



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3B: Performance Task



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### Summary of Task

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.**

### Format

An informational consumer guide to be put in grocery stores near the fish counter to answer the question: What do you need to know when buying fish?  
The format of the guide will be based on a study of a model consumer guide and real-world consumer guides.  
The rough draft of the consumer guide will be assessed and then edited for revision.

### Standards Assessed through This Task

- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - b. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.
  - b. Maintain consistency in style and tone.



### Student-Friendly Writing Invitation/Task Description

For this performance task, you will create an informative consumer guide to answer the question: “What do people need to know about overfishing and fish depletion when buying fish?” Your guide can 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 are standing at the fish counter deciding which fish to buy and compelling to encourage them to read to the end.

### Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and review a rubric on which their work will be critiqued and formally assessed.

#### **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 severely depleted and the impact that it has had.
- A solution: sustainable methods for catching fish.
- Suggestions: buying 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.



#### Options for Students

- Students might have a partner to assist as they work on planning their consumer guides, but the guide itself will be an individual's product.
- Student consumer guides could be various lengths, shorter for those for whom written English is a barrier.

#### Options for Teachers

- Student consumer guides could be displayed in a local grocery store or supermarket near the fish counter, with appropriate permission.
- Student consumer guides could be displayed in the classroom or somewhere else in the school.
- Consider working with a technology teacher if students are completing their work on computers.
- Consider working with an art teacher to help students improve the visual presentation of their work.

#### Resources and Links

- Save Our Seas Foundation: <http://saveourseas.com/threats/overfishing>
- Marine Conservation Institute: <http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/>
- NOAA FishWatch: [http://www.fishwatch.gov/buying\\_seafood/choosing\\_sustainable.htm](http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm)
- Monterey Bay Aquarium: [http://www.montereybayaquarium.org/cr/cr\\_seafoodwatch/download.aspx](http://www.montereybayaquarium.org/cr/cr_seafoodwatch/download.aspx)

#### Central Text and Informational Texts

- Mark Kurlansky, *World without Fish* (New York: Workman Publishing, 2011), ISBN: 978-0-7611-5607-9.
- See Unit 3 Overview for additional informational texts students use in their research.