Grade 6: Module 3
Student Workbook

Name: _____

World Without Fish

Name:

Word-catcher **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
Z	Use this space for notes.			

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?	

GRADE 6: MODULE 3B: UNIT 1: LESSON 1

Structured Notes

Name:

Date:

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

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?	

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 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?	

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 *Zodiac*?	
8. What four things started to happen between the 1870s and 1880s?	
9. What did fishermen do when fish declined in one place?	

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?

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?	

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?** 5. Highlight the text clues in the middle column. 6. 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

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?	

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. He is smug/proud that the fishermen were right.		
2. He is frustrated and disappointed that fishermen still blame others.		

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

Grade 6: Module 3B: Unit 2

Flush Word-catcher

Name:

Date:

Mark literary words with an * (For example: *inference)

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
Z	Use this space for notes.			

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Noah's Point of View Graphic Organizer: Pages 7–9

Name:

Date:

Learning Targets:
"I can analyze how an author's word choice affects tone and meaning in a literary text." (RL.6.4)
"I can analyze how an author develops a narrator or speaker's point of view." (RL.6.6)

CLAIM What is Noah's point of view of the *Coral Queen* and Dusty Muleman?	**EVIDENCE** How do you know? How did Hiaasen develop Noah's point of view of the *Coral Queen* and Dusty Muleman? (Use specific words, phrases, and sentences from the text.) Circle figurative language.	**WORD CHOICE** Describe the tone of the text with one word. (for example, angry or sad)

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Noah's Point of View Graphic Organizer: Pages 17–19

Name:

Date:

Learning Targets:
"I can analyze how an author's word choice affects tone and meaning in a literary text." (RL.6.4)
"I can analyze how an author develops a narrator or speaker's point of view." (RL.6.6)

Directions:

3. Reread pages 17–19 of *Flush* from "'Mr. Peeking?' I said. His real name was Charles," on page 17 to the end of page 19.
4. In triads, discuss the question: What is Noah's point of view of Lice Peeking? Use evidence from the text to support your answer.
5. Record your claims in the first column of the organizer.
6. Record evidence from the text to support those claims in the middle column. Remember to use quotation marks and to include the page number.
7. Choose one word to describe the tone of the evidence you have recorded and record it in the final column.

CLAIM What is Noah's point of view of Lice Peeking?	**EVIDENCE** How do you know? How did Hiaasen develop Noah's point of view of Lice Peeking? (Use specific words, phrases, and sentences from the text.) Circle figurative language.	**WORD CHOICE** Describe the tone of the text with one word. (for example, angry or sad)

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Noah's Point of View Graphic Organizer: Pages 27–29

Name:

Date:

Learning Targets:
"I can analyze how an author's word choice affects tone and meaning in a literary text." (RL.6.4)
"I can analyze how an author develops a narrator or speaker's point of view." (RL.6.6)

Directions:

8. Reread pages 27–29 of *Flush* from "In July days get long and stream together," on page 27 to "Rado took him home while I skated alone down the old road, back toward Lice Peeking's place" in the middle of page 29.
9. In triads discuss the question: What is Noah's point of view of the area he lives in? Use evidence from the text to support your answer.
10. Record your claims in the first column of the organizer.
11. Record evidence from the text to support those claims in the middle column. Remember to use quotation marks and to include the page number.
12. Choose one word to describe the tone of the evidence you have recorded and write it in the final column.

Noah's Point of View Graphic Organizer: Pages 27–29

CLAIM What is Noah's point of view of the area he lives in?	**EVIDENCE** How do you know? How did Hiaasen develop Noah's point of view of the area he lives in? (Use specific words, phrases, and sentences from the text.) Circle figurative language.	**WORD CHOICE** Describe the tone of the text with one word. (for example, angry or sad)

Exit Ticket:
Chapters 4 and 5 Plot Development

Name:

Date:

Learning Target: "I can analyze how Chapters 4 and 5 contribute to plot development."

Chapter	Main Events in Chapter	How do these events contribute to the plot development? (Do they introduce a new character? Provide/build on conflict or tension?)
Chapter 4		
Chapter 5		

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

"Five Creative Tips from Carl Hiaasen, Florida's Cleverest Chronicler"

By: Jessica Grose

By any measure, Carl Hiaasen is a prolific writer—he's the author of more than a dozen books and continues to write a newspaper column. Here, he shares with us the secrets of getting it done (when you're surrounded by beautiful distractions)

Excerpt:

> TIP NUMBER 4
> THE BEST SATIRE COMES FROM A PLACE OF AFFECTION.
>
> I feel lucky to be born and raised in Florida, and have genuine family roots there. It affects the way I work—it affects the degree to which I care about the place. As much as I write about the crazy aspect and what's wrong with it, I have tremendous affection—all my grandkids are here; it's not a throwaway location for me. There are very few places in the state that don't have an emotional attachment for me. It helps the writing; it helps the satire. I have a lot of strong feelings, and it's a great sharp edge. When you grow up in Florida where it's completely flat, it's so vulnerable to development and exploitation. I've always said that in writers' groups, I couldn't write—or be as funny in my writing about Florida—if I didn't care about it so much.

Gathering Evidence of Hiaasen's Perspective:
Part 1 Graphic Organizer

Name:

Date:

Learning Targets:
"I can use evidence from the text to answer text-dependent questions."
"I can infer Carl Hiaasen's perspective of Florida."

QUESTIONS	ANSWERS Use evidence from the text to support your answers.	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Five Creative Tips from Carl Hiaasen"		
1. What affects the way Carl Hiaasen cares about Florida?		
2. Why does Carl Hiaasen have "tremendous affection" for Florida?		
3. According to Hiaasen, why is Florida vulnerable?		

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Name:

Date:

"Florida 'A Paradise of Scandals'" Excerpt 1
By: Rebecca Leung
from a CBS *60 Minutes* interview with Carl Hiaasen from April 17, 2005

Do you need to be angry to be funny?

"Some days, yeah," he says. "Yeah."

Much of that anger is reserved for the forces of development, which have transformed Florida from a quaint tropical postcard where Hiaasen grew up, to urban sprawl, strip malls and skyscrapers. Hiaasen sees it as a daily collision between nature and the unnatural, the appealing and the appalling, as manatees fight for space with manatee mailboxes, and developers pave over 450 acres of green space a day.

"The one word that no politician will ever speak, is 'enough.' Enough,' says Hiaasen. 'This is an economy that's based on growth—growth for the sake of growth. We don't manufacture anything. We don't produce anything except, you know, oranges and handguns. This is all about growth, tourism and growth."

Why did he decide to start writing novels?

"Therapy," says Hiaasen laughing. "Actually, with the novels, you have this wonderful opportunity to write your own endings—to have the bad guys get not only exactly what they deserve, but in some poetic, you know, miserable way."

Gathering Evidence of Hiaasen's Perspective:
Part 2 Graphic Organizer

Name:

Date:

Learning Targets:
"I can use evidence from the text to answer text-dependent questions."

"I can identify evidence of Carl Hiaasen's perspective of Florida."

QUESTIONS	ANSWERS (Use evidence from the text to support your answers.)	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Florida 'A Paradise of Scandals'" Excerpt 1		
1. According to the text, what does Hiaasen reserve his anger for?		
2. According to the text, how has Florida changed?		
3. According to the text, how much green space is paved over in Florida each day?		
4. What does Carl Hiaasen say is produced in Florida?		
5. According to the text, why did Carl Hiaasen start writing novels?		

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

"Florida 'A Paradise of Scandals'" Excerpt 2

Name:

Date:

By: Rebecca Leung
from a CBS *60 Minutes* interview with Carl Hiaasen from April 17, 2005

Note: *Kroft is the person who is conducting the interview.*

...says Hiaasen. "My escape is to just get in a boat and disappear on the water."

Most days when he's finished writing, he's out in Florida Bay, usually alone, poling his skiff and looking for bonefish on the edge of the Everglades.

"It's like church for me anyway. It's gorgeous," says Hiaasen.

"So we're away from the weirdness now?" asks Kroft.

"Yeah. We are totally away from the weirdness, except for me," says Hiaasen. "All these little fish and all the sting rays and little sharks and everything. You're right in the middle of it, which makes it so much fun. Even if you're not catching any fish, it's a blast to be out here. It's certainly therapeutic."

His agent says that Hiaasen is a fisherman who happens to write. "I would take that as a compliment any day," says Hiaasen. "I need to do it to stay sane, so I think that, you know, the official version is it's number three on my list behind the writing and behind my family."

Gathering Evidence of Hiaasen's Perspective:
Part 3 Graphic Organizer

Name:

Date:

Learning Targets:
"I can use evidence from the text to answer text-dependent questions."
"I can infer Carl Hiaasen's perspective of Florida.

QUESTIONS	ANSWERS (Use evidence from the text to support your answers.)	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Florida 'A Paradise of Scandals'" Excerpt 2		
1. How does Carl Hiaasen escape?		
2. How does he describe what it's like out on the water for him?		
3. What is more important than fishing to Carl Hiaasen?		
4. Why does Carl Hiaasen say he needs to fish?		

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Name:

Date:

Learning Targets:

- "I can identify evidence of Carl Hiaasen's perspective in *Flush*."

Directions:

1. Read back through all the inferences you have made about Carl Hiaasen's perspective of Florida on your Gathering Evidence of Hiaasen's Perspective graphic organizers from Lessons 6–8.
2. Look for the common themes in each of the perspectives you have inferred and combine those to write a short summary (no more than two sentences) describing Carl Hiaasen's perspective of Florida, using the sentence starter in the top row of the Claim column.
3. Record that summary in the Claim column.
4. Assign each student in your triad one of the following excerpts: pages 44–46, 66–68, 102–104 and 138–140 looking for connections to Carl Hiaasen's perspective of Florida.
5. Each triad member should read his or her assigned section, marking any evidence of Carl Hiaasen's perspective of Florida with evidence flags.
6. Share and discuss the evidence you marked with your triad and determine which evidence you think clearly shows his perspective and how he channels that in his writing.
7. Record the evidence in the Evidence column and use the sentence starters in the top row to explain how this shows evidence of Carl Hiaasen's perspective

Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that …	In his novel *Flush*, he writes … This shows evidence of the claim that … because …

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Illustrating a Scene Showing Perspective

Name:

Date:

Learning Targets:

- "I can create and present a text or artwork in response to a literary work."
- "I can develop a perspective or theme supported by relevant details."
- "I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts."

Page number: _____

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Reader's Review:
Flush

Name:

Date:

1. What happened?

   In this text, _____

   _____

   _____

2. What did you notice? (structure, author's language and word choice, writing style, etc.)

   I noticed _____

   _____

   _____

   _____

3. What did this book make you wonder/think about/connect to?

   Reading this book made me think about/wonder/connect to _____

   _____

   _____

   _____

4. How would you rate this book?

   I would give this book 1/2/3/4/5 stars because _____

   _____

   _____

Grade 6: Module 3B: Unit 3

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.

Grades 6–8 Expository Writing Evaluation Rubric

Criteria	Standard	4	3	2	1	0
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	W.2 R.1.9	—clearly conveys the topic in a manner that is objective, compelling, and follows logically from the task and purpose —demonstrates insightful analysis of the text(s) by referencing different points of view of the event	—clearly conveys the topic in a manner that is objective and follows from the task and purpose —demonstrates grade-appropriate analysis of the text(s) by referencing different points of view of the event	—conveys the topic in a manner that follows generally from the task and purpose —demonstrates a literal comprehension of the text(s) by referencing different points of view of the event	—conveys the topic in a manner that does not logically follow from the task and purpose —demonstrates little understanding of the text(s) by attempting to reference different points of view of the event	—claim and reasons demonstrate a lack of comprehension of the text(s) or task
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* *headline, byline, subheading, graphic image with caption, and quotations	W.9 R.1.9	—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* —sustains the use of varied, relevant evidence —skillfully and logically selects evidence to support the angle of the newspaper article	—develops the topic with relevant facts, concrete details, quotations, other information and examples from the text(s), and features of a newspaper article* —sustains the use of relevant evidence, with some lack of variety —logically selects evidence to support the angle of the newspaper article	—partially develops the topic with the use of some textual evidence and features of a newspaper article,* some of which may be irrelevant —uses relevant evidence inconsistently —sometimes logically selects evidence to support the angle of the newspaper article	—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 —attempts to select evidence to support the angle of the newspaper article	—provides no evidence or provides evidence that is completely irrelevant —does not explain how evidence supports the angle of the newspaper article

Grades 6–8 Expository Writing Evaluation Rubric

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

Grades 6–8 Expository Writing Evaluation Rubric

Criteria	CCSS	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

Model Informative Consumer Guide

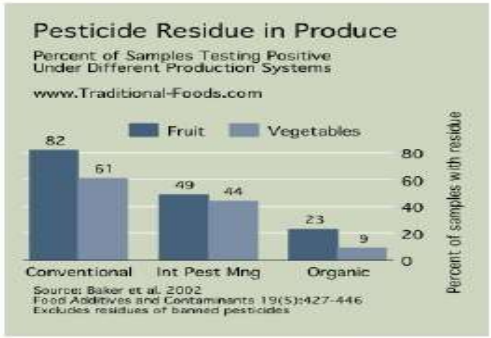
Are You Buying Fruit and Vegetables Today?

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.

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Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Researching Graphic Organizer: Lesson 2

Name:

Date:

Refined research question: _____

Directions:

1. Read through the text carefully. Use the glossary to help you with words that are unfamiliar.
2. Reread the text and discuss in your triads the relevant factual information that will help you describe the issue to consumers.
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7. Record the information in the second column. Record quotes in quotation marks.
8. In the third column, describe how this information/quote answers your refined question.

Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**How does it answer the question?**

Researching Graphic Organizer: Lesson 2

Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**How does it answer the question?**

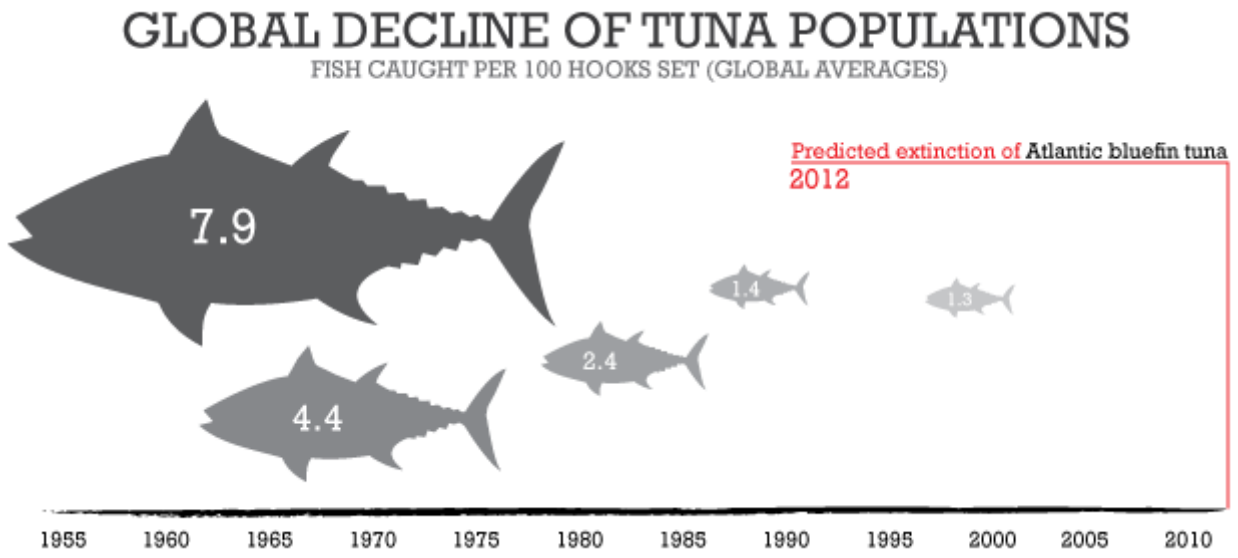
Overview

Overfishing occurs when fish and other marine species are caught faster than they can reproduce. It is the result of growing demand for seafood around the world, combined with poor management of fisheries and the development of new, more effective fishing techniques. If left unchecked, it will destroy the marine ecosystem and jeopardise the food security of more than a billion people for whom fish are a primary source of protein.

Sustainable fishing

The statistics are grim: 3/4 of the world's fish stocks are being harvested faster than they can reproduce. Eighty percent are already fully exploited or in decline. Ninety percent of all large predatory fish – including tuna, sharks, swordfish, cod and halibut – are gone. Scientists predict that if current trends continue, world food fisheries could collapse entirely by 2050.[1]

The most prized species are already disappearing. The 1990s saw the widely-publicized collapse of several major cod fisheries, which have failed to recover even after fishing was stopped. WWF predicts that the breeding population of Atlantic bluefin tuna — one of the ocean's largest and fastest predators, and sought-after as a delicacy used for sushi — will disappear within three years unless catches are drastically reduced.



As fish populations closer to shore dwindle, commercial fishing operations have shifted their focus to largely unregulated deep-sea fisheries – as much as 40 percent of the world's trawling grounds are now in waters deeper than 200 meters. In doing so, they target species which are particularly vulnerable to overexploitation, like the orange roughy. Like many other deep-sea fish, this species matures late and lives very long — over 150 years. Its low fecundity means populations become depleted more quickly than inshore species when they are overfished, and take much longer to recover. Indeed, many orange roughy stocks have already collapsed, and recently discovered substitute stocks are also rapidly dwindling.

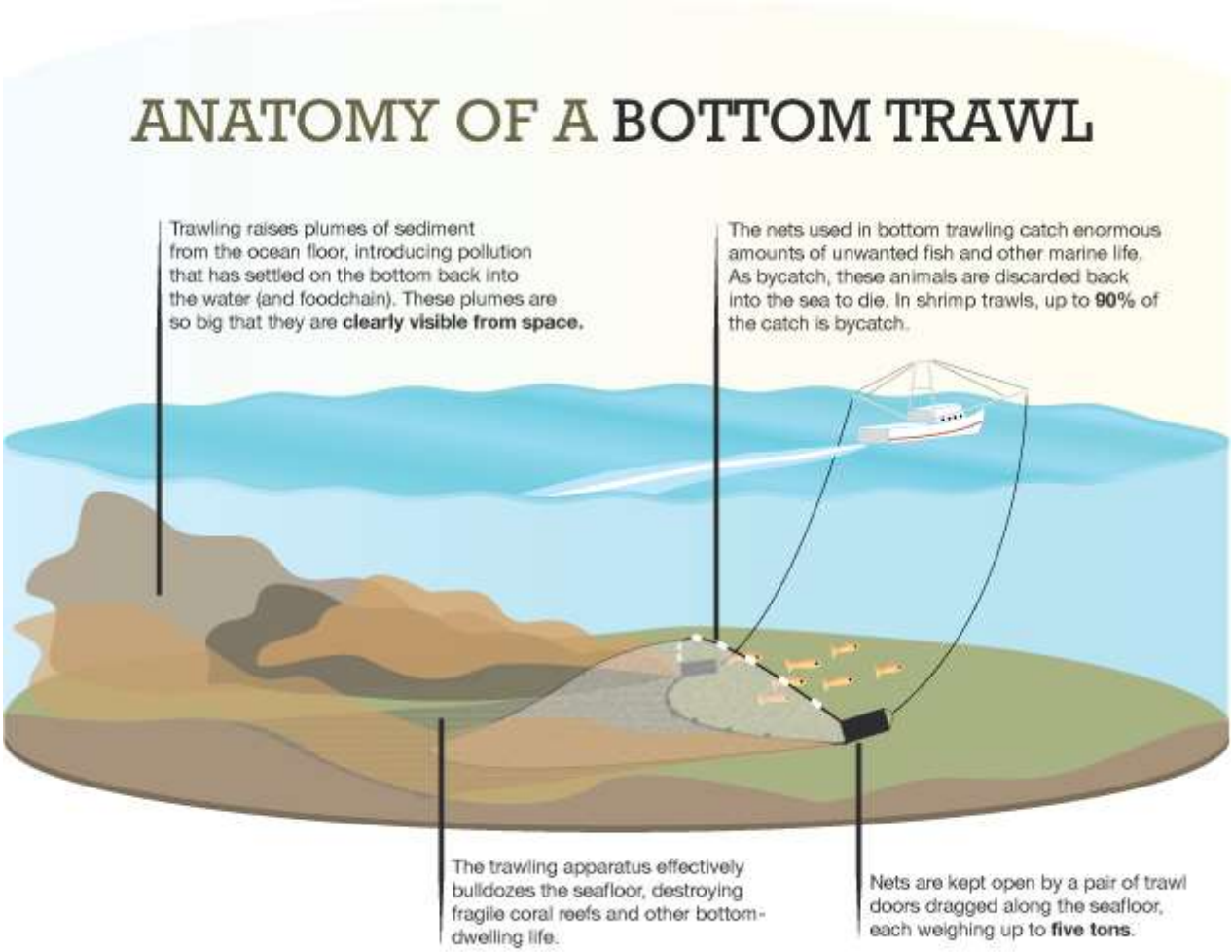
The good news is that areas with competent fisheries management and coast guard policing, mainly in the developed world, have experienced some dramatic recoveries of fish populations. The bad news is that most overfishing takes place in the waters of poor countries where there is no adequate regulation or policing; areas where rogue fleets — some of which hail from developed countries — equipped with high-tech ships can poach without consequences. Using methods like bottom trawling and long-lining, these fleets are capable of wiping out entire fisheries in a single season. And they don't just catch the fish they target.

Bycatch

Modern fishing vessels catch staggering amounts of unwanted fish and other marine life. It's estimated that anywhere from 8 to 25 percent of the total global catch is discarded, cast overboard either dead or dying.[2] That's up to 27 million tonnes of fish thrown out each year -- the equivalent of 600 fully-laden Titanics. And the victims aren't just fish. Every year, an estimated 300,000 whales, dolphins and porpoises die entangled in fishing nets, along with thousands of critically-endangered sea turtles. Long-line fisheries also kill huge numbers of seabirds. Over 100,000 Albatrosses die this way every year, and many species are endangered as a result of bycatch.

Research Articles and Glossaries:
"Threat 1: Overfishing"

All modern forms of commercial fishing produce bycatch, but shrimp trawling is by far the most destructive: it is responsible for a third of the world's bycatch, while producing only 2% of all seafood.



Shrimp (and many deep-sea fish) are caught using a fishing method called bottom trawling, which usually involves dragging a net between two trawl doors weighing several tons each across the ocean bed. This has a destructive impact on seabed communities, particularly on fragile deep water coral – a vital part of the marine ecosystem that scientists are just beginning to understand.[3] The effect of bottom trawling on the seafloor has been compared to forest clear-cutting, and the damage it causes can be seen from space. The UN Secretary General reported in 2006 that 95 percent of damage to seamount ecosystems worldwide is caused by deep sea bottom trawling.

Remedies

What can be done? The next few years will be pivotal for the oceans. If strong measures are implemented now, much of the damage can still be reversed. In terms of what needs to happen, preventing overfishing is fairly straightforward: first and foremost, scientifically-determined limits on the number of fish caught must be established for individual fisheries, and these limits must be enforced. Second, fishing methods responsible for most bycatch must either be modified to make them less harmful, or made illegal. And third, key parts of the ecosystem, such as vulnerable spawning grounds and coral reefs, must be fully protected.

In practical terms, this means:

- Putting pressure on governments to limit fishing subsidies, estimated at tens of billions of dollars per year. Eliminating subsidies of this scale lowers the financial incentives to continuously expand fishing fleets far beyond sustainability.
- Establishing and expanding Marine Protected Areas (MPAs), areas of the ocean where natural resources are protected and fishing is either restricted or banned altogether (no-take areas). Presently, 1% of the oceans are MPAs. This number needs to be bigger if they are to help reverse the damage done by overfishing. The Save Our Seas Foundation has been actively involved in supporting MPAs through our projects in the Cocos (Keeling) Islands and the Maldives.
- Better monitoring and policing of the fish trade. Pirate fishing continues to grow in scope, and though illegal, fish caught in such operations often end up on our plates.
- Consumers choosing to buy sustainably-sourced seafood and avoiding threatened species. Overfishing is driven by global demand — lowering the demand will lower the damage.

"Threat 1: Overfishing." Overfishing. Save Our Seas, Web. 19 Feb. 2014. http://saveourseas.com/threats/overfishing

"Threat 1: Overfishing" Glossary

Threat 1: Overfishing	
reproduce	have babies
ecosystem	the relationships between living things in an area
jeopardize	put at risk of losing
exploited	made full use of
dwindle	shrink down
fecundity	ability to reproduce
competent	having the skills to do something successfully
discarded	thrown away

Research Articles and Glossaries:
"Destructive Fishing"

Overfishing—catching more fish than the ocean can produce—has been an ongoing challenge for fisheries managers for decades. Today over a fourth of U.S. fish stocks are overfished, which has led to the collapse of some very important fisheries and fishing communities.

Related to overfishing is the question of how we catch the fish. Certain types of fishing methods destroy or damage the very seafloor habitats where fishes and many other seafloor animals reside. Certain fishing methods are notorious for catching large amounts of by-catch—fish, sea turtles, seabirds, and marine mammals—that are unintentionally caught and often incidentally killed in fishing operations.

Among all the fishing methods, bottom trawling, a fishing method that drags a large net across the seafloor is the most destructive to our oceans. To protect the ocean ecosystems from the impacts of bottom trawling, Marine Conservation Institute has been a world leader in providing solutions to policy makers in the U.S. and abroad.

What is bottom trawling? Bottom trawling is an industrial fishing method where a large net with heavy weights is dragged across the seafloor, scooping up everything in its path—from the targeted fish to the incidentally caught centuries-old corals. Bottom trawls are used in catching marine life that live on the seafloor, like shrimp, cod, sole, and flounder. In the U.S., bottom trawling occurs on the Pacific, Atlantic, and Gulf coasts, capturing more than 800,000,000 pounds of marine life in 2007. Bottom trawls are also commonly used by other fishing nations and on the high seas.

Why is it a problem? Bottom trawling is unselective and severely damaging to benthic ecosystems. The net indiscriminately catches every life and object it encounters. Thus, many creatures end up mistakenly caught and thrown overboard dead or dying, including endangered fish and even vulnerable deep-sea corals, which can live for several hundred years. This collateral damage, called by-catch, can amount to 90 percent of a trawl's total catch. In addition, the weight and width of a bottom trawl can destroy large areas of seafloor habitats that give marine species food and shelter. Such habitat destructions can leave the marine ecosystem permanently damaged.

What do we do? Marine Conservation Institute has successfully pushed trawling impacts to the forefront of the marine conservation debate. We have produced peer-reviewed science that examined the ecological impacts of bottom trawling. We advocate keeping bottom trawls out of vulnerable marine habitats and our National Marine Sanctuaries and switching from high-impact fishing methods, like the bottom trawling, to less destructive fishing methods.

Marine Conservation Institute. "Destructive Fishing." Available at: http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/. Accessed on October 23, 2013

"Destructive Fishing" Glossary

Destructive Fishing	
notorious	Famous
ecosystems	the relationships among living things in an area
incidentally	by chance
benthic	at the bottom of a body of water
indiscriminately	not selective; at random
collateral	additional; secondary

Research Articles and Glossaries:
"Protecting Ocean Habitat from Bottom Trawling"

If bottom trawling happened on land instead of at sea, someplace where we could see it and where cameras could film it, perhaps it would provoke the same sort of public outcry that strip-mining does. But unlike the raw, torn earth laid bare by strip-mining, the similar devastation of the ocean floor caused by bottom trawling is hidden beneath thousands of feet of water. In some cases, the damage could be irreparable.

Bottom trawlers drag giant weighted nets along the ocean floor, ripping up or scooping out whatever they encounter, including ancient coral forests, gardens of anemones, and entire fields of sea sponges. Unwanted and undersized fish hauled up by bottom trawlers are thrown back dead or dying—in some areas, as many as four pounds of fish are discarded for every one pound brought to market.

Today's technology is bringing bottom trawlers into areas ships couldn't reach before. Trawling nets, huge weighted bags, can be 200 feet wide and 40 feet high, weigh as much as 1,000 pounds, and can be sunk to depths of 5,000 feet or more beneath the water's surface. Heavier, stronger gear allows trawl nets to plow over rocky bottoms, destroying the underwater corals, sponges, and rock structures that provide important habitat for fish. Advanced navigation technology brings trawl nets deeper and farther from shore, into areas populated with slow-growing deep-sea fish and corals, which are especially slow to recover from repeated trawling.

Bottom Trawling in International Waters

On the high seas, unregulated bottom trawlers operating in waters well off the coast are laying waste to huge swaths of the ocean floor. Seamounts—volcanic mountains and hills that rise from the ocean floor but do not break the surface—are being damaged by these industrial fishing practices, and the wealth of flora and fauna clustered around sea mounts is being wiped out in the process. Many rare, ancient, and even unknown species—some of which hold promise for biomedical research or are critical to undersea biodiversity—are at risk, including:

- Cold-water corals, which are as exotic and colorful as their warm-water counterparts. Red tree corals form ancient forests, stretching up to 7 feet tall and 25 feet wide, providing shelter for fish, shellfish, and sea stars. Corals on seamounts can live up to 8,000 years and tend to take branching, tree-like forms, making them particularly susceptible to trawl damage.
- Sponges, which form giant fields in the deep, creating stretches of habitat up to a mile long and 50 feet high.
- Fish, including orange roughy, which take decades to mature and can live for 125 years.

- New species of flora and fauna tucked away on seamounts and other deep-sea habitats. Just like the creatures of the Galapagos Islands, many seamount species have evolved in isolation, resulting in unique species. Scientists studying a cluster of seamounts near New Caledonia have determined that nearly one-third of the species there have never been seen anywhere else.
- Novel chemical compounds that hold promise for the treatment of cancer and other diseases after their discovery by scientists investigating the biomedical properties of deep-sea organisms.

Bottom Trawling in U.S. Waters

Closer to U.S. shores, bottom trawling can be just as destructive. Bottom trawlers have taken a huge toll on sport and commercial fish such as Pacific rockfish, a family of more than 60 species of colorful fish uniquely adapted to the rocky reefs, rugged canyons, pinnacles, and kelp forests of the Pacific coast. Marketed as Pacific red snapper or as rock cod, they are popular with fishermen and diners. Once greatly abundant, several populations are now so depleted that scientists consider them at risk of extinction.

Rockfish have several characteristics that make them susceptible to overfishing, and particularly to bottom trawling. Some rockfish species live as long as 100 years, are slow to mature and may reproduce successfully only once a decade. Because different species school together, powerful trawl gear catches the vulnerable types along with the more productive, and these deep-dwelling fish cannot survive the trauma of being brought to the surface and then tossed overboard.

Natural Resources Defense Council. "Protecting Ocean Habitat from Bottom Trawling." Available at: http://www.nrdc.org/water/oceans/ftrawling.asp. Accessed on October 23, 2013.

"Protecting Ocean Habitat from Bottom Trawling" Glossary

Protecting Ocean Habitat from Bottom Trawling	
irreparable	can't be repaired
unregulated	not controlled by regulations or laws
swaths	Areas

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
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Researching Graphic Organizer: Lesson 3

Name:

Date:

Refined research question: _____

Directions:

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Researching Graphic Organizer: Lesson 3

Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**How does it answer the question?**

Research Articles and Glossaries:
"A Rapidly Disappearing Fish"

Chilean sea bass is one of the most popular fishes sold in restaurants and grocery stores in the United States.

The fish, which is really called the "Patagonian toothfish" by fishermen, was virtually unknown 15 years ago. In the mid-1990s, its popularity rose both here and in Asia, causing massive increases in catches.

The toothfish is a very slow-growing species found in the cold waters of the southern hemisphere. Typically, the fish can live as long as 50 years, but most fish are caught before they have the chance to reproduce.

Legal and illegal fishermen are overfishing this rapidly disappearing species now to the point of extinction. It is difficult to properly regulate the amount of fish many "pirate" fishermen bring in and many areas are in danger of being depleted completely.

Fishermen continue in search of illegal groups of the Chilean sea bass because of their high worth at market (about $10 per pound in the U.S.). Environmental groups like Greenpeace and others are lobbying major food stores to convince them to stop carrying the fish. It's impossible to know whether public demand or the fish supply will end first.

PBS Newshour Extra

Research Articles and Glossaries:
"Case Study: Atlantic Bluefin Tuna"

They can weigh over half a ton, grow to over four meters in length, and dive to depths of 1,000 meters. They accelerate as fast as a sports car and reach speeds of 70 km/h, propelled by a rapidly vibrating, whip-thin tail. They even raise their body temperature far above that of the surrounding water in order to traverse frigid arctic waters.

Bluefin tuna are unique, perfectly adapted products of evolution. They are also dangerously close to becoming extinct.

Coveted for their dense, dark red meat used in sushi (where it is known as "toro"), bluefin support an unsustainable $7.2 billion industry that has driven tuna stocks to the brink of collapse. In 2009, WWF predicted that without drastic measures, Atlantic bluefin will disappear by 2012. Unfortunately, attempts to implement such measures—most recently at the 2010 Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)—have failed.

"Case Study: Atlantic Blue Fin Tuna" Overfishing. Save Our Seas, Web. 19 Feb. 2014. http://saveourseas.com/threats/overfishing

Research Articles and Glossaries:
"Case Study: Atlantic Bluefin Tuna"

Case Study: Atlantic Bluefin Tuna	
propelled	moved along
traverse	cross
frigid	very cold
coveted	wanted

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Researching Graphic Organizer: Lesson 4

Name:

Date:

Refined research question: _____

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Researching Graphic Organizer: Lesson 4

Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**How does it answer the question?**

Research Articles and Glossaries:
"Sustainable Fishing Methods"

Some fishing methods are decidedly unsustainable, but others aren't so bad, depending on the fishery in which they're used. Harmful and sometimes-harmful methods (for superb illustrations of these, see the Monterey Bay Aquarium's Seafood Watch site):

Dredging

Dragging a metal mesh bag along the bottom of the seafloor to catch bottom-dwelling shellfish (such as clams, scallops, and oysters).

Dredging causes significant habitat damage. The mesh bags also scoop up other types of marine life—everything from fish to sponges—which tend not to survive the experience.

Gillnetting

Using a curtain of netting that hangs in the water at various depths; the openings are big enough for a fish's head but not its body, trapping the fish as it attempts to swim through (the openings are sized according to the fish being caught).

In some areas, gillnetting is not a responsible form of fishing because it can accidentally entangle and kill sea turtles and other marine animals. However, in Alaska, salmon are sustainably caught using gillnets because of the low levels of by-catch in those waters.

Long-lining

Fishing with one very long fishing line that can extend either near the ocean surface (pelagic long-lining) or just off the ocean floor (bottom long-lining) for up to 50 miles. Individual lines with hooks dangle from the central line.

Pelagic long-lining can attract lots of unintended species, including birds, resulting in large by-catches. In addition, when fishermen let their lines sit in the water for long periods of time before hauling them in, the by-catch numbers rise.

When the lines are sunk deeper, or when special hooks are used that can release by-catch, the environmental impact eases.

Purse seining

Like a giant drawstring purse, the seine encircles a school of fish; then the fishermen pull the "drawstring" at the net's bottom beneath the fish, trapping them.

This method works well for catching small fish like herring. However, when it's used for tuna, all kinds of other species are caught and die—most notoriously dolphins, since they often swim with tuna.

Even though many nets are now equipped with devices to release the dolphins, the stress of capture alone may cause injury.

Trawling

Responsible for the largest percentage of commercially available fish. This involves towing a funnel-shaped net through the water, at varying depths.

When they're used on or near the ocean floor, trawlnets can be really destructive to the habitat; by-catch is a concern, too. When used higher up (usually to scoop up whole schools of fish), their impact is nowhere near as severe.

SUSTAINABLE METHODS

In general, the following methods do no harm to the oceans, but if used improperly, some can.

Hook and lining (also called pole catching)

Use of a rod (fishing pole) with one line and several hooks.

It's a responsible fishing method because fisherman can quickly release unwanted catch from their hooks soon after it was caught.

Harpooning

Catching larger fish such as swordfish with hand-thrown harpoons (just like in the whaling days) or with barbs fired from a gun. By-catch is almost nonexistent, since the fishermen are aiming at individual targets.

Traps

In general, this is a good method. Floating traps and weirs, which guide the fish into ever-smaller boxes, harm neither fish nor the environment.

Reef nets, used for salmon in the Northwest, are shallow, near-the-surface nets that the salmon swim right into, then are tipped into holding tanks.

Wire-mesh traps that lie on the bottom can damage the ocean floor if they're dragged, which has led to their being banned in some parts of the world. Used properly, they're usually not harmful.

Trolling

Another method of hooking fish individually, but rather than each line being handheld as it is in hook-and-line fishing, trolling involves towing individual anchored lines from a moving boat. It's still sustainable because by-catch is minimal and can be quickly released.

Research Articles and Glossaries:
"Sustainable Fishing Methods"

"Sustainable Fishing Methods" Glossary

Sustainable Fishing Methods	
habitat	an area of land or sea that species of plants, animals, or living things live on or in
by-catch	fish and other sea animals caught by mistake
seine	a special kind of fishing net
notoriously	famously (in a bad way)
nonexistent	doesn't exist
weirs	a fence across the water to catch fish

Research Articles and Glossaries:
"Sustainable Fishing"

Sustainable Fishing Practices

There are ways to fish sustainably, allowing us to enjoy seafood while ensuring that populations remain for the future. In many indigenous cultures, people have fished sustainably for thousands of years. Today's sustainable fishing practices reflect some lessons learned from these cultures.

In the Philippines, the Tagbanua people have traditionally employed fishing practices that simultaneously harvest and maintain fish populations. They continue to follow these practices today. Tagbanuas fish for specific species only during certain times of the year, determined by tides and the moon, allowing fish stocks to replenish themselves. They set aside certain areas, such as coral reefs, as protected spots in which fishing is prohibited. When they do fish, these traditional fishers primarily use hook-and-line methods, catching only what they need to feed themselves and their communities. A 2007 study lauded traditional Tagbanua practices as a way to prevent injury and death to local Irrawaddy dolphins, which become entangled in more modern fishing gear like nets and traps.

Traditional Polynesian cultures of the South Pacific have also always relied on the ocean's resources. Their most common historical fishing practices were hook and line, spearfishing, and cast nets. Hooks constructed of bone, shell, or stone were designed to catch specific species. Fishers would also craft 2-meter (6-foot) spears. They would dive underwater or spear fish from above, again targeting specific animals. Cast nets were used by fishers working individually or in groups. The nets could be cast from shore or canoes, catching groups of fish. All of these methods targeted fish needed for fishers' families and local communities.

Some of these sustainable fishing practices are still used today. Native Hawaiians practice cast-net fishing and spearfishing. Modern spearfishing is practiced all over the world, including in South America, Africa, Australia, and Asia. In many cases, spearguns are now used to propel the spear underwater. Spearfishing is a popular recreational activity in some areas of the United States, including Florida and Hawaii. This fishing method is considered sustainable because it targets one fish at a time and results in very little by-catch.

If you have ever gone fishing, chances are you used a rod and reel. Rod-and-reel fishing is a modern version of traditional hook-and-line. Rods and reels come in different shapes and sizes, allowing recreational and commercial fishers to target a wide variety of fish species in both freshwater and saltwater. The different types of rods and reels, coupled with different locations and bait, mean fishers can catch pelagic fish like sailfish, bottom-dwellers like flounder, and freshwater species such as catfish and trout. Rod-and-reel fishing results in less by-catch because non-targeted species can be released immediately. Additionally, only one fish is caught at a time, preventing overfishing. For commercial fishers, rod-and reel-fishing is a more sustainable alternative to long-lining.

"Sustainable Fishing" Glossary

Sustainable Fishing	
indigenous	originating in a place
replenish	fill up again
prohibited	not allowed
lauded	praised
recreational	done for enjoyment
pelagic	close to the bottom

Research Articles and Glossaries:
"Sustainable Seafood"

Fishing Techniques

All fishing techniques have to address a certain level of by-catch; however, the type of harvesting technique determines the typical amount of by-catch associated. Certain fishing techniques are commonly associated with *high* by-catch such as trawling, dredging, and pelagic long-lining. Examples of seafood that typically involve high by-catch issues include shrimp, orange roughy, groundfish, scallops, and other wild-caught shellfish, large pelagic species such as mahi mahi, tuna, and swordfish. However, many of these species can be harvested with limited by-catch if the fishing method is sustainable. Sustainable fishing techniques associated with low by-catch include trolling, hook and line, pot and traps.

Certain fishing techniques can be associated with habitat damage and negative environmental impacts. Fishing methods that have detrimental effects on marine ecosystems include bottom trawling and dredging. In some cases, trawlers may sweep the same piece of seafloor many times a year, leaving no time for re-growth or recovery. Species that are typically caught by bottom trawl include: orange roughy, cod, shrimp, and groundfish such as flounder and sole. Dredges rake the ocean's bottom habitat, creating a disturbance in the seabed in order to sift out the targeted species, typically shellfish. Alternative sustainable fishing methods that limit habitat damage include trolling, hook and line, and bottom long-lining.

Research Articles and Glossaries:
"Sustainable Seafood"

"Sustainable Seafood" Glossary

Sustainable Seafood	
typical	usual
pelagic	close to the bottom
trolling	a method of fishing in which one or more fishing lines with bait attached are dragged through the water
detrimental	harmful

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
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Assessment Research Folder:
"Choosing Sustainable"

Sustainable seafood is a hot topic these days. "Sustainability" is based on a simple principle—meeting today's needs without compromising the ability of future generations to meet their needs. In terms of seafood, this means catching or farming seafood responsibly, with consideration for the long-term health of the environment and the livelihoods of the people that depend upon the environment.

How do you know the seafood at the market or on your menu came from sustainable sources? Here are some tips that can guide you and your purchases to support sustainable practices:

- If it's harvested in the United States, it is inherently sustainable as a result of the rigorous U.S. management process that ensures fisheries are continuously monitored, improved, and sustainable.
- Stay informed and make sure you're using the most up-to-date, credible resources. FishWatch is one of those resources.
- Buy seafood from knowledgeable, reputable dealers. Many retailers and chefs are implementing seafood purchasing policies, making sustainable sourcing a priority.
- Ask questions about seafood to learn how to identify high-quality, sustainable seafood. Where is it from? Does that country manage its fisheries sustainably?
- Imported seafood can also be safe and sustainable, but comes from a variety of sources and may not be produced to the same standards as U.S. seafood. In the United States, our standard is sustainability.

Be sure to follow the tips above to make sure you know the facts about your seafood.

GUIDES, ECO-LABELS, AND FISHWATCH

Over the years, many organizations have developed seafood guides, ecolabels, and certification programs to guide seafood purchasing. The majority of these products are based on the scientific data and standards that NOAA Fisheries uses to manage and enforce U.S. fisheries.

Seafood guides: A number of nonprofit organizations have created seafood guides that rate seafood, typically based on environmental and biological criteria for species, fisheries, or aquaculture practices. The ratings found in these guides generally reflect an organization's policy stance regarding these issues, and as a result, the guides sometimes contradict each other.

Assessment Research Folder:
"Choosing Sustainable"

Eco-labels: An eco-label is a "seal of approval" awarded to fisheries and aquaculture operations deemed sustainable and responsible by third-party certification bodies. The certification process typically involves an assessment of the operation of the fishery or farm, how it's regulated, and its impact on the environment. If the fishery or farm meets the eco-label's standards, it is certified. Eco-labels also often include chain of custody requirements: the measures that guarantee the product bearing the eco-label really came from the certified fishery or farm. It's important to note, however, that the certification process can require a large investment of time and money—resources that some fisheries and aquaculture operations cannot afford.

FishWatch: FishWatch does not rank or rate one species or fishery over another because the species profiled are being legally harvested under the responsible fisheries management process of the United States. With FishWatch, you have access to the most up-to-date information on the status, science, and enforcement sustaining our nation's fisheries and the seafood they provide. Remember that you have a choice when purchasing seafood—make it a smart one. FishWatch can help you support U.S. fisheries and seafood jobs and make sustainable choices.

Assessment Research Folder:
"Choosing Sustainable"

"Choosing Sustainable" Glossary

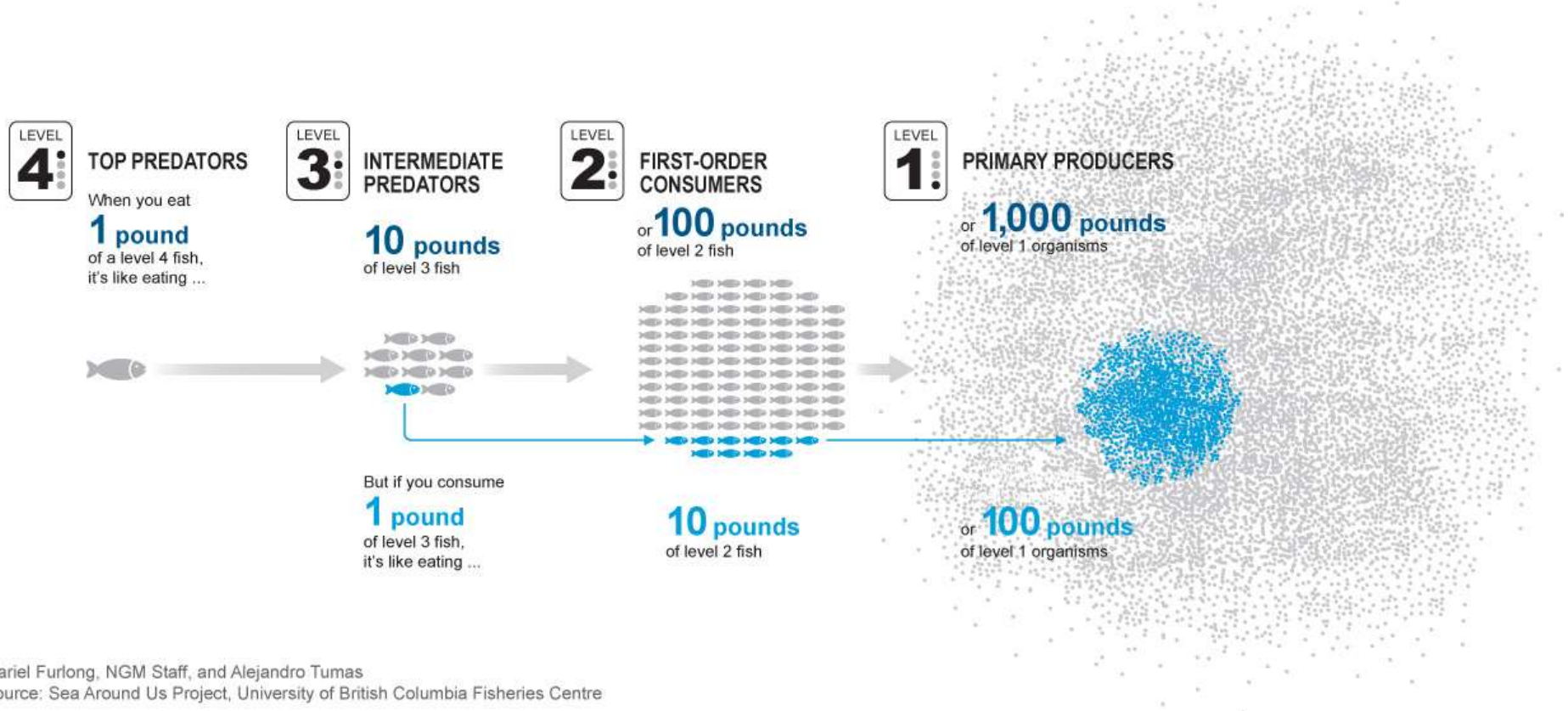
Choosing Sustainable	
livelihoods	income
inherently	exists permanently
credible	trustworthy
implementing	putting in place
imported	brought in from other places
aquaculture	the farming of things that live in water
deemed	considered to be
third-party	people from outside who do not work for the company being certified
chain of custody	collecting all of the evidence to prove that something is what it claims to be

requirements	

Assessment Research Folder:
"What We Eat Makes a Difference"

What We Eat Makes a Difference

A top predator requires exponentially more energy to survive than does a fish at a lower level of the food chain. When wealthy nations catch or buy top predators, they increase their impact on the ocean compared to poor nations, which tend to eat smaller fish.



Mariel Furlong, NGM Staff, and Alejandro Tumas
Source: Sea Around Us Project, University of British Columbia Fisheries Centre

Structured Notes

Name:

Date:

Chapter	Homework Focus Question	Answer to Homework Focus Question with Evidence from the Text (include page numbers)
_____		

Quote Sandwich
Graphic Organizer

Name:

Date:

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A "Quote Sandwich" is similar; it is how you use evidence in your essay. First, you introduce evidence. Then, you include the evidence. Last, you explain the evidence.

Subheading:

Introduce the Evidence

Include the Evidence (in quotation marks)

Explain the Evidence

Quote Sandwich
Graphic Organizer

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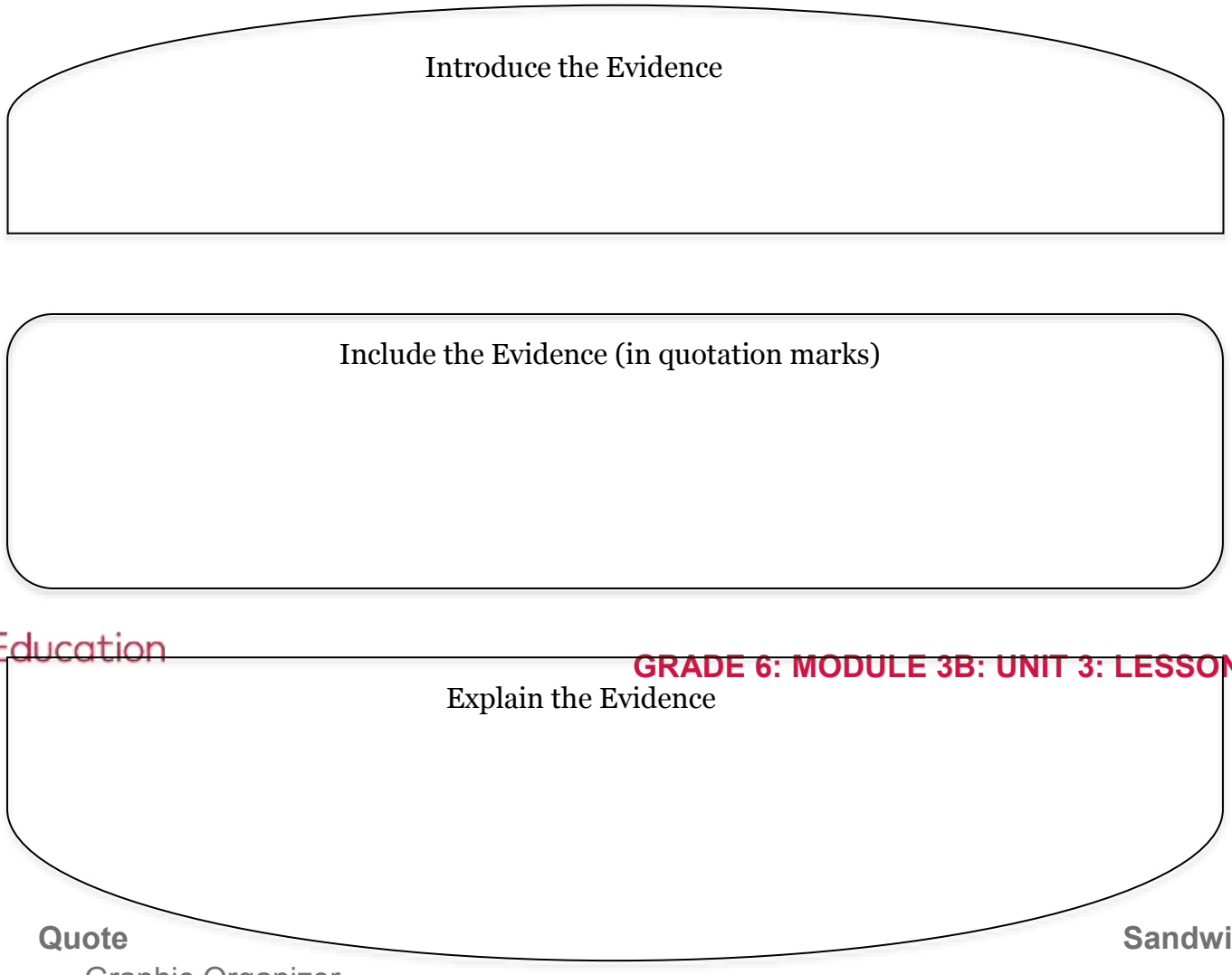
Subheading:



EL Education

GRADE 6: MODULE 3B: UNIT 3: LESSON 9

Quote Sandwich
Graphic Organizer

Name:

Date:

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Sentence Structure and Transitions

Which set of sentences is more interesting and why?

A	B
Some fruits and vegetables are grown using chemical pesticides and fertilizers. They prevent, destroy, and reduce the possibility of pests, rodents, weeds, fungi, bacteria, and viruses. Research suggests that consuming fruits and vegetables sprayed with chemical pesticides and fertilizers can have a negative impact on our health.	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 fruits and vegetables sprayed with chemical pesticides and fertilizers can have a negative impact on our health.

- All the sentences in A are simple sentences.
- Having a variety of simple and complex (shorter and longer) sentences makes your writing more interesting to read.
- To create more interesting sentences, spend time combining some sentences. Read your sentences aloud to hear how they flow.
- When we combine sentences, we want to make sure we keep the descriptive words and formal style of language.

8. Practice combining these two sentences into one interesting sentence: "Bottom dragging destroys a lot of life on the seabed. There is a lot of by-catch from bottom dragging."

Grades 6–8 Expository Writing Evaluation Rubric:
Self-Assessment

Name:

Date:

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

Row 3 of the New York State Grades 6–8 Expository Writing Evaluation Rubric:
Self-Assessment

1. What score are you giving yourself for Row 3 today? Why? Provide specific evidence from your writing.

Peer Critique Guidelines

Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

Be specific: Focus on particular strengths and weaknesses rather than making general comments like, "It's good," or "I like it." Provide insight into why it is good or what, specifically, you like about it. For example: "I like the word choice here," or "I am confused by this sentence. Can you rewrite it to be clearer?"

Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time. Really be the audience and help your peer.

Participate: Peer critique is a process to support each other, and your feedback is valued!

Stars and Steps

Partner's Name:

Date:

"Establish and maintain a formal style using precise language and domain-specific vocabulary."

Star: _____

Step: _____