closing and Assessment	Meeting Students' Needs
<p>A. Analyzing Content of the Model Informative Consumer Guide (10 minutes)</p> <ul style="list-style-type: none"> • Explain to students that now they will synthesize their thinking about the model informative consumer guide. • Give students 1 minute to review their annotations. • Then, have them turn to a new partner and discuss their annotations. • Invite students to share their annotations with the whole group. Ask: <ul style="list-style-type: none"> * “What is the main idea of the first paragraph in the model informative consumer guide?” * “What is the main idea of the second paragraph?” • Select volunteers to share their responses. Listen for students to explain: <ul style="list-style-type: none"> – Some fruits and vegetables are grown using chemical pesticides and fertilizers that may cause health problems. – Research shows that some pesticides may be linked to ADHD and the development and growth of children. – Eating organic food is a way to prevent consuming pesticides because it is grown without chemical pesticides and fertilizers. – Research shows that eating organic fruits and vegetables can lower the levels of certain pesticides in urine. – Suggestions for consuming fewer chemicals from non-organic fertilizers and pesticides. • Preview homework and distribute the structured notes and evidence flags. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read up to page 97 of Chapter 7 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Use evidence flags to gather evidence as you read to answer the focus question on your structured notes: <ul style="list-style-type: none"> – According to Mark Kurlansky, what are some solutions to the issue of fish depletion? According to Kurlansky, why won't they work? • Continue reading your independent reading book. 	



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Supporting Materials



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Performance Task Prompt:
Informative Consumer Guide

Name:

Date:

Learning targets:

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 produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

Focus question: What do consumers need to know about overfishing and fish depletion when buying fish?

For this performance task, you are going to create an informative consumer guide to 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 stand at the fish counter deciding which fish to buy, and compelling to encourage them to read to the end.

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 been severely depleted and the impact that it has had.
- A solution: sustainable methods for catching fish.
- Suggestions: ways to buy 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.



New York State Grades 6–8 Expository Writing Evaluation Rubric

Criteria	CCLS	4	3	2	1	0
<p>CONTENT AND ANALYSIS: The extent to which the newspaper article objectively conveys complex ideas and information clearly and accurately in order to logically support the author’s analysis of different points of view</p>	<p>W.2 R.1.9</p>	<p>—clearly conveys the topic in a manner that is objective, compelling, and follows logically from the task and purpose</p> <p>—demonstrates insightful analysis of the text(s) by referencing different points of view of the event</p>	<p>—clearly conveys the topic in a manner that is objective and follows from the task and purpose</p> <p>—demonstrates grade-appropriate analysis of the text(s) by referencing different points of view of the event</p>	<p>—conveys the topic in a manner that follows generally from the task and purpose</p> <p>—demonstrates a literal comprehension of the text(s) by referencing different points of view of the event</p>	<p>—conveys the topic in a manner that does not logically follow from the task and purpose</p> <p>—demonstrates little understanding of the text(s) by attempting to reference different points of view of the event</p>	<p>—claim and reasons demonstrate a lack of comprehension of the text(s) or task</p>



New York State Grades 6–8 Expository Writing Evaluation Rubric

Criteria	CCLS	4	3	2	1	0
<p>COMMAND OF EVIDENCE: The extent to which the newspaper article presents evidence from the various media to support analysis and reflection through the use of newspaper article features*</p> <p>*headline, byline, subheading, graphic image with caption, and quotations</p>	<p>W.9 R.1.9</p>	<p>—develops the topic with relevant, well-chosen facts, concrete details, quotations, other information and examples from the text(s), and features of a newspaper article*</p> <p>—sustains the use of varied, relevant evidence</p> <p>—skillfully and logically selects evidence to support the angle of the newspaper article</p>	<p>—develops the topic with relevant facts, concrete details, quotations, other information and examples from the text(s), and features of a newspaper article*</p> <p>—sustains the use of relevant evidence, with some lack of variety</p> <p>—logically selects evidence to support the angle of the newspaper article</p>	<p>—partially develops the topic with the use of some textual evidence and features of a newspaper article,* some of which may be irrelevant</p> <p>—uses relevant evidence inconsistently</p> <p>—sometimes logically selects evidence to support the angle of the newspaper article</p>	<p>—demonstrates an attempt to use evidence and features of a newspaper article,* but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant</p> <p>—attempts to select evidence to support the angle of the newspaper article</p>	<p>—provides no evidence or provides evidence that is completely irrelevant</p> <p>—does not explain how evidence supports the angle of the newspaper article</p>



New York State Grades 6–8 Expository Writing Evaluation Rubric

Criteria	CCLS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: The extent to which the newspaper article logically organizes complex ideas, concepts, and information using the inverted pyramid structure* and formal and precise language</p> <p>*newspaper article uses the inverted pyramid structure, organizing details in order from major to minor</p>	<p>W.2 L.3 L.6</p>	<p>—exhibits clear newspaper article organization,* with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated descriptive language and domain-specific vocabulary with a notable sense of voice</p> <p>—uses a variety of sentence structures to make writing more compelling and interesting</p>	<p>—exhibits clear newspaper article organization,* with the use of appropriate transitions to create a unified whole</p> <p>—establishes and maintains a formal style using precise descriptive language and domain-specific vocabulary</p> <p>—uses a variety of sentence structures to make writing more interesting</p>	<p>—exhibits some attempt at newspaper article organization,* with inconsistent use of transitions</p> <p>—establishes but fails to maintain a formal style, with inconsistent use of descriptive language and domain-specific vocabulary</p> <p>—inconsistent use of a variety of sentence structures to make writing more interesting</p>	<p>—exhibits little attempt at newspaper article organization,* or attempts to organize are irrelevant to the task</p> <p>—lacks a formal style, using language that is not descriptive or is inappropriate for the text(s) and task</p> <p>—rarely uses a variety of sentence structures to make writing more interesting</p>	<p>—exhibits no evidence of newspaper article organization*</p> <p>—uses language that is predominantly incoherent or copied directly from the text(s)</p> <p>—does not use a variety of sentence structures to make writing more interesting</p>



New York State Grades 6–8 Expository Writing Evaluation Rubric

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable



Are You Buying Fruit and Vegetables Today?



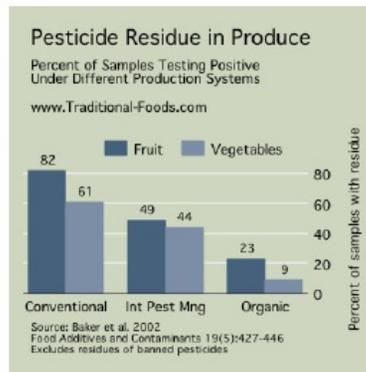
What you need to know...



Some fruits and vegetables are grown using chemical pesticides and fertilizers to prevent, destroy and reduce the possibility of pests, rodents, weeds, fungi, bacteria and viruses; however, research suggests that consuming fruit and vegetables sprayed with chemical pesticides and fertilizers can have a negative impact on our health. The US Environmental Protection Agency website explains that "By their nature, most pesticides create some risk of harm – Pesticides can cause harm to humans, animals, or the environment because they are designed to kill or otherwise adversely affect living organisms." When buying fruit and vegetables consumers should know that there are options that haven't been sprayed with pesticides and fertilizers during the growing process.

Negative Impact of Pesticides

One of the suggested negative impacts on our health is outlined in the journal *Pediatrics* describing research linking ADHD and a certain type of pesticide called an organophosphate. "Exposure to organophosphates has been associated with adverse effects on neurodevelopment, such as behavioral problems and lower cognitive function." (*Pediatrics*, Page e1270). The research goes on to describe how children who were found to have higher concentrations of the chemicals found in this pesticide in their urine were more likely to be diagnosed with ADHD. Kathryn Topei, M.S. also explains a possible negative impact of exposure to organophosphate pesticides for children, "The effect of low-level, long-term exposure to pesticides from food is not well understood but the concern is that organophosphates (OP) pesticides, a commonly used group of insecticides, could affect the development and growth of young children." (Reducing pesticide exposure in children and pregnant women. Page 9).



A solution

Studies suggest that eating organic fruit and vegetables, which have been grown without the use of chemical pesticides can lower health risks when eating fresh fruit and vegetables. A study in 2003 comparing pesticide levels in urine between children who ate organic foods and those who ate non-organic produce showed that children eating non-organic produce had pesticide levels up to six times higher (Reducing pesticide exposure in children and pregnant women).

A recent study...

Another study at the University of Washington found that when children were put on organic food diets including organic fresh fruits and vegetables for five days, lower levels of organophosphates were found in their urine (Northwest Bulletin).

What can I do?



1. When buying fruit and vegetables, buy organic where you can. They will have been grown without chemical pesticides and fertilizers.
2. There are twelve fruits and vegetables that have been found by the Environmental Working Group to contain more pesticides than others. Try to buy organic when buying any of these: apples, celery, sweet bell peppers, peaches, strawberries, nectarines, grapes, spinach, lettuce, cucumbers, blueberries, and potatoes.
3. Look for the USDA Organic Seal on fruits and vegetables in the grocery store. This means the food has been grown without chemical pesticides and fertilizers.
4. If you can't buy organic fruit and vegetables, make sure you wash and scrub the produce well before eating it. Peel the fruit and vegetables to reduce pesticides.



Model Informative Consumer Guide

Works Cited

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