

Print Components Sampler

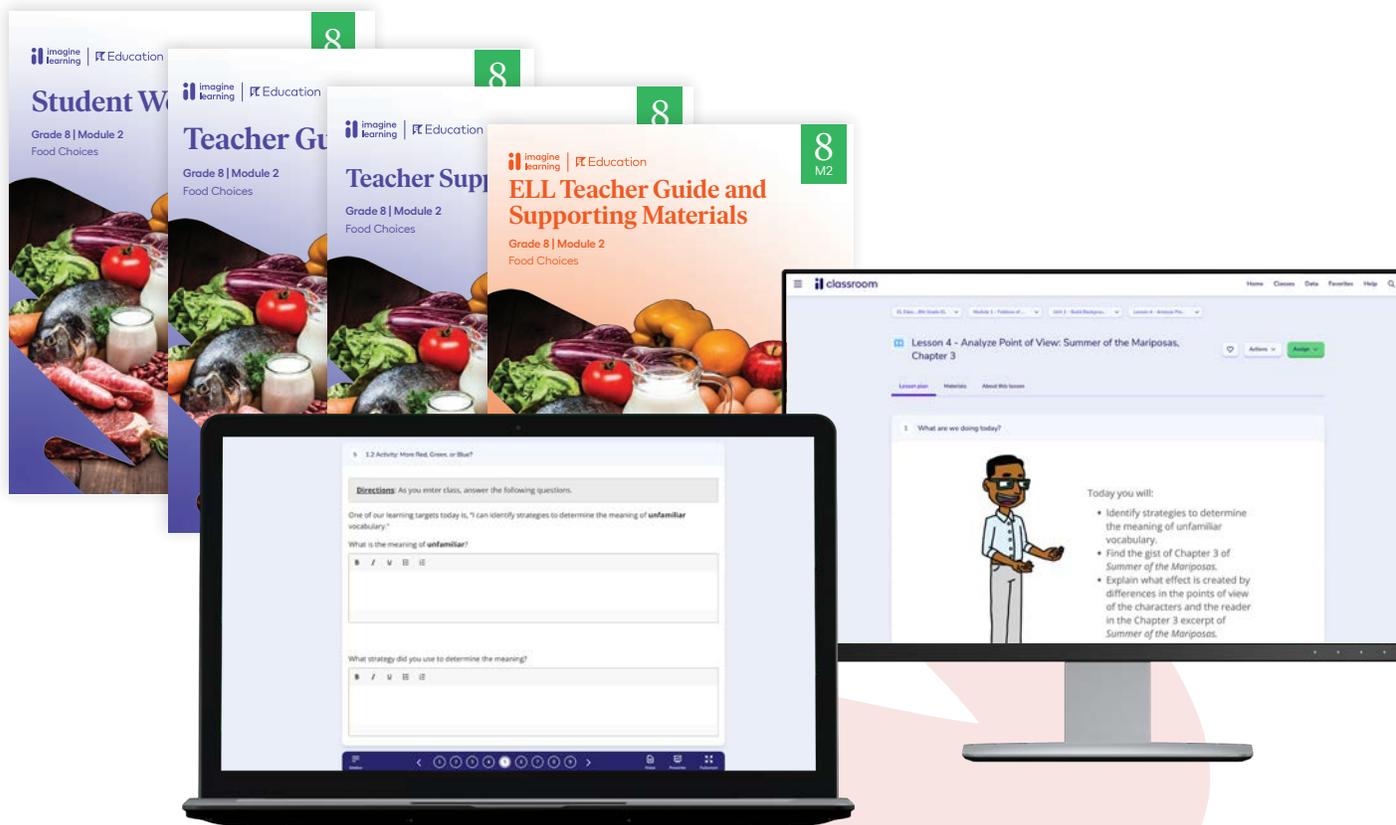
Grade 8 | Module 2





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High-Quality Content-Based Literacy Instruction

Created by teachers for teachers, the Imagine Learning EL Education curriculum is a content-based, research-informed, core language arts program for Grades K–8. It features:

- Compelling, real-world content with engaging, complex texts
- Standards-based instruction to support the mastery of knowledge and skills
- Lessons and instruction designed to build habits of character
- A focus on producing high-quality student work
- Structured phonics to support foundational skills development
- Professional development to ensure implementation with integrity

A Platform that Supports Teachers

Our innovative platform empowers educators to spend more time teaching and less time planning. Teachers can more easily plan lessons with rich resources and instructional supports, while robust data and reporting allow them to differentiate instruction for students' needs.

The image displays a collection of educational materials. At the top, a monitor shows a target icon and a list of learning objectives:

- I can identify strategies to determine the meaning of unfamiliar vocabulary.
- I can find the gist of Chapter 3 of *the Mariposas*.
- I can explain what effect is created by differences in the points of view of the characters and the reader in the Chapter 3 excerpt of *Summer of the Mariposas*.

Below the monitor, a tablet displays a digital activity titled "1.2 Activity: More Red, Green, or Blue?". The activity includes directions and two questions:

Directions: As you enter class, answer the following questions.

One of our learning targets today is, "I can identify strategies to determine the meaning of unfamiliar vocabulary."

What is the meaning of **unfamiliar**?

What strategy did you use to determine the meaning?

Surrounding these devices are several book covers: *The Great Kapok Tree* by Lynne Cherry, *Percy Jackson and the Lightning Thief* by Rick Riordan, *Sapranza Rising* by Pam Muñoz Ryan, and *Hidden Figures* by Margot Lee Shetterly.

Also visible are covers for "Teacher Guide" and "Workbook" for various grade levels (K, 2, 8).

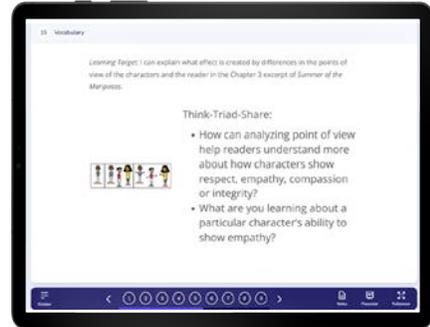
Curriculum Materials for Grade 6–8



Module Lessons

(60 minutes of daily instruction)

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.



Imagine Learning EL Education features 4 modules of content-based literacy instruction per grade



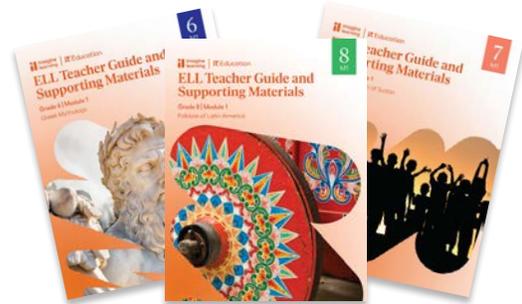
Teacher Guides
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
(1 book per module)



Teacher Supporting Materials
Modules 1–4
(1 book per module)



ELL Teacher Guide and Supporting Materials
Modules 1–4
(1 book per module)

Guiding Principles of EL Education

EL Education's curriculum centers around key guiding principles that support educators and students in their learning both inside and outside of the classroom.

Equity Matters

All children deserve an education that fosters their unique abilities, provides real opportunities to achieve high academic standards, and prepares them to take their place in society when they leave school. That's why EL Education's curriculum rests on a foundation of equity with the Dimensions of Student Achievement.



MASTERY OF KNOWLEDGE & SKILLS

Standards-aligned instruction and assessment

Focus on critical thinking, communication, and deeper learning



HIGH-QUALITY STUDENT WORK

Demonstrates complexity, craftsmanship, and authenticity

Evident in performance tasks, conversations, and responses to prompts



CHARACTER

Tools to become effective, ethical learners who work to make the world a better place

Integrated focus on developing character within lesson context

Backward Design

EL Education centers around the guiding principle of backward design, meaning instructional planning keeps the end in mind and educators assess all along the way.

Substantive Content Matters

While students develop a deepening understanding of cross-curricular content – science, social studies, or literature – they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, carefully embedded within the lessons.

Diverse and Inclusive Settings

The curriculum recognizes that students learn from one another and respect one another when they learn together in the same environment. In addition, teachers have various learning needs in the classroom, so the curriculum provides numerous supports and resources to differentiate instruction for all learners, from students with learning disabilities to those who need academic extensions.

Promote Student Thinking, Collaboration, and Respect

Clear and simple protocols and conversation cues support rich, purposeful, and collaborative conversations that deepen learning and allow students to appreciate diverse perspectives.

Students Own Their Learning

Students using EL Education become active learners with an agency in their education. They set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and Guardians Are Partners

Students learn best when families can be part of the educational journey. The curriculum supports the home-to-school connection with various resources to encourage and extend learning at home.

Curriculum as Powerful Professional Development

The EL Education curriculum provides ample resources and opportunities for teachers to build on their existing expertise and improve their ability to make strong instructional decisions during planning and while teaching. In addition, with Imagine Learning, educators have access to ongoing professional learning and customer support to implement EL Education with integrity.

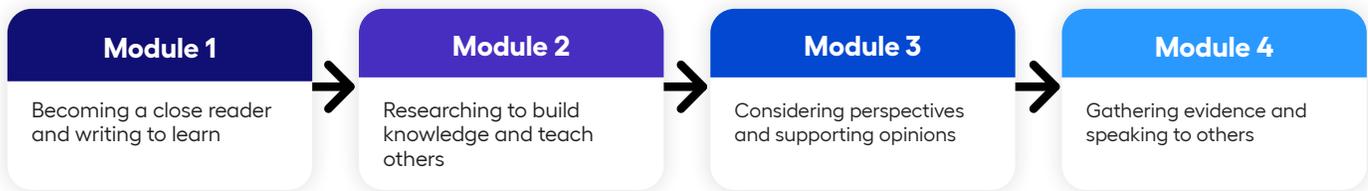
A Proven Instructional Model

Students engage in a consistent instructional routine centered around content-rich modules with compelling real-world examples. Students move from building background knowledge to extended reading and research and finally to extended writing. Each lesson and unit follow a cycle designed to give students time to process a text.

Imagine Learning EL Education is carefully structured to build literacy skills across K–8. Lessons provide a consistent focus on academic standards mastery for reading, writing, speaking, and listening.

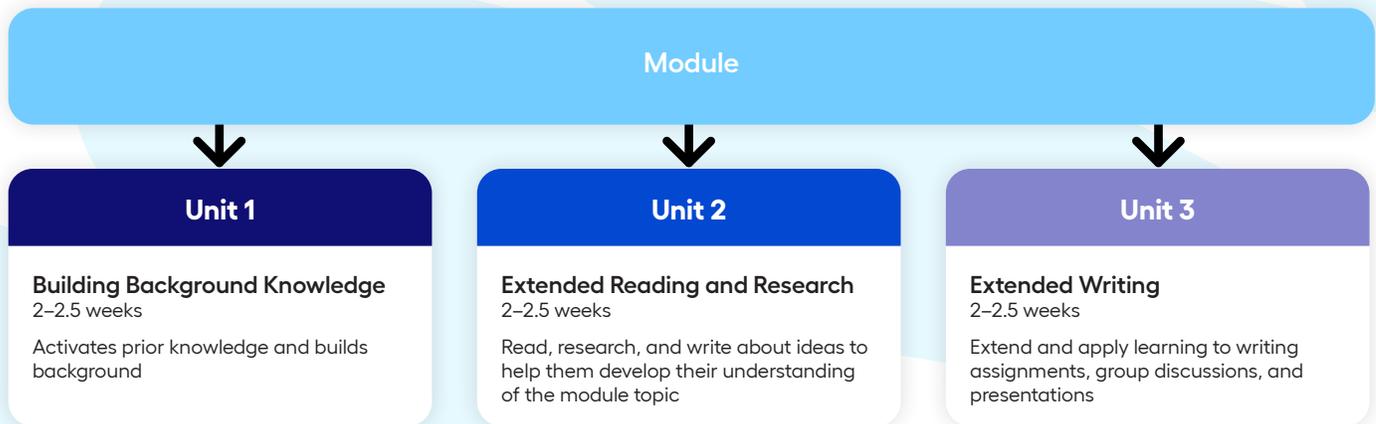
Literacy Instruction

Every grade has four modules, each comprising eight to nine weeks of instruction. These modules offer one hour of content-based literacy instruction to dive deep into the module topics.

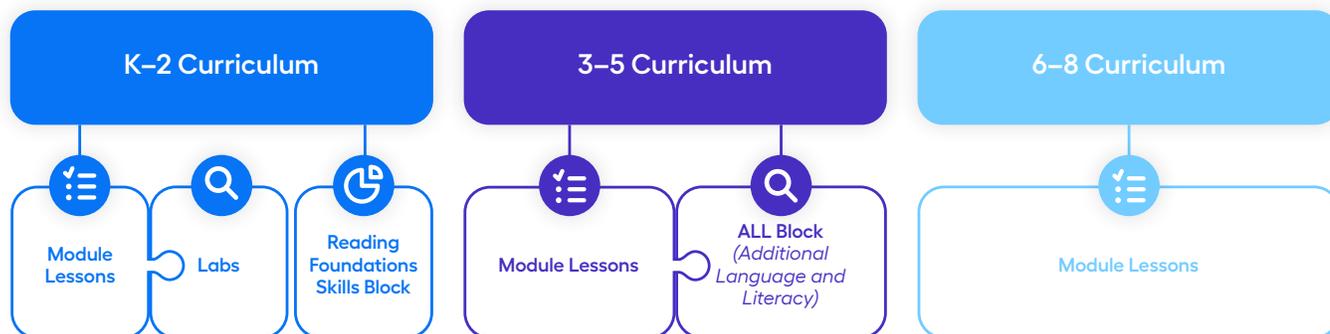


Module Example from Grades 3–5

Each module includes three units to build profound content knowledge on a topic or text.



EL Education Content Based Language Arts Curriculum



Grades K-2

In grades K-2, teachers have access to core literacy instruction through module lessons. In addition, there are areas for students to expand their learning through hands-on exploration and opportunities to build foundational reading skills.

READING FOUNDATIONS SKILLS BLOCK

This structured phonics program teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation. Lessons and assessments offer one additional hour of foundational skills development.

LABS

Optional labs help reinforce literacy skills, content knowledge, and habits of character taught in the module lessons with hands-on exploration and inquiry-based lessons.

Grades 3-5

In grades 3-5, teachers have access to core literacy instruction through module lessons, plus an additional hour of practice through ALL Block.

ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

The **ALL Block** provides extra literacy and language practice for students, reinforcing the skills they learn in the module lessons. Teachers can use this time to differentiate instruction.

The ALL Block module focuses on five components:

- Accountable independent reading
- Additional work with complex texts
- Reading and speaking fluency
- Writing practice
- Word study/vocabulary



Grades 6-8

In grades 6-8, teachers have access to literacy instruction through module lessons, as well as additional English Learner instructional support.

The Imagine Learning Difference

The highest quality English language arts curriculum, powered by a best-in-class digital delivery

Our unique platform allows teachers to connect with individual students, engage creatively, and customize the curriculum for greater impact. It's a tool that amplifies teachers' best instincts, better equipping them to do the same for their students.

The platform provides:

- ✓ Organized, classroom-ready curriculum and content to support teaching and learning
- ✓ Customizable lessons and assessments for flexibility and personalization
- ✓ Robust data and reporting to differentiate instruction to student needs
- ✓ Seamless integration with your district's LMS
- ✓ Hands-on platform training for teachers and leaders to implement with integrity

13 1.3 Cool-down

Teaching notes

Total Suggested Pacing for Work Time A: 15 minutes

Directions: Show the slide, then move on to the next one.

Be sure to consider the "Meeting Students' Needs" in advance of teaching.

Meeting Students' Needs: For Lighter Support

In Work Time A, share photos or drawings of aliens, monsters, and ghosts on an overhead display to clarify the meaning of supernatural to ensure students understand the meaning of this term before engaging in discussion.

• Listen as I read an excerpt from Chapter 3 of *Summer of the Mariposas*.

1.2 Synthetic: More Red, Green, or Blue?

Strategies to Determine the Meaning of Unfamiliar Vocabulary:

- What is the meaning of unfamiliar?
- What strategy did you use to determine the meaning?

14 Learning Targets

Vocabulary Questions

Directions: As we read, record definitions of the vocabulary words below and answer the text-dependent questions on the next tab.

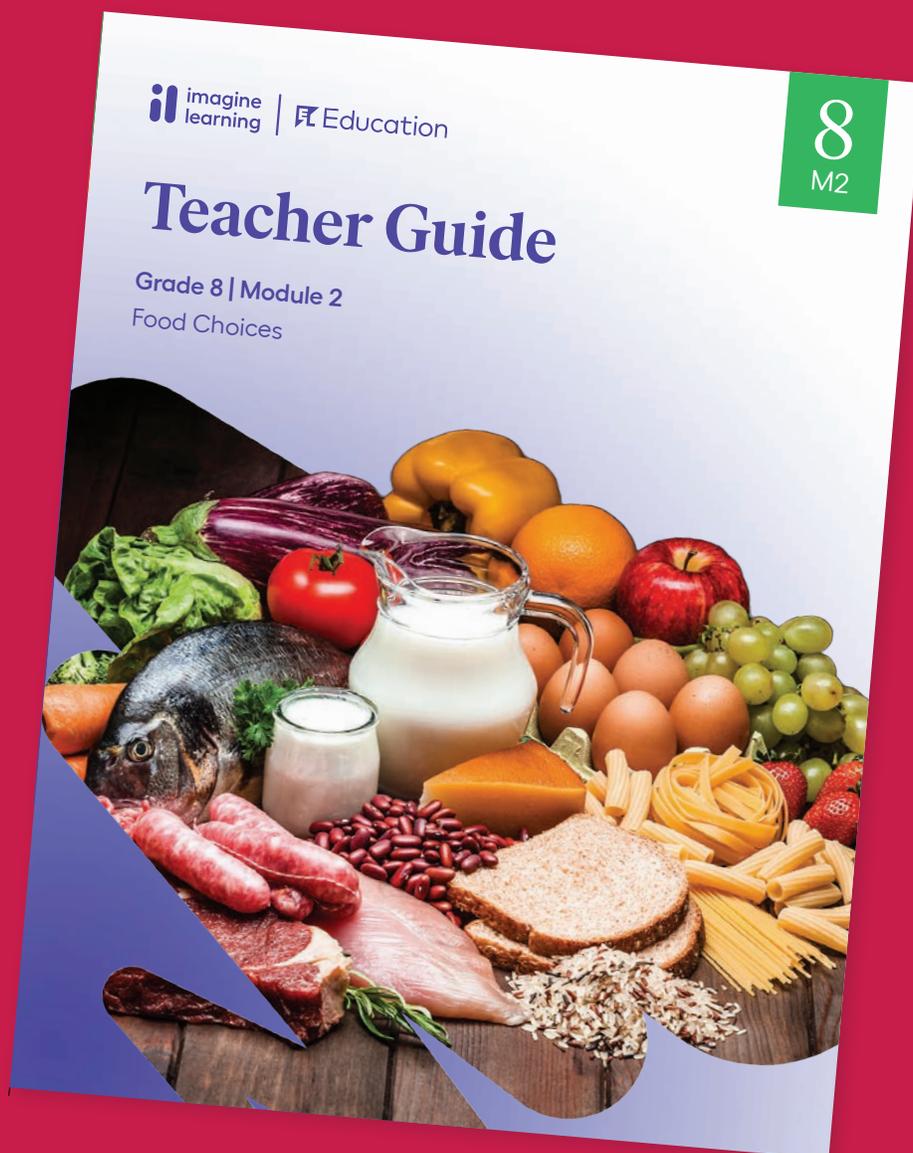
immaculate (46):

inexplicably (48):

penance (50):

Module Teacher Guide

Sample



Grade 8 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge (Science)	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment
Description	<p>Students read <i>Summer of the Mariposas</i> and analyze theme, point of view, and characterization. Students write their own narrative scene in which they modernize a character from Latin American folklore. Finally, students write expository essays about the modernization of Latin American folklore and create a website to house their narratives and essays.</p>	<p>Students read <i>The Omnivore's Dilemma</i> and watch related video clips from NourishLife. Students then evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Additionally, students evaluate the advantages and disadvantages of using different mediums to convey information.</p> <p>Students research different topics that impact access to healthy food and write an expository essay. Students then write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.</p>	<p>Students read <i>Maus I</i> and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of two texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.</p>	<p>Students read <i>Farewell to Manzanar</i> and analyze connections and distinctions among individuals, ideas, and events in the text. Students watch the film adaptation of <i>Farewell to Manzanar</i> and analyze how the film stays faithful to or departs from the text. Students write a literary argument essay to evaluate the filmmakers' choices and analyze how faithful the film is in developing a significant idea in the text. Additionally, students generate lessons from Japanese American internment from their reading of <i>Farewell to Manzanar</i> and other informational texts. Finally, they research how community organizations are applying these lessons from Japanese American internment today and present their findings to an audience.</p>

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold) ¹	<ul style="list-style-type: none"> • Summer of the Mariposas, Guadalupe Garcia McCall (RL 840L; one per student) • “The Peuchen,” EL Education (RL 840L; included in the module materials) • “La Llorona—A Hispanic Legend” from <i>La Llorona</i>, Joe Hayes (RL; included in the module materials) • Excerpt from <i>The Latin American Story Finder</i>, S. B. Elswit (RI; included in the module materials) • Model Essay: “The Peuchen,” EL Education (RI; included in the module materials) 	<ul style="list-style-type: none"> • The Omnivore’s Dilemma (Young Readers Edition), Michael Pollan (RI 930L; one per student) • <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i>, NourishLife (RI film; one per class) • Excerpts from <i>Chew on This: What You Don’t Want to Know about Fast Food</i>, Eric Schlosser and Charles Wilson (RI; included in the module materials) • “Is Eating Healthy Really More Expensive?” Margaret Marshall. <i>Huffington Post</i>. (RI 1050L; included in the module materials) • “To GMO or NOT to GMO?,” George Erdosh and Marcia Amidon Lusted. <i>Odyssey Magazine</i>. (RI; included in the module materials) • “Sticking Up for Coke, Sort Of,” Froma Harrop. <i>The Seattle Times</i>. (RI; included in the module materials) • “The Advantages and Disadvantages of Pesticides,” <i>ChefsBest</i>, (RI 1190L; included in the module materials) • “Food Desert,” Kara Rogers. <i>Encyclopædia Britannica</i>. (RI; included in the module materials) • “Organic Food,” Leslie A. Duram. <i>Encyclopædia Britannica</i>. (RI; included in the module materials) 	<ul style="list-style-type: none"> • Maus I: A Survivor’s Tale: My Father Bleeds History, Art Spiegelman (RL NP; one per student) • “The Holocaust: An Introductory History,” <i>Jewish Virtual Library</i> (RI; included in the module materials) • “The Blind Men and the Elephant,” John Godfrey Saxe (RL; included in the module materials) • “Often a Minute,” Magdalena Klein, translated by Susan Geroe (RL; included in the module materials) • “In Flanders Fields,” John McCrae (RL; included in the module materials) • “The Owl,” Edward Thomas (RL; included in the module materials) • “We Wear the Mask,” Paul Laurence Dunbar (RL; included in the module materials) • “The Creed of a Holocaust Survivor,” Alexander Kimel (RL; included in the module materials) • “The Action in the Ghetto of Rohatyn, March 1942” Alexander Kimel (RL; included in the module materials) • Excerpts from <i>Abe’s Story: A Holocaust Memoir</i>, Abram Korn and Joseph Korn (RL; included in the module materials) • Excerpts from <i>Night</i>, Elie Wiesel, translated by Marion Wiesel (RL 570L; included in the module materials) • Excerpts from <i>The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis</i>, Ina R. Friedman (RI; included in the module materials) 	<ul style="list-style-type: none"> • Farewell to Manzanar, Jeanne Wakatsuki Houston and James D. Houston (RI 1040L; one per student) • <i>Farewell to Manzanar</i>, Japanese American National Museum (RI film; one per class) • “Japanese Relocation during World War II,” <i>National Archives</i> (RI 1220L; included in the module materials) • “Life in the Camp,” Norman Mineta. <i>Scholastic.com</i>. (RI; included in the module materials) • “Clara Breed,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “Letter from Louise Ogawa, January 6, 1942,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “Letter from Louise Ogawa, November 30, 1942,” <i>Japanese American National Museum</i> (RI; included in the module materials) • “In Response to Executive Order 9066,” Dwight Okita (RI 570L; included in the module materials) • “Seeking Redress,” <i>APM Reports</i> (RI; included in module materials) • “The Simplest Lesson of Internment,” <i>Los Angeles Times</i> (RI, included in module materials) • “Psychological Effects of Camp,” Donna K. Nagata. <i>Densho Encyclopedia</i>. (RI 1390L; included in the module materials) • “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center,” Molly Hennessy-Fiske. <i>The Los Angeles Times</i>. (RI; included in module materials)

¹ Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

Food Choices

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold) ²			<ul style="list-style-type: none"> • “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36,” Jocelyn Y. Stewart. <i>The Los Angeles Times</i>. (RI; included in the module materials) • “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust,” <i>BBC News</i> (RI; included in the module materials) • “Marek Edelman Obituary,” Lawrence Joffe. <i>The Guardian</i>. (RI; included in the module materials) • “1994, Miep Gies,” Wallenberg Committee (RI; included in the module materials) 	
Lexile [®]	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ³ : 925L–1185L			
Performance Task	<p>Product: Class Website: Folklore of Latin America</p> <p>Format: Webpage as part of a class website</p> <p>CCSS: RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9, W.8.9b, W.8.10, L.8.6</p>	<p>Product: Roundtable Presentations of Food Choices</p> <p>Format: Infographic and interactive presentation</p> <p>CCSS: SL.8.4, SL.8.5, SL.8.6, L.8.6</p>	<p>Product: Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander</p> <p>Format: Graphic panel, written reflection, and interactive presentation</p> <p>CCSS: W.8.3, W.8.4, W.8.5, SL.8.1, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6</p>	<p>Product: Activist Assembly</p> <p>Format: Collaborative discussion</p> <p>CCSS: W.8.8, W.8.10, SL.8.1, SL.8.5, SL.8.6</p>

² Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile[®]). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

³ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p>Title: Analyze Point of View: <i>Summer of the Mariposas</i>, Chapter 9</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6</p>	<p>Title: Analyze Structure, Determine Point of View, and Evaluate Arguments</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, SL.8.3</p>	<p>Title: Analyze Character, Dialogue, and Word Choice: <i>Maus I</i>, Chapter 4</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.3, RL.8.4, RL.8.10</p>	<p>Title: Analyze Vocabulary, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 5</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.3, RI.8.4, RI.8.10, W.8.10, L.8.4a, L.8.4b, L.8.5a, L.8.5c</p>
End of Unit 1	<p>Title: Aspects of Character: <i>Summer of the Mariposas</i></p> <p>Format: Selected response, short constructed response, and graphic organizer</p> <p>CCSS: RL.8.1, RL.8.3</p>	<p>Title: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text</p> <p>Format: Selected response</p> <p>CCSS: RI.8.1, RI.8.7, RI.8.9, SL.8.2</p>	<p>Title: Analyze Passive Voice and Active Voice and Summarize <i>Maus I</i></p> <p>Format: Selected response questions and summary</p> <p>CCSS: RL.8.1, RL.8.2, W.8.9a, W.8.10, L.8.1b, L.8.3a</p>	<p>Title: Collaborative Discussion: <i>Farewell to Manzanar</i></p> <p>Format: Text-based discussion</p> <p>CCSS: SL.8.1a, SL.8.1b</p>
Mid-Unit 2	<p>Title: Determine a Theme and Write a Literary Summary</p> <p>Format: Selected response, short constructed response, and paragraph</p> <p>CCSS: RL.8.1, RL.8.2, RL.8.4, RL.8.10, L.8.4</p>	<p>Title: Research Climate Change and Food Shortages</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.4, W.8.7, W.8.8</p>	<p>Title: Compare and Contrast Structure and Meaning in a New Poem and <i>Maus I</i></p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, L.8.1a, L.8.5a</p>	<p>Title: Analyze Connections, Distinctions, and Point of View: <i>Farewell to Manzanar</i>, Chapter 22</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, W.8.10, L.8.5a</p>
End of Unit 2	<p>Title: Write a Narrative</p> <p>Format: Essay</p> <p>CCSS: RL.8.9, W.8.3, W.8.4, W.8.6, W.8.10</p>	<p>Title: Desktop Teaching Activity: Access to Healthy Food</p> <p>Format: Written plan and verbal presentation</p> <p>CCSS: RI.8.1, SL.8.4, SL.8.5, L.8.6</p>	<p>Title: Language Assessment: Correct Verb Mood</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: L.8.1c, L.8.1d, L.8.3</p>	<p>Title: Write a Literary Argument Essay: <i>Farewell to Manzanar</i></p> <p>Format: Essay</p> <p>CCSS: RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6 (L.8.1 and L.8.3 optional)</p>
Mid-Unit 3	<p>Title: Determine a Central Idea</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4a, L.8.4c, L.8.4d</p>	<p>Title: Analyze Language in <i>The Omnivore's Dilemma</i>, Pages 65–67</p> <p>Format: Selected response</p> <p>CCSS: L.8.4a, L.8.4b, L.8.5b, L.8.5c</p>	<p>Title: Language Assessment: Correct Punctuation and Verb Voice and Mood</p> <p>Format: Selected response and short constructed response</p> <p>CCSS: L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b</p>	<p>Title: Collaborative Discussion: Internment and Redress</p> <p>Format: Text-based discussion</p> <p>CCSS: SL.8.1c, SL.8.1d</p>
End of Unit 3	<p>Title: Write a Compare and Contrast Essay</p> <p>Format: Essay</p> <p>CCSS: RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.9a, W.8.10</p>	<p>Title: Write an Argument Essay: Defending a Healthy Food Choice</p> <p>Format: Essay</p> <p>CCSS: W.8.1, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2, L.8.6</p>	<p>Title: Write a Narrative in Interview Form</p> <p>Format: Essay</p> <p>CCSS: W.8.3, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2</p>	<p>Title: Activist Organization Presentation</p> <p>Format: Presentation</p> <p>CCSS: SL.8.5, SL.8.6, L.8.6</p>

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
 - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 "parent" standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.
 - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).



Where does our food come from? How do we analyze arguments about how food should be grown and processed? What factors influence our access to healthy food? How do we research this? What factors should we prioritize when making choices about our food? How do we share these recommendations with others? In this module, students develop their ability to research, weigh different aspects of complex dilemmas, and formulate opinions supported by evidence and reasoning as they explore the topic Food Choices.

In the beginning of Unit 1, students discover this topic by examining multiple artifacts and being introduced to the guiding questions of the module and the culminating performance task. Throughout the module, students read excerpts from their anchor text, *The Omnivore's Dilemma*, and they analyze video clips of the *Nourish: Food and Community* documentary. Students learn how to analyze the author's purpose and point of view, as well as structural elements he uses to convey key ideas. In addition, students learn how to delineate and evaluate the author's arguments by tracking his central claim, supporting points, evidence, and reasoning. Students evaluate whether the author's evidence and reasoning are sufficient and sound and consider if and how he addresses conflicting viewpoints. Students then evaluate an author's motives for conveying information and consider the advantages and disadvantages of using different mediums to do so. All of these skills further students' abilities to be critical consumers of information and to be thoughtful about what is presented to them.

In Unit 2, students research GMOs and a second topic of their choice (pesticides, high-fructose corn syrup, organic food, or food deserts) that bring to light influences on Americans' access to healthy food. Students learn new research skills as they explore ways in which access to healthy food can be increased or decreased. After researching GMOs as a whole class, students choose their own topic and utilize the research skills they learned in the first half of the unit to research their topic of choice. Students then write an expository essay on how their research topic impacts access to healthy food. At the end of Unit 2, students participate in a Desktop Teaching Activity that will allow them to teach a mini lesson on the topic they research, and to participate in their classmates' mini lessons on other case studies.

In Unit 3, students analyze language used in *The Omnivore's Dilemma* to better understand the author's intended meaning. Students begin to consider the food choices at play in the many texts and topics they have examined and begin to formulate their own opinions about which food choice would be the most beneficial for themselves and those in their community. For the final assessment, students write an argument essay defending this recommendation. In preparation for this, students analyze a model essay, plan and draft a practice essay, and plan and draft their assessment essay.

For their performance task, students create an infographic and talking points to defend their argument. Students will present to an audience of community members in roundtable presentations.

Notes from the Designer

The Omnivore's Dilemma explores complex topics such as corn, GMOs, agribusiness, processed food, high-fructose corn syrup, fast food, feedlots, free-range chickens, grass-fed animals, organic food, local food, and seasonal food. Students additionally research more information on their chosen topic of GMOs, pesticides, high-fructose corn syrup, organic food, or food deserts. Students may be upset or may find their values conflict with descriptions of poor treatment of cows in feedlots, or of chickens on free-range farms. Students may be sensitive to the topic of access to food based on their own access to food, or may be sensitive to learn about others' experiences in food deserts. Students may also be sensitive to the topics of fast food, high-fructose corn syrup, and obesity, especially if they don't have control over the food they eat or if they or others they know suffer from obesity, diabetes, or other health-related challenges. The complex topics presented must be carefully and sensitively discussed to give students processing time and support. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.



Guiding Questions and Big Ideas

Where does our food come from?

- *Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.*
- *Deepening understanding about the variety of processes and practices can help consumers understand more about where their food comes from and make more informed choices about the food they eat.*
- *The choices consumers make around food impact their own health and the sustainability of the environment.*
- *Choices about eating healthy food, and conflicting information about the impact of processes and practices, can present a dilemma to consumers.*
- *It's important to consider diverse perspectives and points of view to fully understand the factors that influence access to healthy food.*

How do we analyze arguments about how food should be grown and processed?

- *Delineating an author's arguments helps readers more deeply understand the purpose, point of view, evidence, and reasoning presented on a topic.*
- *When evaluating arguments, considering an author's point of view and purpose help readers understand the motive behind the information presented.*
- *Understanding motive can help consumers interpret information to make informed decisions about healthy food.*
- *Analyzing sufficiency and relevancy of evidence helps readers determine if the reasoning presented on an argument is sound.*

- *Authors may acknowledge and respond to conflicting viewpoints. They may include conflicting viewpoints in order to show readers that there are different views or understandings of a topic, or in order to argue against them.*

What factors influence our access to healthy food? How do we research this?

- *It's important to build more awareness about the variety of food choices consumers need to make and the impact each has on health and sustainability.*
- *When researching access to healthy food, the credibility of a source is important.*
- *Some of the evidence provided to support arguments about access to healthy food may be irrelevant or insufficient.*
- *Information is available through different mediums, and there are advantages and disadvantages to each one. How we access information influences how we interpret it.*

What factors should we prioritize when making choices about our food? How do we share these recommendations with others?

- *Consumers weigh many factors when prioritizing food choices. These include but are not limited to: whether or not to consume GMO foods, how processed the food is, whether or not it is organic, if pesticides were used in its production, if food deserts played a role in access, and whether or not high-fructose corn syrup is an ingredient.*
- *When making an argument, it's critical to provide relevant evidence and reasoning that support the claim made.*
- *When making an argument, it's necessary to acknowledge alternate, related arguments in order to show that we have considered all perspectives.*
- *In sharing recommendations with others about food choices, we can contribute to building a better world. The choices individual consumers make about food has an effect on society as a whole.*



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Next-Generation Science Standards

- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Geo.4.6–8: Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Civ.13.6–8: Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D3.2.6–8: Evaluate the credibility of a source by determining its relevance and intended use.
- D3.4.6–8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
- D4.2.6–8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Texts and Resources

Required Trade Books and Resources	Unit 1	Unit 2	Unit 3
1. Pollan, Michael. <i>The Omnivore's Dilemma</i> (Young Readers Edition). Penguin Young Readers, 2009. (one per student)	✓	✓	✓
2. NourishLife. <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i> . WorldLink, 2011. (one per classroom)	✓		
Additional Texts (provided in curriculum materials)	Unit 1	Unit 2	Unit 3
3. Erdosh, George and Marcia Amidon Lusted. "To GMO or NOT to GMO?" <i>Odyssey Magazine</i> , 1 Feb. 2014, pp. 15–19.		✓	
4. Harrop, Froma. "Sticking Up for Coke, Sort Of." <i>The Seattle Times</i> , 18 Aug. 2015. Web.		✓	
5. "The Advantages and Disadvantages of Pesticides." <i>ChefsBest.com</i> , n.d. Web.		✓	
6. "Food Desert." <i>Encyclopædia Britannica</i> , 2019.		✓	
7. "Organic Food." <i>Encyclopædia Britannica</i> , 2019.		✓	
Assessment Texts (provided in assessment materials)	Unit 1	Unit 2	Unit 3
8. Schlosser, Eric and Charles Wilson. <i>Chew on This: Everything You Don't Want to Know about Fast Food</i> . Houghton Mifflin Harcourt, 2006.	✓		
9. Marshall, Margaret. "Is Eating Healthy Really More Expensive?" <i>Huffington Post</i> , 25 Jan. 2017. Web.	✓		
10. Perkins, Sid. "A Shock to the Food System." <i>Science News for Students</i> . 13 Feb. 2016. Web.		✓	
Recommended Texts (for volume of reading on the module topic)			
See the 6–8 Recommended Texts list for suggestions of books, articles, and videos on the module topic.			



Module-at-a-Glance

Unit 1

Unit 1: Build Background: Food Choices

Weeks 1–3 (Lessons 1–11)

Students begin reading *The Omnivore's Dilemma*, focusing on the author's point of view and perspective, analyzing the structure the author uses and how it contributes to key points, and delineating and evaluating Michael Pollan's arguments, as well as arguments presented in video format, considering whether the evidence is sound and sufficient.

- Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text

Week 3 (Lessons 12–15)

Students analyze the purpose and motive behind information presented in these different mediums, evaluate the advantages and disadvantages of using different mediums to present information, and analyze cases in which two sources disagree.

- End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text

Unit 2

Unit 2: Research Access to Healthy Food

Weeks 1–2 (Lessons 1–6)

Students are introduced to new research skills as they work together to research how GMOs impact access to healthy food.

- Mid-Unit 2 Assessment: Research: Climate Change and Food Shortages

Weeks 2–3 (Lessons 7–14)

Students research a topic of their choice (pesticides, organic food, food deserts, or high-fructose corn syrup) and consider how this topic impacts access to healthy food. Then, students create a mini lesson about their topic to present to their classmates.

- End of Unit 2 Assessment: Desktop Teaching Activity: Access to Healthy Food

Unit 3

Unit 3: Write an Argument: Healthy Food Choices

Week 1 (Lessons 1–2)

Students analyze language in *The Omnivore's Dilemma* in order to look more closely at what Michael Pollan intends his readers to understand.

- Mid-Unit 3 Assessment: Analyze Language: *The Omnivore's Dilemma*, Pages 65–67

Weeks 2–3 (Lessons 3–14)

Students formulate an argument about a choice their community can make to eat healthily and sustainably. Students plan and draft an argument essay to defend their claim.

- End of Unit 3 Assessment: Write an Argument Essay: Defending a Healthy Food Choice
- For their performance task, students create an infographic to visually depict their argument and prepare prompt cards to present their argument to an audience of classmates, teachers, and community members.

Technology & Multimedia

Tool	Purpose	Suggested Use	Website URL
Online word processing tool	Complete note-catchers	<ul style="list-style-type: none"> Students complete their note-catchers and write their essays and narratives. 	http://eled.org/0158
Speech-to-text/text-to-speech tool	Aid students in reading, writing, and note-taking	<ul style="list-style-type: none"> Students listen to audio (or text-to-speech) versions of texts to assist with fluency and comprehension. They also use speech-to-text technology to assist with writing and note-taking. 	Many newer devices already have this capability; there are also free apps for this purpose, including http://eled.org/0103 .

Refer to each Unit Overview for more details, including information about what to prepare in advance.

Optional: Community, Experts, Fieldwork, Service, and Extensions

Community

- The topics within this module relate to food choices. Invite family or community members to come to class and share some of the food choices that they make, and why.
- Invite community members who may know about local food-choice options (such as CSAs, online grocery stores, local farms, farmers markets, or other resources) to come and share with the class.

Experts

- The topics within this module relate to food choices. Invite local farmers, CSA workers, farmers-market vendors, grocers, or other food experts to come and share with the class.
- Encourage food researchers who may be doing work locally to speak to students about the nature of their work, the importance or application of their research, and any dilemmas they may have faced.
- Invite research experts or university students with science majors who conduct research to show students the skills they use.
- Invite specialists (graphic designers, advertisement agents, etc.) who make infographics or similar designs to work with students in preparation for their performance task.

Fieldwork

- Students might travel to a local farm, farmers market, CSA distributor, grocery store, or corner store and learn about the food available in their area.
- Students might visit local universities and meet with students doing research related to food, learning more about the research process at the university level.

Service

- Have students use their infographic and speech for an authentic purpose in their school community—providing education on relevant issues (e.g., going to a local community event to share their ideas, speaking to a corner-store owner about their thoughts, etc.).
- Students could provide an audio recording of their argument in the form of a podcast. They could create a video of their presentation, which shows the visual component while recording the audio component. They could also compile their digital copies of their presentations, create a class website to house their arguments, and share this with community members.

Extensions

- Students might further research topics present in *The Omnivore's Dilemma* and research topics, such as the long-term impacts of GMOs or options for residents of food deserts.
- Students might write letters to local officials to bring up ideas for how to bring fresh food to food deserts.
- Students might start a social-media campaign to raise awareness about food choices in their community.
- Students could organize a healthy potluck for their community members, with information about how they chose the food they serve.
- Students might start campaigns in their school to encourage school administration to provide healthier lunches or vending-machine options.
- Students might collect and analyze data on grocery-store options in their local area, such as the farthest distance a resident must travel in order to access healthy food, or the neighborhoods with the greatest access to healthy food. Students may present this information in an authentic context, giving facts, details, and recommendations to local officials or organizations that support access to healthy food.



Mid-Unit 1 Assessment

Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text

This assessment centers on CCSS ELA RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, and SL.8.3. Students watch the video clip “Why Eat Local” and answer questions about the author’s purpose, claim, points, evidence, and reasoning. Then, students read an excerpt from *Chew on This* and answer questions about the author’s purpose, claim, points, evidence, and reasoning, as well as questions about the structure of the text, conflicting viewpoints, lines that develop a key idea, and the role of a paragraph within the text.

End of Unit 1 Assessment

Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text

This assessment centers on CCSS ELA RI.8.1, RI.8.7, RI.8.9, and SL.8.2. Students read the article “Is Eating Healthy Really More Expensive?” and watch the video clip “No Free Lunch.” They then consider the advantages and disadvantages of the two mediums, the motives behind them, the purpose of the information conveyed, and cases in which the mediums conflict in matters of fact or interpretation.

Mid-Unit 2 Assessment

Research Climate Change and Food Shortages

This assessment centers on CCSS ELA RI.8.1, RI.8.10, W.8.7, and W.8.8. In this assessment, students are presented with a new research question, “How might climate change contribute to a food shortage?” and use the skills they have developed to answer questions and fill in a graphic organizer with their research findings.

End of Unit 2 Assessment

Desktop Teaching Activity: Access to Healthy Food

This assessment centers on CCSS ELA RI.8.1, SL.8.4, SL.8.5, and L.8.6. In this two-part assessment, students participate in a Desktop Teaching protocol to share their research findings about how their topic of choice impacts access to healthy food with classmates. During the Desktop Teaching protocol, students prepare a mini lesson based on the topic they research in the second half of the unit and present their findings along with visual displays.

Mid-Unit 3 Assessment

Analyze Language: *The Omnivore's Dilemma*, Pages 65–67

This assessment centers on CCSS ELA L.8.4a, L.8.4b, L.8.5b, and L.8.5c. In this assessment, students read a new excerpt from *The Omnivore's Dilemma* and demonstrate their language skills by determining the meanings of unknown words and phrases and showing their understanding of word nuances and the relationship among words within a sentence.

End of Unit 3 Assessment

Write an Argument Essay: Defending a Healthy Food Choice

This assessment centers on CCSS ELA W.8.1, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2, and L.8.6. In this assessment, students complete their draft of their argument essay, defending a healthy food choice they think their community can make, ensuring that it introduces and clearly states an argument, provides logically ordered reasons that are supported by facts and details, connects the argument and reasons using linking words and phrases, provides a conclusion that restates and reflects on the argument presented, and follows the rules of writing (spelling, punctuation, and grammar).



Summary of Task

Roundtable Presentations of Food Choices

This performance task gives students the opportunity to present their findings and claims about food choices. Throughout Unit 1 of this module, students learn new information about where food in America comes from and analyze arguments about food. In Unit 2 of this module, students explore two topics—GMOs and a topic of their choice (pesticides, food deserts, high-fructose corn syrup, or organic foods)—and use their research findings to write an expository essay about their topic. Throughout Unit 3, students begin to formulate their opinions on what food choices they think people in their community could make in order to eat more healthily and sustainably. Students write an argumentative essay, making a recommendation for how people should take informed action about their food choices. For the performance task, each student creates an infographic, along with a 3-minute oral presentation of the argument they made in their essay. Students share their infographics in a roundtable presentation with an authentic audience of classmates, teachers, families, and community members.

Format

Students create an infographic in order to visually represent their claims. Additionally, students create prompt cards for a 3-minute speech to accompany their visual. Students present their arguments in roundtables in which each student is continually presenting his or her claims to a rotating audience of observers who will take notes on what they learned and any questions or feedback they have.

Standards Addressed through This Task

The performance tasks at the end of every module are neither formative nor summative assessments. They are not formative since they come at the end of the module, concluding students' learning about the module topic and the literacy skills they have built over eight or nine weeks. However, they are also not summative because they are heavily scaffolded to help students create high-quality work, and so they are not a strong measure of what students can do independently. For these reasons, we do not recommend analyzing performance tasks with the same lens used to analyze assessments. Consider looking at students' performance tasks through the lens of the attributes of high-quality student work (authenticity, complexity, craftsmanship). Below are possible questions to keep in mind when considering these attributes:

- **Authenticity:** Does the student demonstrate interest and investment in their food choice and the claims they are making? Does the student provide appropriate explanations of the evidence that helped them come to their opinion and reasoning for why community members should follow this food choice? Does the student address the intended audience appropriately and engagingly?

- **Complexity:** Does the student demonstrate deep knowledge of food choices and sustainability? Has the student effectively communicated an argument for a specific food choice through his or her infographic? Does the argument indicate that the student thought carefully about the topic and considered all points of view?
- **Craftsmanship:** Do the visual elements in the infographic presentation help to portray the argument and ideas? Are the ideas organized logically, with shapes and arrows, on the infographic? Is there a headline with a recommendation for the audience? Did the student include two points from their argument essay, reasoning, evidence, and a counterclaim? Did the student include key words and notes, rather than full sentences, to express ideas? Is the infographic simple and uncluttered—easy to understand with a quick glance? Are the infographic and speech carefully written and thoughtfully crafted? Do students speak carefully, with attention to purpose and audience? Has the student successfully incorporated peer feedback on the content and presentation?

The following standards are addressed, but not assessed:

- **SL.8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.8.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student-Friendly Writing Invitation/Task Description

How do we make the right choices about what to eat? There are so many options and so much information, including conflicting information, about what Americans should do to make healthy food choices. It can be complex and confusing to decide just what to eat, and we need your help! Throughout this module, you researched and learned about how food is grown and processed, and how that impacts our health, nutrition, and our environment. Based on your findings, you wrote an argumentative essay about one recommendation for your community to consider when making healthy and sustainable food choices.

For this performance task, you will create an infographic and speaking points to present that argument to your community. You will present your infographic to an audience in a roundtable setting, explaining your argument to inform them about how to make healthy and sustainable food choices and why it is important to do so. You are the expert, and it is your turn to help your community make informed and healthy choices about what they eat!

Your infographic will include

- a clear recommendation for healthy and sustainable food choices;
- two reasons why your audience should consider your recommendation;

- two quotes or paraphrases from research texts that support each reason;
- a counterclaim that addresses the opposition to your claim/recommendation; and
- illustrations, images, or graphics that help convey your ideas.

This infographic can then be shared on social media, through email, on a website, or on bulletins in a school or local supermarket to help others learn about making healthy food choices.

Your presentation will include

- a 3-minute speech outlining the key points of your argument;
- domain-specific vocabulary to show your understanding of the topic;
- an infographic to visually represent your argument; and
- appropriate eye contact, adequate volume, and clear pronunciation when presenting your claims.



Key Criteria for Success (Aligned with CCSS ELA)

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 work with support to generate a list of criteria that will be used to critique and formally assess their work.

Your presentation will include:

Infographic (Created in Lesson 12)

- Illustrations, images, or graphics that help convey ideas
- Ideas organized in shapes and arrows
- Not full sentences—key words and notes
- Simple, uncluttered
- Easy to understand with a quick glance
- Headline—recommendation for the audience
- The two points from the argument essay
- Reasoning
- Evidence
- Counterclaim

Prompt Cards (Created in Lesson 13)

- Not full sentences—key words and notes
- Reflect the words being spoken at the time
- Give more information than just the key points of the essay—they also introduce themselves and thank the audience at the end
- Provide claims, points, evidence, reasoning, counterclaims
- Reflect the order of the argument essay
- Cue the speaker to know when to point to specific visuals

Presentation (Presented in Lesson 14)

- Speak slowly and clearly, articulating each word carefully.
- Speak at an appropriate volume for everyone to hear.
- Use more formal language rather than the kind of language we might use in a discussion.
- Make eye contact with the audience.
- Face the audience as much as possible.
- Point occasionally to relevant images or quotes on the visual.

Options for Students

Extension (digital): Students could provide an audio recording of their argument in the form of a podcast. They could create a video of their presentation, which shows the visual component while recording the audio component. They could also compile their digital copies of their presentations and create a class website to house their arguments.

Students could work in groups to create a group presentation and infographic if they have all chosen the same food choice.

Students could create original artwork for their presentations to accompany their speeches. This could be done as homework or in collaboration with a school visual arts teacher.

Options for Teachers

If technology is not available for students to create infographics digitally, students could create handwritten and illustrated visuals for their infographic.

If time permits, provide additional in-class time for students to work on their presentations and to peer-review one another's work to ensure quality and consistency among presentations.

If unable to organize an event for community members, students may present their arguments to their own class, to other classes in the school, or to parents or other adults.

Build Background: Food Choices

In this module, students explore the array of options, access, and information Americans have when deciding what to eat through the topic of Food Choices. As in previous modules, in Lesson 1 of Unit 1, students discover this topic by examining multiple artifacts, and they are introduced to the guiding questions of the module and the culminating performance task. In the second lesson, students begin reading their anchor text, *The Omnivore’s Dilemma* by Michael Pollan, and they analyze the author’s point of view and perspective. Throughout the subsequent lessons in the first half of the unit as they continue to read excerpts from *The Omnivore’s Dilemma*, students also analyze the structure Pollan uses and how it contributes to key points. Students begin to delineate and evaluate Pollan’s arguments, as well as arguments presented in video format. When reading and watching videos to delineate and evaluate arguments, they consider whether the evidence is sound and sufficient. This work prepares students for the Mid-Unit 1 Assessment.

In the second half of Unit 1, students continue to read *The Omnivore’s Dilemma* while exploring other mediums such as digital print, video, and photographs that express information about food choices. Students analyze the purpose and motive behind information presented in these different mediums and evaluate the advantages and disadvantages of using different mediums to present information. Students also analyze cases in which two sources disagree. This work prepares students for the end of unit assessment.

The 4 Ts

TOPIC	TASK
Food Choices	<p>Answer selected and constructed response questions to analyze the author’s point of view and perspective; analyze the structure the author uses and how it contributes to key points; and evaluate arguments, considering whether the evidence is sound and sufficient.</p> <p>Answer selected and constructed response questions to analyze the purpose and motive behind information presented in these different mediums, evaluate the advantages and disadvantages of using different mediums to present information, and analyze cases in which two sources disagree.</p>

TARGETS

RI.8.1, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9,
RI.8.10, SL.8.2, SL.8.3

TEXTS

The Omnivore's Dilemma by Michael Pollan
Chew on This: Everything You Don't Want to Know about Fast Food by Eric Schlosser and Charles Wilson
"Is Eating Healthy Really More Expensive?" by Margaret Marshall
Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food. WorldLink

**CCS Standards**

Below are the standards that are formally assessed in this unit.

Reading—Informational Text

- **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI.8.6:** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- **RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **RI.8.10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Speaking and Listening

- **SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Habits of Character

Social-Emotional Learning Focus

Central to the EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students focus on working to become effective learners as they show perseverance to learn and practice new reading and listening skills that allow them to evaluate an author or speaker’s point of view, motives, purpose, structure, and argument. Students also practice working to become ethical people as they show empathy and compassion for classmates with different experiences or ideas about access to food or food justice.



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RI.8.1, RI.8.10</p>	<p>Discover Our Topic: Food Choices</p> <p>Opening A. Engage the Learner – RI.8.1 (5 minutes)</p> <p>Work Time A. Infer the Topic – RI.8.1 (20 minutes) B. Introduce the Performance Task and Module Guiding Questions (10 minutes)</p> <p>Closing and Assessment A. Launch Independent Research Reading – RI.8.10 (10 minutes)</p> <p>Homework A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. B. Preread Anchor Text: Students preread section 1 of <i>The Omnivore’s Dilemma</i> in preparation for reading the section in the next lesson. C. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students explore resources related to the module topic of food choices and infer the topic. They are also introduced to the module guiding questions and performance task.</p>	<ul style="list-style-type: none"> • I can infer the topic of this module from the resources. (RI.8.1) • I can select a research reading text that I want to read. (RI.8.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 1 (RI.8.1) • Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.8.1)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 2 RI.8.1, RI.8.4, RI.8.6, L.8.1a, L.8.4</p>	<p>Analyze Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Introduction</p> <p>Opening A. Engage the Learner – RI.8.6 (5 minutes)</p> <p>Work Time A. Read <i>The Omnivore's Dilemma</i>, Section 1, and Analyze Purpose and Point of View – RI.8.6 (20 minutes) B. Language Dive: <i>The Omnivore's Dilemma</i>, Page 11 – RI.8.6 (10 minutes)</p> <p>Closing and Assessment A. Selected and Constructed Response Questions: Purpose and Point of View – RI.8.6 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread section 2 of <i>The Omnivore's Dilemma</i> in preparation for reading the section in the next lesson.</p> <p>In this lesson, students are introduced to their anchor text and begin to analyze the author's purpose and point of view.</p>	<ul style="list-style-type: none"> I can analyze the author's point of view and purpose in an excerpt from <i>The Omnivore's Dilemma</i>. (RI.8.1, RI.8.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 2 (RI.8.6) Work Time A: Gist on sticky notes Work Time A: Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) Work Time B: Language Dive: <i>The Omnivore's Dilemma</i>, Page 11 note-catcher (L.8.1a) Closing and Assessment A: Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Section 1 Questions (RI.8.6)
<p>Lesson 3 RI.8.5, RI.8.6</p>	<p>Analyze Purpose, Point of View, and Structure: Corn in Our Food</p> <p>Opening A. Engage the Learner – RI.8.6 (5 minutes)</p> <p>Work Time A. Read <i>The Omnivore's Dilemma</i>, Section 2, and Analyze Purpose and Point of View – RI.8.6 (15 minutes) B. Mini Lesson: Analyze Paragraph Structure – RI.8.5 (20 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Paragraph Structure: <i>The Omnivore's Dilemma</i>, Section 2 – RI.8.5 (5 minutes)</p> <p>Homework A. Analyze Purpose and Point of View: Students answer selected response questions to complete Homework: Analyze Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i>, Section 2. B. Preread Anchor Text: Students preread section 3 of <i>The Omnivore's Dilemma</i> in preparation for reading the section in the next lesson.</p> <p>In this lesson, students continue to read their anchor text and begin to analyze structure.</p>	<ul style="list-style-type: none"> I can analyze the author's purpose and point of view in a text and explain how he acknowledges conflicting viewpoints. (RI.8.6) I can identify the structure of a specific paragraph in a text and explain how it develops a key concept. (RI.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 3 (RI.8.6) Work Time A: Gist on sticky notes Work Time A: Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher (RI.8.6) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 3 (RI.8.5)

Lesson 1: Discover Our Topic: Food Choices

CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.8.1, RI.8.10

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RL.8.4, RI.8.2, SL.8.1, L.8.6

Daily Learning Targets

- I can infer the topic of this module from the resources. (RI.8.1)
- I can select a research reading text that I want to read. (RI.8.10)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 1 (RI.8.1)
- Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.8.1)

Agenda

1. Opening

A. Engage the Learner – RI.8.1 (5 minutes)

2. Work Time

A. Infer the Topic – RI.8.1 (20 minutes)

B. Introduce the Performance Task and Module Guiding Questions (10 minutes)

3. Closing and Assessment

A. Launch Independent Research Reading – RI.8.10 (10 minutes)

4. Homework

A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.

B. Preread Anchor Text: Students preread Section 1 of *The Omnivore's Dilemma* in preparation for reading the section in the next lesson.

C. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- RI.8.1 – Opening A: Students complete an entrance ticket by generating a list of questions they can ask themselves to aid in drawing inferences from evidence.
- RI.8.1 – Work Time A: Students participate in the Infer the Topic protocol, citing evidence from the resources posted around the room that most strongly support what they notice and wonder about the topic.
- RI.8.10 – Closing and Assessment A: Students choose independent research reading texts on the topic of food choices. See Independent Reading Sample Plans (see the Tools page at <http://eled.org/tools>) for ideas on how to launch independent reading. If using already established routines for launching independent reading, in this lesson students will choose a research reading text. The research reading that students complete for homework helps build both their vocabulary and knowledge of the food choices. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of this topic.
- In this lesson, the directions for routines that are repeated from previous lessons have been pared down and noted with “Repeated routine.” For the detailed outline of how to facilitate this part of the lesson, please refer back to previous lessons.
- At the end of the lesson, distribute the homework resources, and review the format of the document and this lesson’s specific assignment with students. The homework in this lesson includes three assignments, which is not typical for other lessons, but is required in this lesson only.
- In this lesson, students do not collect new vocabulary independently. Instead, new vocabulary is collected as a class on the academic word wall and domain-specific word wall. Students determine and clarify the meanings of words and phrases as they are used in the module guiding questions as they are added to the word wall. Students record each vocabulary word and its definition in their vocabulary logs from Module 1.

Opportunities to Extend Learning

- Invite students to research one or more of the topics they analyzed during the lesson (e.g., GMOs, pesticides, industrial farming) to further build their background knowledge before reading the anchor text. Students might share their findings in small groups or with the whole class.
- Proficient readers could be asked to prepare a Book Talk or other presentation of their reading for this lesson to promote excitement among their peers for the independent reading book selection.

How It Builds on Previous Work

- In Lesson 1 of Module 1, students participated in the Infer the Topic protocol to explore texts, images, maps, etc., and make inferences about the topic of Latino folklore. In this lesson, students use the same protocol to discover a new topic, Food Choices.

Support All Students

- The gallery walk consists of stations in which students will read texts, view images, and watch video clips. This activity is multimodal, providing visual, auditory, and kinesthetic access points to the Infer the Topic resources. Students will choose which resources to engage with in this activity.
- Accompany the posted learning targets with symbols or images for visual learners. Check for understanding by giving students time to write, sketch, or orally paraphrase the learning target. ▲
- Group students heterogeneously. Students will be able to choose the documents they would like to examine in order to infer the topic. This encompasses diversity of learning styles, reading levels, and grasp of the English language. Students are not grouped based on ability. This provides students with multiple access points to meet the learning target. Invite students to help each other by reading the excerpts aloud to each other. Use the English subtitle function on the videos to support ELLs. ▲

Assessment Guidance

- Monitor students' Infer the Topic: I Notice/I Wonder note-catchers to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.

Down the Road

- In the next lesson, students will begin reading and discussing *The Omnivore's Dilemma* by Michael Pollan.

In Advance

- Prepare:
 - Entrance Ticket: Unit 1, Lesson 1
 - Infer the Topic text set of resources. Post the Infer the Topic resources around the room, or print materials and provide multimedia access to each small group.
 - Display the cover of *The Omnivore's Dilemma* as an Infer the Topic resource in Work Time A.
 - Display the Pesticides 101 Infographic (<http://eled.org/0219>) as an Infer the Topic resource in Work Time A.
- Gather enough copies of the anchor text, *The Omnivore's Dilemma*, to be distributed to students at the end of the lesson.
- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 1 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).
- If this module has been taught previously, collect a model performance task from a former student and prepare to share this resource with students.

Technology & Multimedia

- Opening A: Complete the modeling for the Infer the Topic: I Notice/I Wonder note-catcher with the class in a word-processing document such as <http://eled.org/0158>.
- Work Time A: Create a multimedia station of video clips for the Infer the Topic protocol. Use video clips that contain information about topics such as pesticides, GMOs, and food deserts. Examples:
 - <http://eled.org/0216> (pros and cons of pesticides)
 - <http://eled.org/0217> (GMOs)
 - <http://eled.org/0218> (food deserts)
- Work Time A: Students complete their I Notice/I Wonder note-catchers in an online word-processing document such as <http://eled.org/0158>.
- Work Time A: Students complete their note-catchers in a word-processing document using speech-to-text facilities activated on devices or using an app or software such as <http://eled.org/0103>.

Vocabulary

- access, dilemma, omnivore, prioritize (A)
- infographic (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- Directions for Infer the Topic (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- Academic word wall (one for display; from Module 1, Unit 1, Lesson 2, Opening A)
- Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 2, Opening A)
- Model performance task from a former student (optional; one for display)
- Independent Reading Sample Plans (optional; see the Tools page: <http://eled.org/tools>)

Student

- Directions for Infer the Topic (one per student; from Module 1, Unit 1, Lesson 1, Work Time A)
- Infer the Topic: I Notice/I Wonder note-catcher (one per student; from Module 1, Unit 1, Lesson 1, Work Time A)
- Vocabulary logs (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- Independent reading journals (one per student; from Module 1, Unit 1, Lesson 6, Work Time B)

New Materials**Teacher**

- Entrance Ticket: Unit 1, Lesson 1 (example for teacher reference)
- Infer the Topic resources (one for display; see In Advance)
- Performance Task anchor chart (one for display; see Performance Task Overview and Supporting Materials)
- Module Guiding Questions anchor chart (one for display; see Teaching Notes)

Student

- Entrance Ticket: Unit 1, Lesson 1 (one per student)
- Infer the Topic: I Notice/I Wonder note-catcher (one per student)
- The Omnivore's Dilemma* (text; one per student)
- Homework resources (one per student)

Opening

A. Engage the Learner – RI.8.1 (5 minutes)

- Repeated routine: As students arrive, invite them to complete **Entrance Ticket: Unit 1, Lesson 1**.
- Repeated routine: Follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Infer the Topic – RI.8.1 (20 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:
“I can infer the topic of this module from the resources.”
- Focus students on the **Infer the Topic resources** posted around the room.
- Remind students that they used the Infer the Topic protocol in the previous module, and review as necessary using the **Directions for Infer the Topic**. (Refer to the Classroom Protocols document for the full version of the protocol [see the Tools page at <http://eled>].)

- Distribute the **Infer the Topic: I Notice/I Wonder note-catchers**. Focus students on the question at the top, and read it aloud:

“What do you think you will be learning about in this module?”

- Remind students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn’t something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text).
- Guide students through the protocol. Allow them to choose what resources to observe, so those who may not be able to read independently have the option to view an image. Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another about what the text means using sentence frames. Examples: “I agree because ____.” “I disagree because ____.”
- Refocus whole group. Think-Triad-Share:

“Now that you have looked at some resources, what do you think this module might be about?” (Responses will vary, but could include: farming, food, pesticides.)

“What does this topic mean to you at this point? Why might it be meaningful to study this topic?” (Responses will vary, but may include: to understand what is in our food, to understand where our food comes from.)

“From what you know so far, what are you looking forward to about this topic?” (Responses will vary, but may include: learning about where our food comes from, learning about healthy foods and what we can add or remove from our diets.)

- Direct students’ attention to *The Omnivore’s Dilemma* front cover, displayed in the Infer the Topic protocol. Explain to students that this book is the anchor text that they will read in this unit to analyze Food Choices.
- With students’ support, record the meanings of *omnivore* (an animal or person that eats plants and animals) and *dilemma* (a difficult situation or problem) on the **academic word wall**, with translations in students’ home languages. Write synonyms or sketch a visual above each word to scaffold students’ understanding. Invite students to record these words in their **vocabulary logs**.
- Explain that this module will trace the sources of our food from the farm to our plate. This module will explore what is in our food, our access to healthy food, how food production affects the earth, and the choices we can make about the food we eat.
- Repeated routine: Invite students to reflect on their progress toward the relevant learning targets.

Work Time

B. Introduce the Performance Task and Module Guiding Questions (10 minutes)

- Direct students' attention to the **Performance Task anchor chart**, and read the task aloud.
- As students may be overwhelmed by the Performance Task anchor chart, assure them that they will continue to explore the meaning of the chart in subsequent lessons and units.
- With students' support, record the meaning of *infographic* (a visual image such as a chart or diagram used to represent information or data) on the **domain-specific word wall**, with a translation in students' home languages. Write synonyms or sketch a visual above the word to scaffold students' understanding. Invite students to record this word in their vocabulary logs.
- Turn and Talk:
 - “*What do you notice about the task?*” (Responses will vary, but may include: we create an infographic, we encourage our community, we present in front of an audience.)
 - “*What do you wonder about the task?*” (Responses will vary, but may include: Can we work in groups? What does an infographic look like? How do we create the infographic?)
 - “*Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?*” (Responses will vary.)
- Clarify anything pertinent to this specific performance task. Consider displaying a **model performance task from a former student**. Ask students to make connections between the model and the performance task.
- Direct students' attention to the **Module Guiding Questions anchor chart**, and read the questions aloud.
- Turn and Talk:
 - “*Why do we have guiding questions for each module?*” (Responses will vary, but may include: to help focus our learning, to help us think about the performance task.)
- Tell students that these are the questions that will guide their thinking and learning throughout the module. Turn and Talk:
 - “*What do you notice?*” (Responses will vary, but may include: the focus is on food.)
 - “*What do you wonder?*” (Responses will vary, but may include: Is there something wrong with the source of our food? How do you know what is healthy?)
- With students' support, record the meanings of *access* (the right or privilege to use something) and *prioritize* (to treat something as more important than something else) on the academic word wall, with translations in students' home languages. Write synonyms or sketch a visual above each word to scaffold students' understanding. Invite students to record these words in their vocabulary logs.
- Acknowledge that some students may already know something about this topic. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences and knowledge and that this will be further discussed at the beginning of the next lesson. And note that some students may know nothing about the topic—it will be interesting to dig in together.
- Repeated routine: Invite students to reflect on their progress toward the relevant

Closing and Assessment

A. Launch Independent Research Reading – RI.8.10 (10 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:
“I can select a research reading text that I want to read.”
- Launch independent reading for this module. There is a suggested independent reading launch in the **Independent Reading Sample Plans**.
- At the end of 5 minutes, invite students to retrieve their **independent reading journals**.
- Remind students they will use this journal to log their independent reading, both choice and research reading, and to answer reading prompts.
- Remind students to respond to a prompt for homework in the front of their journals.
- Distribute one copy of *The Omnivore’s Dilemma* to each student. Instruct students to preread pages 10–13 to prepare for the next lesson.

Homework

A. Read and Reflect

- Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.

B. Preread Anchor Text

- Students preread Section 1 of *The Omnivore’s Dilemma* in preparation for reading the section in the next lesson.

C. Independent Research Reading

- Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.

Lesson 2: Analyze Purpose and Point of View: *The Omnivore's Dilemma*, Introduction

CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.8.1, RI.8.4, RI.8.6, L.8.1a, L.8.4

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.8.2, RI.8.10, SL.8.1

Daily Learning Targets

- I can analyze the author's point of view and purpose in an excerpt from *The Omnivore's Dilemma*. (RI.8.1, RI.8.6)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 2 (RI.8.6)
- Work Time A: Gist on sticky notes
- Work Time A: Author's Purpose and Point of View: *The Omnivore's Dilemma* note-catcher (RI.8.6)
- Work Time B: Language Dive: *The Omnivore's Dilemma*, Page 11 note-catcher (L.8.1a)
- Closing and Assessment A: Author's Purpose and Point of View: *The Omnivore's Dilemma*, Section 1 Questions (RI.8.6)

Agenda

1. Opening

- A. Engage the Learner – RI.8.6 (5 minutes)

2. Work Time

- A. Read *The Omnivore's Dilemma*, Section 1, and Analyze Purpose and Point of View – RI.8.6 (20 minutes)
- B. Language Dive: *The Omnivore's Dilemma*, Page 11 – RI.8.6 (10 minutes)

3. Closing and Assessment

- A. Selected and Constructed Response Questions: Purpose and Point of View – RI.8.6 (10 minutes)

4. Homework

- A. Preread Anchor Text: Students preread section 2 of *The Omnivore's Dilemma* in preparation for reading the section in the next lesson.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- RI.8.6 – Opening A: Students complete an entrance ticket in which they determine what an author’s point of view is in a nonfiction text.
- RI.8.6 – Work Time A: Students read section 1 of *The Omnivore’s Dilemma* and analyze the author’s purpose and point of view.
- RI.8.1 – Work Time A: Students cite evidence from the text to support their analysis of the author’s purpose and point of view.
- L.8.4 – Work Time A: Students determine or clarify the meanings of unfamiliar words in the text.
- RI.8.4 – Work Time A: Students determine the meanings of words or phrases as they are used in the text.
- RI.8.6 – Work Time B: Students analyze a sentence in a Language Dive to help them better understand the author’s purpose in *The Omnivore’s Dilemma*.
- L.8.1a – Work Time B: Students analyze a sentence in a Language Dive to help them better understand the function of infinitive phrases in sentences.
- RI.8.6 – Closing and Assessment A: Students answer selected and constructed response questions focused on the author’s purpose and point of view.
- In this lesson, students engage in the following new protocol (instructions for which appear at the first point of use in the lesson):
 - **Back-to-Back and Face-to-Face:** This protocol provides a method for sharing information and gaining multiple perspectives on a topic through partner interaction. It can be used for reviewing and sharing academic material, as a personal “ice breaker,” or as a means of engaging in critical thinking about a topic of debate.

Opportunities to Extend Learning

- Students could read the entire introduction of *The Omnivore’s Dilemma* and further analyze the author’s point of view on other topics in this section of the text.
- To extend work with infinitive phrases and L.8.1a, after the Language Dive, invite students to look for other examples of infinitive phrases within the Introduction of *The Omnivore’s Dilemma*. Students can share the examples they find in small groups or with the class and discuss the function (noun, adjective, adverb) of each.
- Review the questions on Author’s Purpose and Point of View, *The Omnivore’s Dilemma*, Section 1, with the selected response options covered, and give students the opportunity to generate the answers themselves. Students can then compare their responses with the selected response options to verify their interpretations.
- Students can conduct an internet search to find more information about Michael Pollan and his work. They can locate short videos, interviews, and biographical information as well as other texts written by Pollan and share these in small groups or with the whole class.
- Students can research the food traditions of different national and cultural groups abroad and use this information as a point of comparison as they consider food consumption in the United States as they read *The Omnivore’s Dilemma*.

- In high school, students will analyze how an author or speaker uses rhetoric to advance his or her point of view or purpose. Students might analyze the use of rhetoric (the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques) within *The Omnivore's Dilemma*.

How It Builds on Previous Work

- In the previous module, students read the anchor text and analyzed the point of view of characters in the novel. In this lesson, students evaluate the point of view of the author in this informational text and determine the author's purpose.

Support All Students

- Note that section 1 of *The Omnivore's Dilemma* brings up the complex idea of the omnivore's dilemma itself—the concept that Americans often do not know where our food comes from and/or what is healthy to eat. Humans can eat plants and animals but do not necessarily know what is good or bad for our health and can have some difficult choices to make. Some students or their families may find these topics to be new, challenging, or even frustrating depending on their own eating habits, knowledge, access, or other factors. Allow for time to process and respond to these topics during individual, small group, or full class discussion, and reach out to families as needed. Use thoughtful strategic pairing for discussions around these topics to ensure that all students feel comfortable.
- In Work Time A, provide choice in how students read the excerpt: some students may prefer to read independently and silently, while others (especially ELLs) may wish to read aloud in groups with peers and/or with support. Still others may wish to read silently for a few pages and then process with a group. This format of choice could potentially be built into the reading time within each lesson. ▲
- As in previous lessons, in Work Time A, present additional options for recording gist rather than just the sticky notes, such as using a separate notebook, using a graphic organizer, using highlighters and annotating, or using a voice recorder. Give students options for expressing their understanding of gist (oral, written, drawing). Also, build in different options for expressing comprehension of the text (written reflection, voice recording, discussion with partners/groups). ▲
- Students may need support in understanding the concept of organic and processed foods. Show images or videos to provide visual examples of these foods that students encounter in the supermarket. Students may also benefit from an infographic of a food chain. Provide an infographic, or have the class create one together.
- Note there is a differentiated version of Author's Purpose and Point of View: *The Omnivore's Dilemma* note-catcher used in Work Time B in the separate Teacher's Guide for English Language Learners. ▲
- When pairing students to answer selected and constructed response questions in Closing and Assessment A, group ELLs with partners who have more advanced or native language proficiency. The partners with greater language proficiency can serve as a model, initiating discussions and providing implicit sentence frames, for example. Use the same pairing in future lessons if this pairing is successful. This will support students in building trust and becoming more comfortable and confident with their peers. ▲

Assessment Guidance

- Check student vocabulary logs for accountability in recording vocabulary.
- Check gist statements to ensure students are recording quick notes about what the text is mostly about.
- As students work in pairs to answer selected and constructed response questions in Closing and Assessment A, listen to discussions to determine how close students are to understanding how to answer questions related to RI.8.6 to determine any common issues that could be used as teaching points for the whole group.

Down the Road

- In the next lesson, students will continue to read *The Omnivore's Dilemma* and analyze the author's purpose and point of view. Students will also begin to analyze paragraph structure in the text.

In Advance

- Prepare Entrance Ticket: Unit 1, Lesson 2, and ensure there is a copy of it at each student's workspace.
- Preread the text sections for today's lesson, and review the Text Guide to ensure understanding of the material and content.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- food chain, organic, processed food (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons**Teacher**

- Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 2, Opening A)
- Strategies to Answer Selected Response Questions anchor chart (one for display; from Module 1, Unit 1, Lesson 3, Opening B)
- Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 2, Lessons 4–5, Work Time D)

Student

- The Omnivore's Dilemma* (text; one per student; from Module 2, Unit 1, Lesson 1, Closing and Assessment A)
- Vocabulary logs (one per student; from Module 1, Unit 1, Lesson 2, Opening A)

New Materials**Teacher**

- Entrance Ticket: Unit 1, Lesson 2 (example for teacher reference)
- Text Guide: *The Omnivore's Dilemma* (for teacher reference)
- Author's Purpose and Point of View: *The Omnivore's Dilemma* note-catcher (example for teacher reference)
- Language Dive Guide: *The Omnivore's Dilemma*, Page 11 (for teacher reference)
- Language Dive: *The Omnivore's Dilemma*, Page 11 note-catcher (example for teacher reference)
- Author's Purpose and Point of View: *The Omnivore's Dilemma*, Section 1 questions (answers for teacher reference)

Student

- Entrance Ticket: Unit 1, Lesson 2 (one per student)
- Sticky notes (one per student)
- Synopsis: *The Omnivore's Dilemma*, Section 1 (one per student)
- Author's Purpose and Point of View: *The Omnivore's Dilemma* note-catcher (one per student and one for display)
- Author's Purpose and Point of View: *The Omnivore's Dilemma* note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)
- Language Dive: *The Omnivore's Dilemma*, Page 11 note-catcher (one per student)
- Language Dive: *The Omnivore's Dilemma*, Page 11 sentence chunk strips (one per group)
- Author's Purpose and Point of View: *The Omnivore's Dilemma*, Section 1 questions (one per student and one for display)

Opening

A. Engage the Learner – RI.8.6 (5 minutes)

- Repeated routine: As students arrive, invite them to complete **Entrance Ticket: Unit 1, Lesson 2**.
- Repeated routine: Follow the same routine as the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as previous lessons.

Work Time

A. Read *The Omnivore’s Dilemma*, Section 1, and Analyze Purpose and Point of View – RI.8.6 (20 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson: **“I can analyze the author’s point of view and purpose in an excerpt from *The Omnivore’s Dilemma*.”**
- Instruct students to retrieve their copies of *The Omnivore’s Dilemma* and turn to page 10.
- Read aloud section 1 as students read along silently. Refer to the **Text Guide: *The Omnivore’s Dilemma* (for teacher reference)** for excerpt, questions, and vocabulary. If students are able to read independently or in small groups, group students accordingly, and set the time for them to read the excerpt. If students do not finish reading the section within the allotted reading time, distribute **Synopsis: *The Omnivore’s Dilemma*, Section 1** to each student to review the key details from the section.
- After reading the section, ask students to Think-Pair-Share about the gist they determined for the section of text: **“What is the gist of this section?” (The author is investigating food sources.)**
- Invite students to record the gist onto a **sticky note**, sticking it at the front of the chapter for quick reference. Alternatively, give students a different option for recording gist, such as writing a margin note or using a graphic organizer that they will return to in the future.
- With students’ support, record the meanings of *food chain* (the series of processes by which food is grown or produced, sold, and eventually consumed), *organic* (produced or involving production without the use of chemical fertilizers, pesticides, or other artificial agents), and *processed food* (a series of mechanical or chemical operations performed to change or preserve food) on the **domain-specific word wall** with translations in students’ home languages. Write synonyms or sketch a visual above each key term to scaffold students’ understanding. Invite students to record these words in their **vocabulary logs**.
- Lead students through the following steps of the Back-to-Back and Face-to-Face protocol for the questions below:
 1. Partners stand back-to-back to each other, being respectful of space, listening as each question is posed.
 2. Prompt students to turn and stand face-to-face with each other.

3. Direct partner A to share his or her answer to the question posed.
 4. Direct partner B to share his or her answer to the question posed.
 5. Tell students to find a different partner, and proceed through steps 1–4 again.
 6. Repeat for each question.
- Back-to-Back and Face-to-Face:

“What food traditions does your family or culture have? What food(s) do you eat often?” (Responses will vary, but may include: arroz con pollo, roti, fish and chips, Black Forest ham, assam, ravioli, chorizo, spring pancake, cornbread, barbecue)

“What are you interested to learn more about now?” (Responses will vary, but may include: where food comes from, or specific food chains that the author has called out.)

“What did the author say about the point of this book?” (Responses will vary, but may include that the point isn’t to scare the reader. It’s to help us rediscover the pleasures of food.)
 - Emphasize the point of the text by rereading aloud the final paragraph of the introduction, beginning at, “There were parts of this book that were difficult to write . . .”
 - Remind students that they analyzed the point of view of characters in the previous module. Explain to students that “point of view” is a bit different in a nonfiction text. Students will analyze the point of view of the author of *The Omnivore’s Dilemma* because the book is a nonfiction text and is written from Michael Pollan’s perspective. Explain to students that some nonfiction texts are purely information, like an encyclopedia, and are not written from a particular point of view, but other texts, like this one, present particular points of view and perspectives. Tell students that they will analyze the author’s attitude toward certain topics and begin to describe and evaluate the author’s thinking in detail in the upcoming lessons.
 - Display and distribute **Author’s Purpose and Point of View: *The Omnivore’s Dilemma* note-catcher**. For ELLs and students who require additional support, the **Author’s Purpose and Point of View: *The Omnivore’s Dilemma* note-catcher ▲** can be used to help guide students’ thinking with pre-filled information and sentence starters to help students complete the first entry.
 - Orient students to the note-catcher. Read aloud the headings on the note-catcher and the supporting prompt questions in each section. Tell students that this note-catcher will help them track the author’s purpose and point of view on different topics throughout the book. Remind students that the author’s purpose is the reason the author writes something.
 - Have students turn to page 11. Draw students’ attention to the following sentence:

“But I found I was going crazy from worrying about food.”
 - Ask students the following questions from the note-catcher:

“What topic is the author addressing?” (where our food comes from)

“What is the author’s attitude toward this topic?” (Where our food comes from is important and something we should really think about.)

“What is the author’s reason for writing this?” (to educate readers about where our food comes from and what is in it)

“What words or ideas from the excerpt helped you determine that point of view?” (going crazy worrying)

“How does the author’s point of view add to our understanding of this topic?” (helps us understand how complicated the omnivore’s dilemma is)

- Have students agree on responses as a class. Record these responses on the displayed note-catcher, and instruct students to follow along and record the responses on their own note-catchers. Refer to **Author’s Purpose and Point of View: *The Omnivore’s Dilemma* note-catcher (example for teacher reference)** as needed.
- Draw students’ attention to the following sentence on page 11:
 - “Instead we have dozens of different ‘experts’ who give us lots of different advice about what to eat and what not to eat.”
- Ask students the following questions from the note-catcher:

“What topic is the author addressing?” (the way we get information about our food today)

“What is the author’s attitude toward this topic?” (Our food choices are more confusing now, and we don’t know whom to listen to.)

“What is the author’s reason for writing this?” (to prove to the reader that we have an “omnivore’s dilemma” in how to make good food choices)

“What words or ideas from the excerpt helped you determine that point of view?” (experts, people knew about food because they grew it or hunted it themselves)

“How does the author’s point of view add to our understanding of this topic?” (helps us understand that we do not have firsthand knowledge of where our food comes from)
- Have students agree on responses as a class. Record the class responses on the displayed note-catcher, and instruct students to follow along and record the responses on their own note-catchers. Refer to **Author’s Purpose and Point of View: *The Omnivore’s Dilemma* note-catcher (example for teacher reference)** as needed.
- Repeated routine: Invite students to reflect on their progress toward the relevant learning targets.

Work Time

B. Language Dive: *The Omnivore’s Dilemma*, Page 11 – RI.8.6 (10 minutes)

- Tell students they will now participate in a Language Dive to explore the author’s purpose in *The Omnivore’s Dilemma* and how infinitive phrases function in sentences.
- Reread aloud page 11 of *The Omnivore’s Dilemma*.
- Focus students on the sentence:
 - “I decided to become a food detective, to find out where our food comes from and exactly what it is we are eating.”
- Use the **Language Dive Guide: *The Omnivore’s Dilemma*, Page 11 (for teacher reference)** to guide students through a Language Dive conversation about the sentence. Distribute and display the **Language Dive: *The Omnivore’s Dilemma*, Page 11 note-catcher**, and the **Language Dive: *The Omnivore’s Dilemma*, Page 11 sentence chunk strips**. Refer to the **Language Dive: *The Omnivore’s Dilemma*, Page 11 note-catcher (example for teacher reference)** as needed.

- Repeated routine: Invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Selected and Constructed Response Questions: Purpose and Point of View – RI.8.6 (10 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson: *“I can analyze the author’s point of view and purpose in an excerpt from The Omnivore’s Dilemma.”*
- Display the **Strategies to Answer Selected Response Questions anchor chart**. Read each strategy for students to review how to answer selected response questions. Answer any clarifying questions.
- Group students strategically into pairs, and display and distribute **Author’s Purpose and Point of View: The Omnivore’s Dilemma, Section 1 questions**. Read each of the questions aloud as students read along silently, and explain that students will work together to answer the questions focused on the author’s purpose and point of view in this excerpt from *The Omnivore’s Dilemma*. Tell students that they will answer similar questions on the mid-unit assessment that will measure their development of these skills.
- Direct students’ attention to the **Work to Become Effective Learners anchor chart**, and review what collaboration looks and sounds like.
- Instruct students to answer the selected and constructed response questions with a partner.
- Circulate as students work to ensure they are on track and answer any clarifying questions. Refer to **Author’s Purpose and Point of View: The Omnivore’s Dilemma, Section 1 questions (example for teacher reference)** for the answer key.
- Refocus the class. Read aloud the first question, and ask volunteers to share their answers with the class. Repeat with questions 2 and 3.
- Explain to students that they will continue to analyze the author’s purpose and point of view as they read the anchor text and that in future lessons, they will analyze the author’s arguments about food choices.
- Repeated routine: Invite students to reflect on their progress toward the relevant learning targets.
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

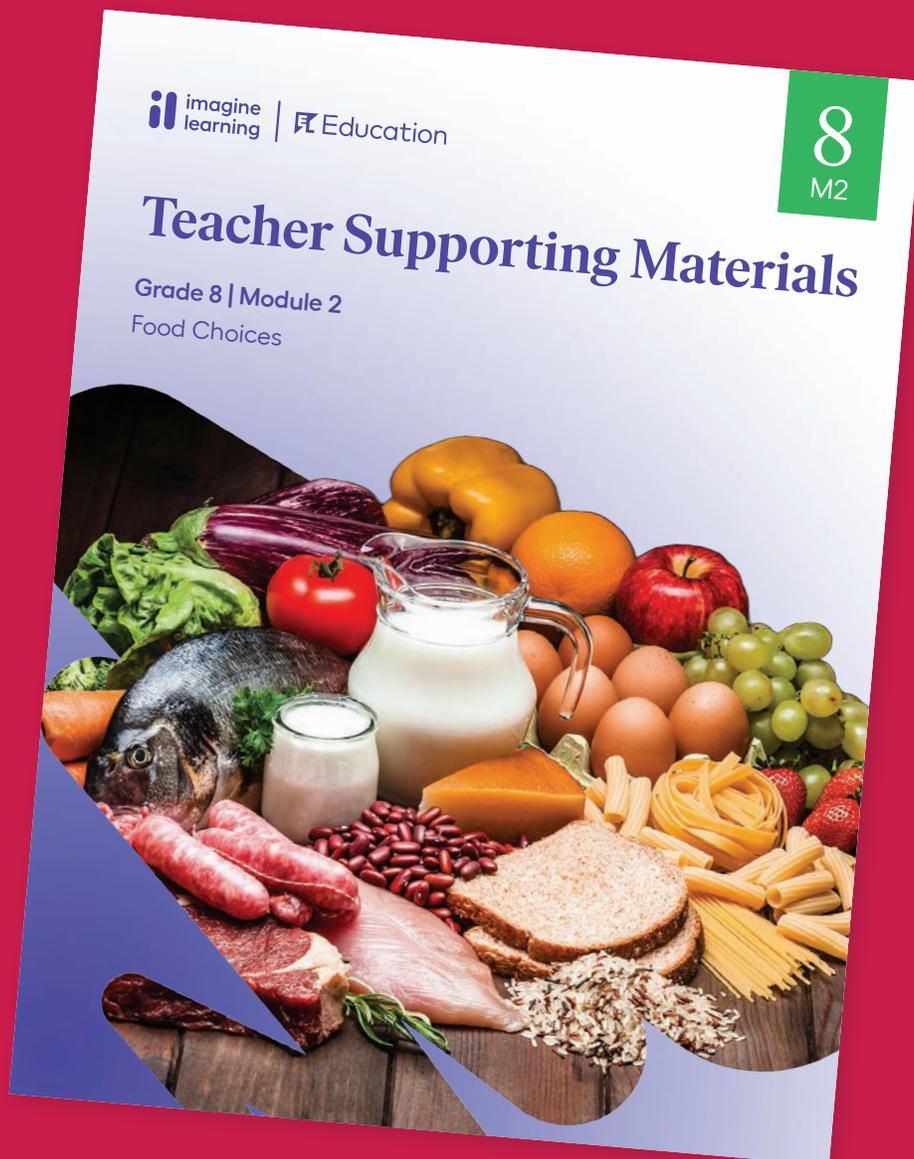
Homework

A. Preread Anchor Text

- Students preread section 2 of *The Omnivore’s Dilemma* in preparation for reading the section in the next lesson.

Module Teacher Supporting Materials

Sample



Entrance Ticket: Unit 1, Lesson 1

RI.8.1

(Example for Teacher Reference)

Directions: As you enter class, answer the following questions.

In the previous module, you used an "I Notice/I Wonder" note-catcher. In the chart below, list questions you can ask yourself that will help you complete the "I Notice" column on the left. What are you looking for when completing the "I Notice" column?

Then list questions you can ask yourself that will help you complete the "I Wonder" column on the right. What are you looking for when completing the "I Wonder" column?

I Notice	I Wonder
	
<p>What do I see?</p> <p>What do I hear?</p> <p>What is happening in the image I see?</p> <p>What is happening in the video I'm watching?</p> <p>What words or phrases in the text stand out to me?</p>	<p>What questions do I have about what I see?</p> <p>What questions do I have about what I hear?</p> <p>What questions do I have about the relationship among the images, video, and texts?</p>

Entrance Ticket: Unit 1, Lesson 1

RI.8.1

Name: _____ **Date:** _____

Directions: As you enter class, answer the following questions.

In the previous module, you used an “I Notice/I Wonder” note-catcher. In the chart below, list questions you can ask yourself that will help you complete the “I Notice” column on the left. What are you looking for when completing the “I Notice” column?

Then list questions you can ask yourself that will help you complete the “I Wonder” column on the right. What are you looking for when completing the “I Wonder” column?

I Notice	I Wonder
	

Infer the Topic Resources

RI.8.1

Note to Teacher: Post the following resources around the room. Consider writing the text in large print on chart paper to make it easy to see. Or, make copies of each resource for each group or station.



US Department of Agriculture. "20180321-OC-PJK-7593_TONED." Photograph. Flickr. 21 Mar. 2018. Web. Public domain.



Tony Webster. "Label GMOs / Pembina Propane." Photograph. Flickr. 15 May 2015. Web. Used under CC BY 2.0.



US Department of Agriculture. "20141017-FSA-RBN-1368." Photograph. *Flickr*. 17 Oct. 2014. Web. Used under CC BY 2.0.



United Soybean Board. "Corn Harvest." Photograph. *Flickr*. 13 Oct. 2011. Web. Used under CC BY 2.0.



Aqua Mechanical. "Tractor Fertilize Field Pesticide and Insecticide." Photograph. *Flickr*. 16 Feb. 2016. Web. Used under CC BY 2.0.



USDA NRCS Montana. "Irrigation94." Photograph. *Flickr*. 7 May 2018. Web. Public domain.



K-State K-State Research and Extension. "KSU Beef Yard_019 copy." Photograph. *Flickr*. 3 May 2016. Web. Used under CC BY 2.0.



Shene81. "Big Mac®." Photograph. *Wikimedia*. 9 June 2013. Web. Used under CC BY 3.0.



Airman 1st Class Larissa Greatwood. "Packages of ground beef go through a metal detector at the Ramstein Central Meat Processing Plant." Photograph. *US Air Force*. 25 Jan. 2016. Web. Public domain.



A_terracini. "Free range chickens." Photograph. *Flickr*. 8 Nov. 2014. Web. Used under CC BY 2.0.



Ella Olsson. "Organic - Vegetables at Farmers Market." Photograph. Flickr. 24 Mar. 2018. Web. Used under CC BY 2.0.

Infer the Topic: I Notice/I Wonder Note-Catcher

RI.8.1**Name:** _____ **Date:** _____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)
	

Module Guiding Questions Anchor Chart

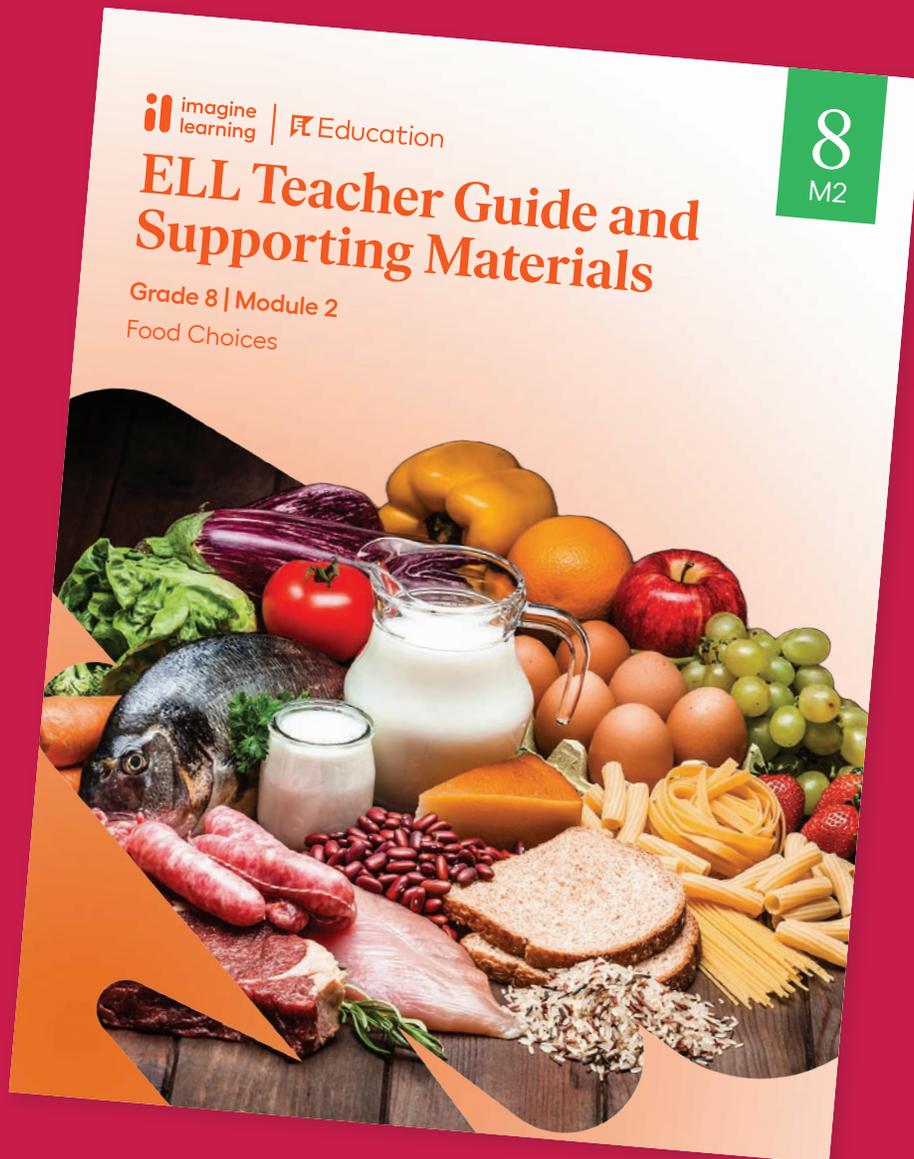
RI.8.1, W.8.8

What thoughts do you have about the guiding questions for the module?

Questions	Notes
<p>Where does our food come from?</p> <p>How do we analyze arguments about how food should be grown and processed?</p> <p>What factors influence our access to healthy food? How do we research this?</p> <p>What factors should we prioritize when making choices about our food? How do we share these recommendations with others?</p>	

ELL Teacher Guide and Supporting Materials

Sample



Where does our food come from? How do we analyze arguments about how food should be grown and processed? What factors influence our access to healthy food? How do we research this? What factors should we prioritize when making choices about our food? How do we share these recommendations with others? In this module, students develop their ability to research, weigh different aspects of complex dilemmas, and formulate opinions supported by evidence and reasoning as they explore the topic Food Choices.

In the beginning of Unit 1, students discover this topic by examining multiple artifacts and being introduced to the guiding questions of the module and the culminating performance task. Throughout the module, students read excerpts from their anchor text, *The Omnivore's Dilemma*, and they analyze video clips of the *Nourish: Food and Community* documentary. Students learn how to analyze the author's purpose and point of view, as well as structural elements he uses to convey key ideas. In addition, students learn how to delineate and evaluate the author's arguments by tracking his central claim, supporting points, evidence, and reasoning. Students evaluate whether the author's evidence and reasoning are sufficient and sound and consider if and how he addresses conflicting viewpoints. Students then evaluate an author's motives for conveying information and consider the advantages and disadvantages of using different mediums to do so. All of these skills further students' abilities to be critical consumers of information and to be thoughtful about what is presented to them.

In Unit 2, students research GMOs and a second topic of their choice (pesticides, high-fructose corn syrup, organic food, or food deserts) that bring to light influences on Americans' access to healthy food. Students learn new research skills as they explore ways in which access to healthy food can be increased or decreased. After researching GMOs as a whole class, students choose their own topic and utilize the research skills they learned in the first half of the unit to research their topic of choice. Students then write an expository essay on how their research topic impacts access to healthy food. At the end of Unit 2, students participate in a Desktop Teaching Activity that will allow them to teach a mini lesson on the topic they research, and to participate in their classmates' mini lessons on other case studies.

In Unit 3, students analyze language used in *The Omnivore's Dilemma* to better understand the author's intended meaning. Students begin to consider the food choices at play in the many texts and topics they have examined and begin to formulate their own opinions about which food choice would be the most beneficial for themselves and those in their community. For the final assessment, students write an argument essay defending this recommendation. In preparation for this, students analyze a model essay, plan and draft a practice essay, and plan and draft their assessment essay.

For their performance task, students create an infographic and talking points to defend their argument. Students will present to an audience of community members in roundtable presentations.

Notes from the Designer

The Omnivore's Dilemma explores complex topics such as corn, GMOs, agribusiness, processed food, high-fructose corn syrup, fast food, feedlots, free-range chickens, grass-fed animals, organic food, local food, and seasonal food. Students additionally research more information on their chosen topic of GMOs, pesticides, high-fructose corn syrup, organic food, or food deserts. Students may be upset or may find their values conflict with descriptions of poor treatment of cows in feedlots, or of chickens on free-range farms. Students may be sensitive to the topic of access to food based on their own access to food, or may be sensitive to learn about others' experiences in food deserts. Students may also be sensitive to the topics of fast food, high-fructose corn syrup, and obesity, especially if they don't have control over the food they eat or if they or others they know suffer from obesity, diabetes, or other health-related challenges. The complex topics presented must be carefully and sensitively discussed to give students processing time and support. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.



Guiding Questions and Big Ideas

Where does our food come from?

- *Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.*
- *Deepening understanding about the variety of processes and practices can help consumers understand more about where their food comes from and make more informed choices about the food they eat.*
- *The choices consumers make around food impact their own health and the sustainability of the environment.*
- *Choices about eating healthy food, and conflicting information about the impact of processes and practices, can present a dilemma to consumers.*
- *It's important to consider diverse perspectives and points of view to fully understand the factors that influence access to healthy food.*

How do we analyze arguments about how food should be grown and processed?

- *Delineating an author's arguments helps readers more deeply understand the purpose, point of view, evidence, and reasoning presented on a topic.*
- *When evaluating arguments, considering an author's point of view and purpose help readers understand the motive behind the information presented.*
- *Understanding motive can help consumers interpret information to make informed decisions about healthy food.*
- *Analyzing sufficiency and relevancy of evidence helps readers determine if the reasoning presented on an argument is sound.*

- *Authors may acknowledge and respond to conflicting viewpoints. They may include conflicting viewpoints in order to show readers that there are different views or understandings of a topic, or in order to argue against them.*

What factors influence our access to healthy food? How do we research this?

- *It's important to build more awareness about the variety of food choices consumers need to make and the impact each has on health and sustainability.*
- *When researching access to healthy food, the credibility of a source is important.*
- *Some of the evidence provided to support arguments about access to healthy food may be irrelevant or insufficient.*
- *Information is available through different mediums, and there are advantages and disadvantages to each one. How we access information influences how we interpret it.*

What factors should we prioritize when making choices about our food? How do we share these recommendations with others?

- *Consumers weigh many factors when prioritizing food choices. These include but are not limited to: whether or not to consume GMO foods, how processed the food is, whether or not it is organic, if pesticides were used in its production, if food deserts played a role in access, and whether or not high-fructose corn syrup is an ingredient.*
- *When making an argument, it's critical to provide relevant evidence and reasoning that support the claim made.*
- *When making an argument, it's necessary to acknowledge alternate, related arguments in order to show that we have considered all perspectives.*
- *In sharing recommendations with others about food choices, we can contribute to building a better world. The choices individual consumers make about food has an effect on society as a whole.*



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Next-Generation Science Standards

- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Geo.4.6–8: Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Civ.13.6–8: Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D3.2.6–8: Evaluate the credibility of a source by determining its relevance and intended use.
- D3.4.6–8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
- D4.2.6–8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Texts and Resources

Required Trade Books and Resources	Unit 1	Unit 2	Unit 3
1. Pollan, Michael. <i>The Omnivore's Dilemma</i> (Young Readers Edition). Penguin Young Readers, 2009. (one per student)	✓	✓	✓
2. NourishLife. <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i> . WorldLink, 2011. (one per classroom)	✓		
Additional Texts (provided in curriculum materials)	Unit 1	Unit 2	Unit 3
3. Erdosh, George and Marcia Amidon Lusted. "To GMO or NOT to GMO?" <i>Odyssey Magazine</i> , 1 Feb. 2014, pp. 15–19.		✓	
4. Harrop, Froma. "Sticking Up for Coke, Sort Of." <i>The Seattle Times</i> , 18 Aug. 2015. Web.		✓	
5. "The Advantages and Disadvantages of Pesticides." <i>ChefsBest.com</i> , n.d. Web.		✓	
6. "Food Desert." <i>Encyclopædia Britannica</i> , 2019.		✓	
7. "Organic Food." <i>Encyclopædia Britannica</i> , 2019.		✓	
Assessment Texts (provided in assessment materials)	Unit 1	Unit 2	Unit 3
8. Schlosser, Eric and Charles Wilson. <i>Chew on This: Everything You Don't Want to Know about Fast Food</i> . Houghton Mifflin Harcourt, 2006.	✓		
9. Marshall, Margaret. "Is Eating Healthy Really More Expensive?" <i>Huffington Post</i> , 25 Jan. 2017. Web.	✓		
10. Perkins, Sid. "A Shock to the Food System." <i>Science News for Students</i> . 13 Feb. 2016. Web.		✓	
Recommended Texts (for volume of reading on the module topic)			
See the 6–8 Recommended Texts list for suggestions of books, articles, and videos on the module topic.			



Module-at-a-Glance

Unit 1

Unit 1: Build Background: Food Choices

Weeks 1–3 (Lessons 1–11)

Students begin reading *The Omnivore's Dilemma*, focusing on the author's point of view and perspective, analyzing the structure the author uses and how it contributes to key points, and delineating and evaluating Michael Pollan's arguments, as well as arguments presented in video format, considering whether the evidence is sound and sufficient.

- Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text

Week 3 (Lessons 12–15)

Students analyze the purpose and motive behind information presented in these different mediums, evaluate the advantages and disadvantages of using different mediums to present information, and analyze cases in which two sources disagree.

- End of Unit 1 Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text

Unit 2

Unit 2: Research Access to Healthy Food

Weeks 1–2 (Lessons 1–6)

Students are introduced to new research skills as they work together to research how GMOs impact access to healthy food.

- Mid-Unit 2 Assessment: Research: Climate Change and Food Shortages

Weeks 2–3 (Lessons 7–14)

Students research a topic of their choice (pesticides, organic food, food deserts, or high-fructose corn syrup) and consider how this topic impacts access to healthy food. Then, students create a mini lesson about their topic to present to their classmates.

- End of Unit 2 Assessment: Desktop Teaching Activity: Access to Healthy Food

Unit 3

Unit 3: Write an Argument: Healthy Food Choices

Week 1 (Lessons 1–2)

Students analyze language in *The Omnivore's Dilemma* in order to look more closely at what Michael Pollan intends his readers to understand.

- Mid-Unit 3 Assessment: Analyze Language: *The Omnivore's Dilemma*, Pages 65–67

Weeks 2–3 (Lessons 3–14)

Students formulate an argument about a choice their community can make to eat healthily and sustainably. Students plan and draft an argument essay to defend their claim.

- End of Unit 3 Assessment: Write an Argument Essay: Defending a Healthy Food Choice
- For their performance task, students create an infographic to visually depict their argument and prepare prompt cards to present their argument to an audience of classmates, teachers, and community members.



Teaching Notes for Unit 1

Prioritize Lessons for Classrooms with Many ELLs

In this unit, students spend time delineating both written and oral arguments and work to determine authors' and speakers' points of view and purposes. Students also consider the advantages and disadvantages of using particular mediums to provide information about a topic. To carry out this work, students pay close attention to the meanings of individual sentences within texts and videos, and they analyze the structure of different types of paragraphs. Prioritize Language Dives and Mini Language Dives to give students the opportunity to consider how the structures and meanings of specific sentences contribute to the development of ideas. Lessons 2 and 11 will be particularly important for ELLs, as work with new standards and skills are launched within each of these lessons. Use these lessons to help students build a firm foundational understanding of the concepts they will work with before moving into analysis and practice in preparation for the unit's assessments.

Language Dives

In Lesson 2, students participate in a Language Dive. The Language Dive in Lesson 2 focuses on how an author's purpose is conveyed (RI.8.6). This Language Dive also includes work with L.8.1a and infinitive phrases. In assessments in Module 2, students explain the function of verbals (gerunds, infinitives, participles). Work in this Language Dive helps students begin to think about how infinitive phrases are used.

Students continue to routinely participate in Language Dives in Modules 2–4. See the Module 1 Teacher's Guide for English Language Learners for details about Language Dives and why they are critical for ELLs.

Note that the Language Dive Guides have been condensed in Module 2, as a way to reduce the amount of reading expected of teachers. Refer to the general best practices laid out in the Module 1 Language Dive Guides.

Language Chunk Wall

Beginning in Module 2 and going forward, create a "Language Chunk Wall" to extend students' capacity to use Language Dive structures. The Language Chunk Wall is an area in the classroom where students can display and categorize the academic phrases discussed in each Language Dive. At the end of each Language Dive, students are invited to place the Language Dive sentence chunk strips on the Language Chunk Wall into corresponding categories, such as "Nouns and Noun Phrases" or "Linking Language." See each Language Dive for suggested categories. Color-code each category for additional support. Examples: blue for nouns and subjects; purple for pronouns; red for predicates and verbs; yellow for adjectives; and green for adverbs, prepositions, and conjunctions. Students can then refer to the wall during subsequent speaking and writing tasks.

Mini Language Dives

Students have an opportunity to participate in Mini Language Dives beginning in Module 2, Unit 1. Mini Language Dives have the same overall purpose and follow the same general process as full Language Dives but are condensed to 5 minutes, narrowing students' attention on deconstructing the focus structure, reconstructing the sentence, and practicing the focus structure. Mini Language Dives give ELLs additional support in building language and literacy skills, as well as habits of mind. Mini Language Dives are most often optional and can be found in the corresponding lessons within this guide. When required for all students, Mini Language Dives are built into the body of the lesson in the Teacher Guide. In this unit, optional Mini Language Dives appear in Lessons 6 and 10. Work in each of these Mini Language Dives will help to introduce students to language concepts on which they will be assessed in Module 3 (comma usage and gerunds).

Diversity and Inclusion

Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore food justice. Be mindful that students' access to healthy food may vary by geographical location and the families and communities they are part of. Consider also personal and cultural differences in diet.

Be mindful of ELLs' formal schooling experiences, degree of home- and English-language development, length of time in the United States and in US schools, and family backgrounds. These variables impact the ways in which students will progress in their English-language acquisition across the domains of speaking, listening, reading, and writing. Depending on their background, ELLs may often have strong oral proficiency in their home languages, with less proficiency in reading and writing. Likewise, the oral English-language proficiency of ELLs may be more highly developed than their abilities in comprehending and producing written language. In light of this, give consideration to when ELLs might be struggling with content and when they might be struggling with the skill-specific proficiency needed to understand what they read or to express concepts in writing. Use multimodal input on topics simultaneously (e.g., read-alouds, English-language subtitles on videos) to help students begin to align their proficiency in receptive skills (listening/reading) and in their productive skills (speaking/writing). Provide continued opportunities for students to express their understanding of topics orally.

Look for ways to provide opportunities to draw on and incorporate students' home languages into their learning. Support ELLs in strategically using their home languages in the classroom to enrich their engagement with tasks and to deepen their understanding of content and concepts. Encourage students to engage in discussions in home-language groups, to reflect in writing in their home language, and to make connections between linguistic features of the English language and their home language. For content-based tasks, when possible, provide translated texts and audiovisual materials to help ELLs gain access to topics in their home languages.

Create a supportive and inclusive classroom environment by reminding students that everyone is working toward improvement. Be sure to highlight and praise growth and development rather than relative performance. Use as a topic or text warmer or reflection with the entire class: a check-in at any strategic point during the unit to continually connect students'

personal experiences to the topic or text and to share how each one has changed and grown in association with the other. Invite students to share any cultural connections they may have made with the text and topic. Foster inclusive action by creating space for students to express their feelings about access to food choices, knowing that these discussions may help create equity or unearth injustices, or both. Be mindful of the link between food and culture, and create space for students to share about their unique experiences and traditions. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion.

Conversation Cues

Encourage productive and equitable conversation with Conversation Cues, which are questions that help students achieve four goals:

- (Goal 1) encourage all students to talk and be understood,
- (Goal 2) listen carefully to one another and seek to understand,
- (Goal 3) deepen thinking, and
- (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and Cathy O'Connor. *Talk Science Primer*. TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn*, Grades K–6. Second Edition. Math Solutions Publications).

Refer to the Tools page (<http://eled.org/tools>) for the complete set of cues. Goal 1 Conversation Cues were introduced in Module 1, Unit 1, and Goal 2 Conversation Cues were introduced in Module 1, Unit 3; both will continue to be used throughout this module. Suggestions for integrating Conversation Cues into instruction are presented across lessons. For ELLs, Conversation Cues are especially critical because they improve language-processing abilities and increase engagement and participation.

Use Conversation Cues as often as possible to gradually release thinking and expression of ideas to students; avoid using Conversation Cues as a way of searching for the “right” answer. Students often struggle to create productive and equitable conversation during Turn and Talk or Think-Pair-Share protocols; Conversation Cues can make the difference. Recall that the main goals of Conversation Cues are supporting students to express their ideas (Goal 1), listen to other students’ ideas (Goal 2), deepen their own ideas (Goal 3), and build on other students’ ideas (Goal 4).

Consider this model transcription from a classroom where about eighty-five percent of students are ELLs. The teacher is supporting students to build their ideas about the choice an author made when writing this sentence about an athlete’s factors for success: *There were many factors that led to Rickey’s success, but it was support from others in baseball that was most important.* Students can carry the Conversation Cues into small groups to support their own independent productive and equitable conversations.

Mr. Valencia: What if I replace **but** with **and**? **And** is also a conjunction. How would **and** change the meaning? I’ll give you some time to think. Emma, you want to give it a shot?

Emma: It is adding on to the, like, the idea, of the first (part of the) sentence?

Mr. Valencia: Can anyone repeat or rephrase what Emma just said?

Santiago: It would have the same idea as the first two chunks.

Mr. Valencia: Right, **and** would have the same idea as the first two chunks. Two connecting, same ideas. So how does **but** change that for me? Jazmin?

Jazmin: **But** would change it.

Mr. Valencia: Can you say more about that, Jazmin?

Jazmin: It would change it because **but** would say there are many things happening, but this is the one.

Mr. Valencia: So does anyone want to add something else to that?

Daniel: **But** is saying this is the main thing happening.

Mr. Valencia: Right, now the sentence is going to the main factor (for success), or a contrast. **But** is something that is going to tell us a contrast. (Exchange continues.)

Strategic Grouping

Students work in pairs and small groups during text-based discussions, Language Dives, and other tasks. For Language Dives and other tasks that focus on language, match ELLs with a partner who has greater language proficiency. For text-based discussions that focus on argument and structure, pair ELLs with students who share the same home language to allow for rich discussion around ideas. The conversations that happen as a result of such strategic pairing will greatly serve the language development of both partners.

In-Class Reading

In this unit, students will read excerpts from *The Omnivore's Dilemma* and *Chew on This: Everything You Don't Want to Know about Fast Food*. ELLs benefit from a gradual-release approach to in-class reading that increases their level of independence over time. For heavier support, ELLs may find it helpful to follow along during a read-aloud, and for lighter support, students can take turns reading aloud from the text and following along in small groups.

This unit also includes short videos. As with written texts, ELLs may need support in interpreting the information they encounter in these resources. Consider using English closed captioning to provide reinforced input, and allow students to view and listen to videos multiple times. As needed, discuss unfamiliar vocabulary and language patterns.

Text-Based Discussions

As in Module 1, consider breaking down content, share-outs, or tasks into two parts for ELLs: cognitive and linguistic. First, invite home-language use to allow students to more comfortably process their ideas. This will allow students to first focus on the cognitive demands necessary to complete particularly demanding content, share-outs, or tasks. In addition, inviting home-language use helps students build academic mindsets. After they have met the cognitive demands in their home languages, they can be invited to discuss the task in classroom English, a language they are still learning.

Differentiated Materials

Differentiated materials are available for ELLs and other students who would benefit from an increased level of support. These resources have been modified for the purposes of creating accessibility to content and concepts and supporting language development. Depending upon the task being carried out, images, selected response options, answer banks, sentence frames, or model responses have been embedded to guide students' thinking without compromising a focus on standards and the skills that students are developing and applying to meet them.

Celebration

Celebrate the courage, enthusiasm, diversity, and bilingual assets that ELLs bring to the classroom. Additionally, students can celebrate their successful attempts at communication, focusing on progress rather than perfection.

Lesson 1

Supports guided in part by CA ELD Standards 8.I.A.1 and 8.I.A.2.

Important Points in the Lesson Itself

- To support ELLs, this lesson establishes an environment of respect for diverse perspectives through the use of an **I Notice/I Wonder note-catcher** to record observations and questions about varied resources connected to the module topic: Food Choices. Students engage with images, texts, and videos that portray elements of the text they read throughout the module and are introduced to the module guiding questions and the performance task to help contextualize learning. The lesson also includes the launch of independent research reading and time for collaborative discussion and group work.
- ELLs may find it challenging to navigate the text-based **Infer the Topic resources** because of the volume of potentially unfamiliar new language. Encourage students to focus on the gist of select resources and language that is familiar. Encourage them to take pride in what they do understand. Before the lesson, add translations in students' home languages to the **Performance Task anchor chart** to make the task accessible to all students and to create a welcoming and inclusive environment for those students whose home language is not English.

Levels of Support

Opening

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • After students complete the entrance ticket, allow time for students to compare the “I notice” and “I wonder” questions they generated. Students can support one another to add to and revise their questions as needed.

Work Time

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> In the next lesson, students will participate in a Language Dive using a sentence from <i>The Omnivore's Dilemma</i> to explore the author's purpose. Consider providing ELLs with the Language Dive sentence ahead of time. Invite students who need lighter support to predict some of the questions that the Language Dive may ask. This will improve students' metacognition and challenge their awareness of the most interesting or meaningful elements of the sentence. Students may also choose to carry out one of the following: <ul style="list-style-type: none"> Paraphrase the sentence using your own words. Underline all noun phrases, circle all verb phrases, and star all adjective and adverb phrases. What words do you have left? What are the functions of these phrases? 	<ul style="list-style-type: none"> To support ELLs' independent notices and wonders when launching the text, provide students with scaffolded instructions for locating important information within the text. These instructions could include <ul style="list-style-type: none"> “Scan the text for terms that you see repeated many times. What do you think are important concepts in this book?” “Read the chapter titles on the Contents page. Do the titles seem serious? Silly? Strange?” “Look for photos and infographics within the text. What do you see? What does this make you think this text will be about?” In the next lesson, students will participate in a Language Dive using a sentence from <i>The Omnivore's Dilemma</i> to explore the author's purpose. Consider providing ELLs with the Language Dive sentence ahead of time. Encourage students who need heavier support to independently reflect on this sentence and its meaning before the next lesson. Students may also choose to carry out one of the following: <ul style="list-style-type: none"> Make a guess about what the “chunks” of the sentence might be. Use a dictionary to look up the word <i>detective</i>, and select the best definition for the word as it is used in this sentence.

Closing and Assessment

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> Preselect texts for independent research reading that are appropriate for the students' current levels of reading proficiency. 	<ul style="list-style-type: none"> Provide an audiobook, if available, for students to follow along with as they read their independent research reading texts to help facilitate comprehension.

Lesson 2

Supports guided in part by CA ELD Standards 8.I.B.6, 8.I.B.7, 8.I.B.8, and 8.II.B.4.

Important Points in the Lesson Itself

- To support ELLs, this lesson includes supported in-class reading of the module anchor text, *The Omnivore's Dilemma*; a Language Dive to explore the author's purpose; and practice with answering selected and constructed response questions about point of view and purpose in the text that closely mirror questions on the Mid-Unit 1 Assessment. The lesson also includes opportunities for collaborative discussion and work with academic and domain-specific vocabulary, both of which support ELLs in their linguistic development.
- ELLs may find it challenging to determine the author's point of view and purpose in a nonfiction text. The entrance ticket in this lesson invites students to consider how point of view in a nonfiction text differs from a fiction text. Encourage students to consider what they already know about point of view from Module 1 and their work with *The Summer of the Mariposas*, but help them to anticipate that this concept will look different as they read nonfiction material in this unit.

Levels of Support

Work Time

For Lighter Support	For Heavier Support
<ul style="list-style-type: none"> • To extend work with infinitives after the Language Dive in Work Time B, invite students to look for examples of infinitives in the Introduction of <i>The Omnivore's Dilemma</i>. Display examples, and have students work together to analyze the function of each infinitive and discuss any patterns they notice. • Review the questions on Author's Purpose and Point of View, <i>The Omnivore's Dilemma</i>, Section 1 Questions with the selected response options covered prior to the in-class reading in Work Time A. This will guide students' reading of the text, helping them to identify key information. 	<ul style="list-style-type: none"> • Provide students with Synopsis: <i>The Omnivore's Dilemma</i>, Section 1 in advance of the in-class reading in Work Time A. For students who require heavier support, the synopsis can provide students with a "map" of what they will read and help them to follow key information presented in this section. • Review the questions and selected response options on Author's Purpose and Point of View, <i>The Omnivore's Dilemma</i>, Section 1 Questions prior to the in-class reading in Work Time A. This will guide students' reading of the text, helping them to identify key information. • Invite students who need heavier support to use the Author's Purpose and Point of View: <i>The Omnivore's Dilemma</i> note-catcher ▲. This resource has prefilled information and sentence starters to help guide students' thinking when filling in the first entry.



Author's Purpose and Point of View: *The Omnivore's Dilemma* Note-Catcher

RI.8.1, RI.8.6

Name: _____ Date: _____

Directions: As you read *The Omnivore's Dilemma*, analyze the author's purpose and point of view on different topics on food choices.

Unit 1: Lesson 2

<p>Section 1, Page 11</p> <p>What topic is the author addressing in this excerpt?</p> <p>where our food comes from</p>	
<p>Author's Point of View</p> <p>What is the author's attitude toward this topic?</p> <p>It is important and something we should really think about.</p>	<p>Evidence of Author's Point of View</p> <p>What words or ideas from the excerpt helped you determine that point of view?</p> <ul style="list-style-type: none"> • going crazy • worrying
<p>Author's Purpose</p> <p>What is the author's reason for writing this?</p> <p>to educate readers about</p>	<p>Understanding</p> <p>How does the author's point of view add to our understanding of this topic?</p> <p>helps us understand</p>



<p>Section ____, Page(s) _____</p> <p>What topic is the author addressing in this excerpt?</p>	
<p>Author's Point of View</p> <p>What is the author's attitude toward this topic?</p>	<p>Evidence of Author's Point of View</p> <p>What words or ideas from the excerpt helped you determine that point of view?</p>
<p>Author's Purpose</p> <p>What is the author's reason for writing this?</p>	<p>Understanding</p> <p>How does the author's point of view add to our understanding of this topic?</p>



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What is the author's attitude toward this topic?

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What is the author's reason for writing this?

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Understanding

How does the author's point of view add to our understanding of this topic?



Conflicting Viewpoint

Section ____, Page(s) _____

What topic is the author addressing in this excerpt?

Conflicting Viewpoint

What is the conflicting viewpoint that is addressed in this section?

Author's Response

How does the author respond to the conflicting viewpoint?

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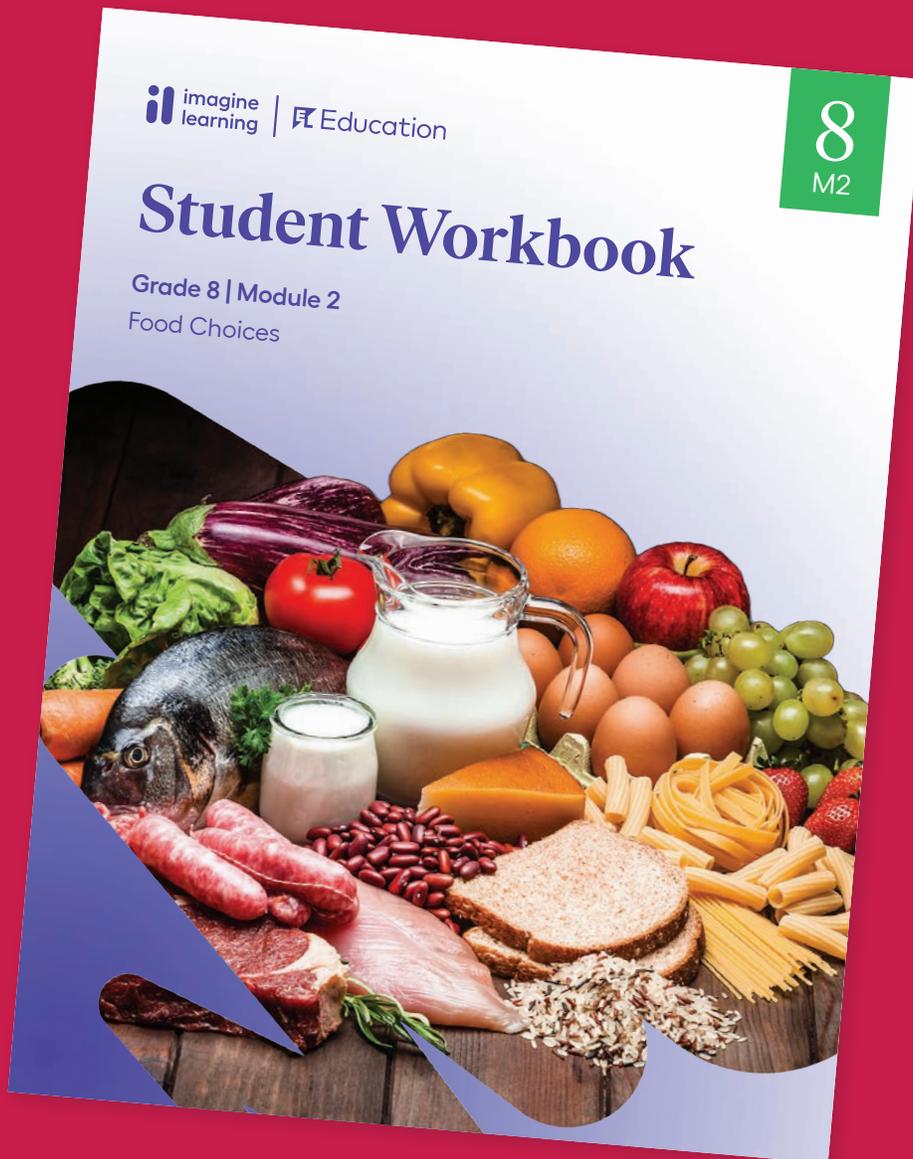
What is the conflicting viewpoint that is addressed in this section?

Author's Response

How does the author respond to the conflicting viewpoint?

Module Student Workbook

Sample



Entrance Ticket: Unit 1, Lesson 1

Name: _____ Date: _____

Directions: As you enter class, answer the following questions.

In the previous module, you used an “I Notice/I Wonder” note-catcher. In the chart below, list questions you can ask yourself that will help you complete the “I Notice” column on the left. What are you looking for when completing the “I Notice” column?

Then list questions you can ask yourself that will help you complete the “I Wonder” column on the right. What are you looking for when completing the “I Wonder” column?

I Notice	I Wonder
	

Infer the Topic: I Notice/I Wonder Note-Catcher

Name: _____ Date: _____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)
	

Entrance Ticket: Unit 1, Lesson 2

Name: _____ **Date:** _____

Directions: As you enter class, answer the following question.

In the previous module, you analyzed the point of view of characters in a novel. How might point of view be different in a nonfiction text?

Synopsis: *The Omnivore's Dilemma*, Section 1

Name: _____ Date: _____

Introduction, Pages 10–13

- The author explains that he did not think about the source of our food.
- The author decided to examine where our food comes from.
- The omnivore's dilemma is we have so many food options, but we don't know what is good or bad for us.
- We don't grow our own food, so we don't know where it comes from.
- The author decides to be a food detective and follow four food chains: industrial, industrial organic, local sustainable, and hunter-gatherer.

Author's Purpose and Point of View: *The Omnivore's Dilemma* Note-Catcher

Name: _____ Date: _____

Directions: As you read *The Omnivore's Dilemma*, analyze the author's purpose and point of view on different topics on food choices.

<p>Section ____, Page(s) _____</p> <p>What topic is the author addressing in this excerpt?</p>	
<p>Author's Point of View</p> <p>What is the author's attitude toward this topic?</p>	<p>Evidence of Author's Point of View</p> <p>What words or ideas from the excerpt helped you determine that point of view?</p>
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Conflicting Viewpoint

Section ____, Page(s) _____

What topic is the author addressing in this excerpt?

Conflicting Viewpoint

What is the conflicting viewpoint that is addressed in this section?

Author's Response

How does the author respond to the conflicting viewpoint?

Section ____, Page(s) _____

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Author's Response

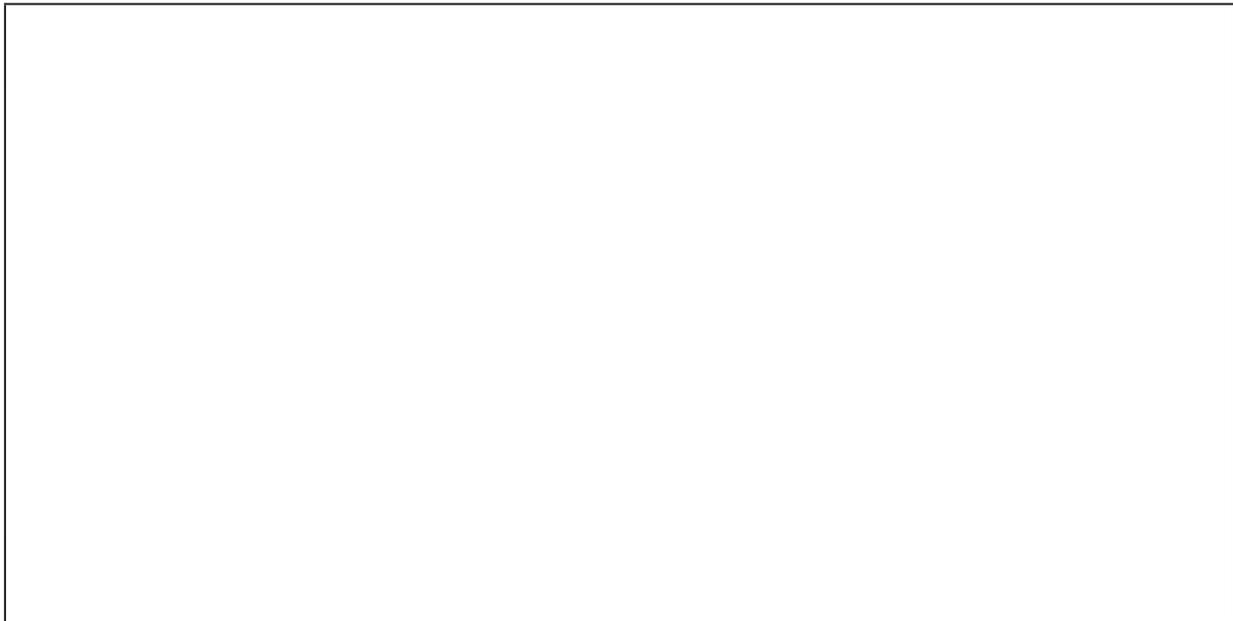
How does the author respond to the conflicting viewpoint?

Language Dive: *The Omnivore's Dilemma*, Page 11 Note-Catcher

Name: _____ Date: _____

I decided **to become a food detective**, to find out where our food comes from and exactly what it is we are eating.

1. Sketch a food detective.



2. Complete the sentence frame with an infinitive phrase to talk about something you decided to do yesterday.

I decided _____.

(subject + verb + infinitive phrase)

(**to** + base form of verb = infinitive phrase)

3. Complete the sentence frame with infinitive phrases to talk about improving an essay you have written.

I tried _____, _____.

(subject + verb + infinitive noun phrase, + infinitive adverb phrase)

_____.

(**to** + base form of verb + [object] = infinitive phrase)

Author's Purpose and Point of View: *The Omnivore's Dilemma*, Section 1 Questions

Name: _____ Date: _____

Directions: Answer the following questions about the author's purpose and point of view on pages 10–13 of *The Omnivore's Dilemma*.

1. The author's purpose is demonstrated in the following sentence on page 11:

"I decided to become a food detective, to find out where our food comes from and exactly what it is we are eating."

Which sentence from the text best helps the reader understand the author's purpose?

- A. "The feeling of being connected to food is very important to me."
- B. "In the past, people knew about food because they grew it or hunted it themselves."
- C. "I went from never thinking about where my food came from to thinking about it all the time."
- D. "That's the dilemma—we can eat anything, but how do we know what to eat?"

2. Why is the omnivore's dilemma so important to the author?

3. In paragraph 1 on page 11, what is the author's point of view on the way we get information about our food today?
- A. Experts currently have the most accurate information about the food we eat, and we must listen to them.
 - B. Food choices today are more confusing than they used to be because we don't know whom to listen to.
 - C. Food has changed over time, so we need expert advice to guide us on what to eat.
 - D. People should grow and hunt food to determine what to eat and what not to eat.

Source: Pollan, Michael. *The Omnivore's Dilemma* (Young Readers Edition). Penguin Young Readers, 2009.





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