



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Overview



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Unit 3: Researching and Interpreting Information: What You Need to Know When Buying Fish

In this unit, students delve more deeply into learning about overfishing methods and case studies of specific fish depletion to answer the question: What do you need to know when buying fish? Students begin by researching factual information about overfishing methods, sustainable fishing methods, case studies, and ways to buy fish caught using sustainable methods, and record what they find on graphic organizers. In the second half of the unit, students analyze consumer guides to learn about the features. Students then evaluate the information they have collected through

research to determine what is most compelling to include in their guides. They organize their information to create an eye-catching consumer guide to answer the research question.

Guiding Questions and Big Ideas

- **How do human activities affect the balance of our ecosystem?**
- **How can we make a difference?**
- **What does a consumer need to know when buying fish?**
- *Organisms and their environment have an interconnected relationship. Human choices affect this relationship.*
- *Information needs to be presented in an eye-catching and emotionally appealing way to encourage people to follow the advice presented.*



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|---------------------------------|---|
| <p>Mid-Unit 3 Assessment</p> | <p>Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods 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 This assessment centers on NYSP12 ELA CCLS SL.6.2. In Part 2, students explain orally how the resources they have looked at contribute to the topic of overfishing and fish depletion.</p> |
| <p>End of Unit 3 Assessment</p> | <p>Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish 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> |
| <p>Final Performance Task</p> | <p>Informative Consumer Guide: What You Need to Know 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.</p> |



Content Connections

This module is designed to address English Language Arts standards as students read a literary non-fiction text about the causes of and solutions to the issue of fish depletion in the oceans. 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.

Central Texts

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



This unit is approximately 2.5 weeks or 13 sessions of instruction.

| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Learning Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|--|--|---|---|
| Lesson 1 | Analyzing a Model Informative Consumer Guide | <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. (W.6.2) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <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. <p>I can explain the purpose of an informative consumer guide.</p> | <ul style="list-style-type: none"> Annotations on Model informative consumer guide | <ul style="list-style-type: none"> Informative Consumer Guide anchor chart |
| Lesson 2 | Researching Information About Overfishing | <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. (W.6.2) I can conduct short research projects to answer a question. (W.6.7) I can interpret information presented in different media and formats. (SL.6.2) | <ul style="list-style-type: none"> I can research overfishing to find relevant and compelling factual information and quotes. | <ul style="list-style-type: none"> Structured notes: First part of Chapter 7 of <i>World without Fish</i> (from homework) Researching graphic organizer: Lesson 2 | |
| Lesson 3 | Researching Case Studies of a Depleted Fish Species | <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. (W.6.2) I can conduct short research projects to answer a question. (W.6.7) | <ul style="list-style-type: none"> I can research to find relevant and compelling factual information and quotes about depleted fish species to use as a case study in my informative consumer brochure. | <ul style="list-style-type: none"> Structured notes: The rest of Chapter 7 of <i>World without Fish</i> (from homework) Researching graphic organizer: Lesson 3 | |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Learning Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|---|--|---|---|
| Lesson 4 | Researching Information About Sustainable Fishing | <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. (W.6.2) I can conduct short research projects to answer a question. (W.6.7) | <ul style="list-style-type: none"> I can research to find relevant and compelling factual information and quotes about sustainable fishing methods to use in my informative consumer brochure. | <ul style="list-style-type: none"> Structured notes: Chapter 8 of <i>World without Fish</i> (from homework) Researching graphic organizer: Lesson 4 | |
| Lesson 5 | Mid-Unit 3 Assessment Part 1: Researching Information about 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) | <ul style="list-style-type: none"> I can interpret information from different resources as part of my research about what consumers need to know about overfishing and fish depletion when buying fish. I can refine the research question to focus my research. | <ul style="list-style-type: none"> Mid-Unit 3 Assessment, Part 1: Researching Information about Buying Fish Caught Using Sustainable Fishing Methods | |
| Lesson 6 | Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic | <ul style="list-style-type: none"> 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"> I can explain how the new information I found through research deepens my understanding of what consumers need to know about overfishing and fish depletion when buying fish. | <ul style="list-style-type: none"> Structured notes Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic (oral) | |
| Lesson 7 | Evaluating Research | <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. (W.6.2) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <ul style="list-style-type: none"> I can evaluate research to choose the most relevant and compelling factual information and quotes for my consumer guide. | <ul style="list-style-type: none"> Structured notes: Chapter 9 of <i>World without Fish</i> (from homework) Circled information and quotes on Researching graphic organizer from Lesson 2 | <ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Learning Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|--|--|---|---------------------------|
| Lesson 8 | Planning Content of Informative Consumer Guide: The Issue of Overfishing and Fish Depletion | <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. (W.6.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <ul style="list-style-type: none"> I can organize the information and quotes I have chosen about overfishing and the issue of fish depletion into a Quote Sandwich organizer. I can evaluate research to choose the most relevant and compelling factual information and quotes for my informative consumer guide. | <ul style="list-style-type: none"> Structured notes: Chapter 10 of <i>World without Fish</i> (from homework) Quote Sandwich for the issue of overfishing and fish depletion Circled information and quotes on Researching graphic organizer from Lesson 3 | |
| Lesson 9 | Planning Content of Informative Consumer Guide: Sustainable Fishing Methods | <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. (W.6.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <ul style="list-style-type: none"> I can evaluate research to choose the most relevant and compelling factual information and quotes for my informative consumer guide. I can organize the information and quotes I have chosen about sustainable fishing methods into a Quote Sandwich graphic organizer. | <ul style="list-style-type: none"> Circled information and quotes on Researching graphic organizer from Lesson 4 Quote Sandwich for sustainable fishing methods Circled information and quotes on the graphic organizer from the Mid-Unit 3 Assessment (from Lesson 5) | |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Learning Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-------------------------|--|---|--|--|---|
| <p>Lesson 10</p> | <p>End of Unit Assessment: Drafting the Informative Consumer Guide</p> | <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. (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) • 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 use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <ul style="list-style-type: none"> • I can use domain-specific vocabulary in my informative consumer guide. • I can draft the written content of a relevant and compelling informative consumer guide to inform people who are buying fish about how and why to buy fish caught using sustainable methods. • I can maintain a formal style in my writing. | <ul style="list-style-type: none"> • End of Unit 3 Assessment: Draft of Written Content of Informative Consumer Guide | <ul style="list-style-type: none"> • Formal Style anchor chart |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Learning Targets | Ongoing Assessment | Anchor Charts & Protocols |
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| Lesson 11 | Analyzing the Features of an Informative Consumer Guide | <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. (W.6.2) I can 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. (RI.6.7) | <ul style="list-style-type: none"> I can identify the features of an informative consumer guide. I can select visuals like images, charts, and graphs to make my informative consumer guide eye-catching and to help consumers better understand the issue of overfishing and fish depletion. | <ul style="list-style-type: none"> Annotated informative consumer guides | <ul style="list-style-type: none"> Informative Consumer Guide anchor chart |
| Lesson 12 | Revising the Informative Consumer Guide: Sentence Structure, Transitions, and Works Cited | <ul style="list-style-type: none"> I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) I can maintain consistency in style and tone when writing and speaking. (L.6.3b) | <ul style="list-style-type: none"> I can use a variety of sentence structures to make my informative consumer guide more interesting. I can use appropriate transitions to make the informative consumer guide flow smoothly. | <ul style="list-style-type: none"> Revised Draft of Written Content of Informative Consumer Guide Self-assessment on Row 3 of the New York State Grades 6–8 Expository Writing Evaluation Rubric | |



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|-------------------------|---|---|--|---|---------------------------|
| <p>Lesson 13</p> | <p>Performance Task: Final Informative Consumer Guide</p> | <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. (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) • 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 use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) | <ul style="list-style-type: none"> • I can use formative feedback from the teacher to revise my informative consumer guide. • I can use peer feedback to revise my writing to further meet the expectations of the rubric. • I can write a final draft of an interesting, accurate, and objective informative consumer guide. | <ul style="list-style-type: none"> • Performance Task: Final draft of informative consumer guide | |



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| Lesson 13, continued | | <ul style="list-style-type: none"> • I can 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”). (W.6.9a) • I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) • I can maintain consistency in style and tone when writing and speaking. (L.6.3b) • I can 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. (RI.6.7) | | | |



Optional: Experts, Fieldwork, and Service

Experts:

- Invite fishermen to speak to the students about the methods they use for catching fish and the rules and regulations they have to follow.
- Invite a scientist to speak to the 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 their extinction; for example, the baiji white dolphin or the Javan tiger



Preparation and Materials

- **This unit includes a number of routines that involve stand-alone documents.**

1. Reading Calendar

- Students read excerpts of *World without Fish* for homework each night for Lessons 1–7 and answer a focus question. In Unit 1, students read excerpts of the text in the lesson before rereading them at home. In this unit, students read the text excerpts for the first time at home because they should be familiar now with Mark Kurlansky’s writing style, the subject matter, and domain-specific vocabulary, and should have built reading stamina over the course of the module. The purpose of this independent reading of *World without Fish* in the first half of the unit is to prepare them for the research they will carry out in lessons on the ideas and topics discussed in the book. The purpose of the reading in the second half is for students to complete the unit with a solid understanding of all of Mark Kurlansky’s ideas about fish depletion.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See stand-alone document.

2. Structured Notes

- Structured notes record students’ thinking about a focus question specific to what they have been asked to read. They 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.

3. Research

- The research materials provided in the research folders in this unit are purposely of a range of Lexile measures to challenge students of all abilities. Guide students to choose research materials from the folders that are at an appropriate level for them. Glossaries have been provided for each of the articles, so have students use the glossaries with the articles to gain a greater understanding of the text. Be prepared to provide support to students who will struggle with all of the texts in a group—choose one text for all of them to work with and read it for the gist as a group.



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 | Chapter 7: Pages 88–97 | <p>Read up to page 97 of Chapter 7 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Answer the focus questions on your structured notes:</p> <p>According to Mark Kurlansky, what are some solutions to the issue of fish depletion? According to Kurlansky, why won't they work?</p> <p>Key Vocabulary: domestic, indiscriminately, domestication, ferocious, ancestors, resembles, offspring, spawning, enzyme, menace, penalties, regulating, quotas, incentive, by-catch</p> |
| 3 | Chapter 7: Page 98 to the end of the chapter | <p>Read the rest of Chapter 7 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Answer the focus question on your structured notes:</p> <p>According to Mark Kurlansky, what are some other solutions to the issue of fish depletion? According to Kurlansky, why won't they work?</p> <p>Key Vocabulary: gear, concentrated, discontinued, underutilized, self-regulation, monitored, noncommercial, bureaucracy</p> |
| 4 | Chapter 8 | <p>Read Chapter 8 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Answer the focus question on your structured notes:</p> <p>What are the sustainable fishing methods Mark Kurlansky suggests? What makes them sustainable?</p> <p>Key Vocabulary: efficient, banned, outrage, auctions, overwhelmed, harpooning</p> |
| 5 | Chapter 11 Pages 144–153 | <p>Read Chapter 11 of <i>World without Fish</i> to the end of page 153. Remember to record new words on your word-catcher. Answer the focus question on your structured notes:</p> <p>According to Mark Kurlansky, what are some things that we can do to help solve the problem of fish depletion?</p> <p>Key Vocabulary: modifications, recognition, environmentalists, decline, appreciate, deprive, boycott</p> |



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| 6 | <p>Chapter 9 Pages 118–127</p> | <p>Read Chapter 9 of <i>World without Fish</i> to the end of page 127. Remember to record new words on your word-catcher. Answer the focus question on your structured notes:</p> <p>According to Mark Kurlansky, what is pollution doing to fish? How?</p> <p>Key Vocabulary: tremendous, hazardous, components, pristine, legislation, catastrophe, restitution, vehemently, renewable, consequently</p> |
| 7 | <p>Chapter 9 Pages 128–134</p> | <p>Read to the end of Chapter 9 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Continue to answer the focus question on your structured notes:</p> <p>According to Mark Kurlansky, what is pollution doing to fish? How?</p> <p>Key Vocabulary: ingesting, beneficial, corrosion, opaqueness, receptacle, deficiency, genetic, subtle</p> |
| 8 | <p>Chapter 10</p> | <p>Read Chapter 10 of <i>World without Fish</i>. Remember to record new words on your word-catcher. Continue to answer the focus question on your structured notes:</p> <p>According to Mark Kurlansky, what is global warming doing to fish? How?</p> <p>Key Vocabulary: emitted, observable, salinity, excessive, correlates</p> |



| Chapter | Homework Focus Question | Answer to the Question with Evidence from the Text (with Page Number) |
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