



EXPEDITIONARY  
LEARNING

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

## Evaluating Research



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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 Target

- I can evaluate research to choose the most relevant and compelling factual information and quotes for my consumer guide.

Ongoing Assessment

- Structured notes: Chapter 9 of *World without Fish* (from homework)
- Circled information and quotes on Researching graphic organizer from Lesson 2



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Chapter 9 of <i>World without Fish</i> (10 minutes)</li> <li>B. Unpacking the Learning Target (3 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Identifying Relevant and Compelling Factual Information and Quotes (22 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Pair Share (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 10 of <i>World without Fish</i>. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes:                   <ul style="list-style-type: none"> <li>• According to Mark Kurlansky, what is global warming doing to fish? How?</li> </ul> </li> <li>B. Continue to read your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students evaluate the information and quotes they recorded on their Researching graphic organizers in Lesson 2 about the issue of overfishing and fish depletion to identify relevant and compelling information to use in their informative consumer guides. Students may find this challenging and may require more modeling than the lesson suggests.</li> <li>• In the next lesson, students will use the information and quotes they select to begin writing their informative consumer guide.</li> <li>• Emphasize to students that they are continuing to read <i>World without Fish</i> for homework because while they are not discussing other issues that he discusses, like pollution, on their informative consumer guides, it is important for them to understand all of the ideas Mark Kurlansky suggests in his book so they have an idea of the bigger picture of fish depletion outside overfishing. Explain that it is also important for them to recognize the connections between the texts they have been reading across the module.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Review: Back-to-Back, Face-to-Face protocol (see Appendix).</li> </ul> </li> <li>• Post: Learning target.</li> </ul>

Lesson Vocabulary	Materials
Evaluate	<ul style="list-style-type: none"> <li>• Performance Task Prompt: Informative Consumer Guide (from Lesson 1; one per student)</li> <li>• Researching graphic organizer (from Lesson 2; one per student and one to display)</li> <li>• Evidence flags (three per student for homework)</li> <li>• Structured notes (from Unit 2, Lesson 1; one new blank copy per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Chapter 9 of <i>World without Fish</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the homework: Read Chapter 9 of <i>World without Fish</i> and answer the focus question.</li> <li>• Invite students to take out their structured notes.</li> <li>• Tell students they will now use the Back-to-Back, Face-to-Face protocol to review what they wrote in their structured notes.</li> <li>• Review the protocol as necessary.</li> <li>• Back-to-Back, Face-to-Face:             <ol style="list-style-type: none"> <li>1. Pair students up and ask them to sit back-to-back.</li> <li>2. Ask them the homework focus questions: According to Mark Kurlansky, what is pollution doing to fish? How?</li> <li>3. Ask students to review the answers to the questions on their structured notes.</li> <li>4. Invite students to turn face-to-face to share their answers.</li> <li>5. Ask students to return to their seats.</li> </ol> </li> <li>• Invite students to make revisions as necessary based on the discussions they just had.</li> <li>• Select volunteers to share their answers with the whole group. Listen for students to explain that pollution, like oil and poisonous metals, are consumed and poison sea life. Other sea life then eats the poisoned sea life and becomes poisoned and so on and so forth.</li> <li>• Ask students to turn and talk:             <ul style="list-style-type: none"> <li>* “How does this issue link to <i>Flush</i> and the work you did in Unit 2?”</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for students to explain that a big idea in <i>Flush</i> is the way dumping bad things in the water can kill marine life, which is exactly what Chapter 9 in <i>World without Fish</i> is all about.</li> <li>• Emphasize to students here that while they are not discussing pollution on their informative consumer guides, it is important to understand all of the ideas that Mark Kurlansky suggests in his book to have an idea of the bigger picture of fish depletion outside overfishing. Explain that it is also important for them to recognize the connections between the texts they have been reading across the module.</li> </ul>	<ul style="list-style-type: none"> <li>• Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.</li> <li>• Consider pairing ELL students who speak the same first language to deepen their discussion and understanding.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking the Learning Target (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and read it aloud:           <ul style="list-style-type: none"> <li>* "I can evaluate research to choose the most relevant and compelling factual information and quotes for my consumer guide."</li> </ul> </li> <li>• Ask students to turn and talk:           <ul style="list-style-type: none"> <li>* "What does <i>evaluate</i> mean?"</li> <li>* "Why do you need to do evaluate your information? Why not just use all of the information and quotes you have collected?"</li> </ul> </li> <li>• Cold call students to share their ideas with the whole group. Listen for students to explain that <i>evaluate</i> means to compare the research recorded to determine which is the most relevant and compelling to use in their informative consumer guide. Listen also for students to explain that they can't use all of the information and quotes they have collected in research because the informative consumer guide needs to fit on one piece of letter paper.</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Identifying Relevant and Compelling Factual Information and Quotes (22 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students that now that they have collected all of the factual information and quotes they need for their informative consumer guide, they now need to think about the content of their guides. They have collected a lot of information and now they need to determine what is most relevant and compelling.</li> <li>• Ask students to take out their copy of the <b>Performance Task Prompt: Informative Consumer Guide</b> and reread it, focusing particularly on the first bullet: "Your informative consumer guide needs to include relevant and compelling factual information and quotes about overfishing and how it causes fish depletion."</li> <li>• Remind students that their informative consumer guide needs to be no longer than one piece of letter-sized paper. Therefore, they need to select the information that is most relevant and compelling while providing all of the essential information consumers will need to buy fish caught using sustainable fishing methods.</li> <li>• Explain that in this lesson, students are going to evaluate their information and quotes from Lesson 2 about how overfishing causes fish depletion to choose what to use in their informative consumer guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling the activity for students can provide them with the expectations you have of their independent work. It can also provide students with the confidence to work independently, giving you time to support students who require additional support.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to take out their <b>Researching graphic organizer</b> from Lesson 2.</li><li>• Ask one student to borrow their Researching graphic organizer and display it for the class.</li><li>• Model how to evaluate the information on the graphic organizer and choose the most relevant and compelling information about how overfishing can cause fish depletion.</li><li>• Go through each piece of information and ask students:<ul style="list-style-type: none"><li>* “Is this something that consumers must know to understand the issue of overfishing and how it causes fish depletion?”</li><li>* “Is it relevant?”</li><li>* “Is it compelling?”</li></ul></li><li>• Ask for a show of hands for those who think the information should be used. Select a student to explain why it should be used.</li><li>• Tell students that until they start looking at their own information and quotes, it is okay if they aren’t sure yet. If they think there is a chance they might like to use it, encourage them to put a star next to the information or quote.</li><li>• Repeat with the next few pieces of information and quotes recorded on the graphic organizer.</li><li>• Once you have at least two pieces of information and/or quotes starred, invite students to compare those pieces of information and also to consider whether any of the quotes that have been starred support the recorded information.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “Are both of these starred pieces of information/quotes necessary for consumers to know?”</li><li>* “Is there one that is more relevant and compelling?”</li><li>* “Does the quote support any of the pieces of information you have recorded? Or does it provide relevant information in a compelling way itself?”</li></ul></li><li>• The information/quotes that students want to use should be circled; use your judgment and student input to determine whether or not to circle any starred information on the students’ graphic organizers.</li><li>• Invite students to work together in pairs to evaluate all of the factual information and quotes in their Researching graphic organizers to identify the most relevant and compelling of those on the issue of overfishing and fish depletion.</li><li>• Circulate to assist students. Ask guiding questions:<ul style="list-style-type: none"><li>* “Why have you put a star next to this?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “Why do people need to know this information?”</li> <li>* “Which of these pieces of information/quotes about overfishing is most relevant and compelling? Or do you need to use them both?”</li> <li>• “Does the quote support a particular piece of information? Or does it provide relevant information in a compelling way itself?”</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Pair Share (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into new pairs to share their circled information and quotes and to justify why they have chosen them.</li> <li>• Encourage students to help each other to ensure they have selected only the most relevant and compelling information and quotes.</li> <li>• Remind students that they will only have one piece of letter-sized paper and they need to include the other information, like the case study, sustainable fishing methods, and suggestions for buying fish caught using sustainable methods, as well.</li> <li>• Preview homework and distribute <b>structured notes</b> and <b>evidence flags</b>.</li> </ul>	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Chapter 10 of <i>World without Fish</i>. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes:             <ul style="list-style-type: none"> <li>– According to Mark Kurlansky, what is global warming doing to fish? How?</li> </ul> </li> <li>• Continue to read your independent reading book.</li> </ul>	

There are no new supporting materials for this lesson.