Teacher Version			
Grade	**6**	**Title/Subject**	**Sea Turtles and the Environment**

The following sections are included in this Teacher Version:

- Overview
- Process: Day 1, 2 and 3
- Teacher Directions for Scoring Rubric
- Student Directions and Articles

Overview

On Day 1 students will engage in a video viewing and a shared reading and note-taking activity using informative texts to learn about sea turtles and their environmental challenges. After the group activity, they will be directed to plan their writing. On Day 2 they will draft an informative writing piece about sea turtles utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and type a final copy.

Process

DAY 1: Video Viewing, Shared Reading, and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an essay focused on the topic sea turtles. Ask students to share orally what they might know about sea turtles. Possible questions could include:

"Do you know what sea turtles look like? Do you know happens to sea turtles when there is plastic in the water? Is plastic good for them or not?" Why?

For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *"Now we will view a video and read two sources about sea turtles and their environment."* Show the video and read both sources, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.

2. Lead a whole class discussion about the sources, during which students generate a key word list, list the "gist" next to each paragraph, highlight important words/phrases, or participate in pictorial narrative input (large teacher-created drawing with labels).

3. Think-Pair-Share: *"Tell your partner what you learned about sea turtles and their environment."* Make sure both partners have time to share with each other.

Have the class watch this video on sea turtles:
http://oceantoday.noaa.gov/endoceanseaturtles/

Step 3: Clarify Expectations for the Writing Task: ~ 5 minutes

Explain: *"In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me what you learned about sea turtles and their environment. Tomorrow you will have a chance to change and edit your work from today to write a final revision."*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

Step 4: Planning for Writing: ~ 20 minutes

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself just remind them of the strategies for planning.

Collect all materials from Day 1 after the 60 minutes total is complete.

DAY 2: Writing Up to 60 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.

2. Students read the prompt, review their writing plan and draft their essays.

3. Remind students when 10 minutes remain to re-read their writing and check for missing information, or confusing sentences.

4. Collect all student writing materials.

DAY 3: Revising and Editing Up to 60 minutes

1. Students edit and write final revision of essay. Sixth graders will type their final essays. Make sure to disable spelling and grammar correction tools.

2. Inform students when 10 minutes remain.

3. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Student responses to Part 2 will be scored using the Common Core based Informative/Explanatory Writing Rubric. A score will be given in each of the two rubric categories. For grades 3-6, student **revisions** will be scored.

Each student's final scores should indicate a 1, 2, 3, or 4 in each of the categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 6-8 points is considered a passing overall score.

Common Core Standards

Informative Writing Performance Task

Grade	6	Informative/Explanatory Writing Rubric		

Level	WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 **Exceeds**	☐ Meets all expectations in level 3 ☐ Introduces topic or thesis statement clearly, previewing what is to follow ☐ Displays effective use of sources to support the topic ☐ Topic is very well developed and conclusion is clear and well stated	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Uses phrases and clauses within a sentence, avoiding dangling modifiers ☐ Refers to reference material to determine best word choices in writing	Guidance & Support Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.
3 **Meets**	**INFORMATIVE/EXPLANATORY WRITING** (W2) ☐ Introduces a topic or thesis statement (W2a) ☐ Organizes ideas using strategies such as definition, classification, compare/contrast, cause/effect (W2a) ☐ Develops topic with relevant facts, definitions, concrete details, quotations or other information and examples (W2b) ☐ Uses appropriate transitions to clarify relationships among ideas/concepts (W2c) ☐ Uses precise language and domain-specific vocabulary to inform/explain (W2d) ☐ Establishes and maintains a formal style (W2e) ☐ Provides a concluding statement/section that follows from information presented (W2f) **WRITING PROCESS** (W4-W8) ☐ **WGASFA*** (some) Develops and strengthens writing by planning, revising, and editing, rewriting, or tying a new approach (W5) ☐ Uses technology to produce writing (W6) ☐ Uses keyboarding skills to type a minimum of 3 pages in a single sitting (W6) ☐ Conducts research drawing on several resources (W7) ☐ Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8) ☐ Avoids plagiarism and provides basic bibliographic information (W8) ☐ Draws evidence from text to support analysis (W9)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses a variety of pronouns effectively (L1a-d) ☐ Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a) ☐ Ensures that verbs agree with compound subjects ☐ Uses commas when linking two clauses with a conjunction in compound sentences ☐ Uses correct capitalization ☐ Spells correctly (L2b)	☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
2 **Almost Meets**	☐ Has topic or thesis statement that may be somewhat unclear ☐ Has clear introduction but conclusion is weak ☐ Uses some evidence from sources, but may be repetitive or vague ☐ Uses few words/phrases to clarify relationships between ideas/concepts ☐ Has formal style but may not be maintained throughout document ☐ Has good facts/definitions, but may be disorganized ☐ Has minimal evidence of planning, revising and editing	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Contains some run-on sentences ☐ Uses mostly simple or compound sentences ☐ Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly ☐ Contains some punctuation errors ☐ Contains some capitalization and/or spelling errors	
1 **Does Not Meet**	☐ Is missing introduction and/or conclusion ☐ Is missing or disorganized information ☐ Uses limited evidence from sources ☐ Uses style not appropriate to audience, purpose or task ☐ Copies sentences directly from text in articles in prompt	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Contains many run-on sentences ☐ Contains many punctuation errors ☐ Contains many capitalization and/or spelling errors	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.
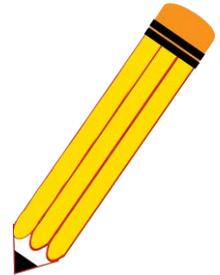
Smarter Balanced Assessment Consortium

Student Prompt:

Think about what you learned about sea turtles and the challenges they are facing. Write a multi-paragraph essay to explain why sea turtles are endangered and how people around the world are working to protect them.

Writing Tips:

☐ Be sure to introduce the topic or thesis statement and group related facts together.

☐ Use evidence from the two sources to develop your argument.

☐ Use linking words such as *also, another, and, more, but, another, for example, because, in contrast, especially* to connect ideas.

☐ Use definition, classification, compare/contrast, and cause/effect to organize your ideas.

☐ Maintain a formal style throughout your document.

☐ End with a conclusion.

Reminders:

☐ You can look at the sources and your key word list to help you with your writing.

☐ You might begin by making a plan or drawing a graphic organizer help you with your thinking.

☐ Do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

☐ Make a plan on the blank paper for your writing.

Grade	**5**	**Title/Subject**	**Sea Turtles and the Environment**

Step 2: Draft

- ☐ Introduce your subject and what you want to explain.
- ☐ Include evidence, facts, definitions, and concrete details to support your explanation.
- ☐ Group information together as you write.
- ☐ Use precise language and domain-specific vocabulary to inform or explain your topic.
- ☐ Write a concluding sentence or paragraph.
- ☐ Write a bibliography of sources for your paper.

Step 3: Reread and Revise

Reread your writing and revise:

- ☐ Does it make sense?
- ☐ Have you used science words from the text?
- ☐ Is there missing information you want to add?

Step 4: Edit

Reread your writing and revise:

- ☐ Capitals at the beginning of sentences
- ☐ Capitals for proper nouns, holidays, titles, etc.
- ☐ Punctuation: (end points) **.!?**
- ☐ Commas **,** quotation marks **" "**
- ☐ Spelling
- ☐ Complete sentences (avoid fragments and run-ons)
- ☐ Use verb tenses to show time, states, and conditions
- ☐ Use underlining, quotation marks or italics to indicate titles of works

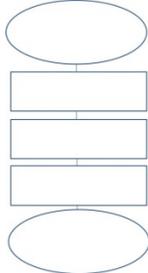## Step 5: Final Draft
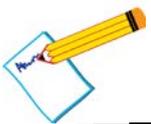
- ☐ Recopy/type and fix your mistakes.

Good work! ☺

1. Learn about a topic through research.

2. Take notes about what you learned on a graphic organizer or in the margins of the text.
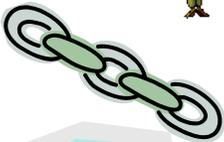
3. Choose the information you want to include which goes with your explanation.

4. Plan your essay with an outline.

5. Write paragraphs to go with each section.

6. Use linking words to connect your ideas.

7. Write a conclusion to remind the reader of the explanation you wrote about.

8. Reread and revise: Does it make sense? Is there any missing information?

9. Reread and edit: Check

- capitals
- spelling
- punctuation

Punctuation . ? ! " ,	Capitals *only* where they go • Beginning of sentence • Names • Months • Days of the week	Spelling • All word wall words • Harder words spelled using the sound cards and/or attempted spelling	Spaces between all words	Paper is Neat • Handwriting • No smudges

10. Type or write a final draft!

11. Be proud of your hard work!

Scientists Say More Sea Turtles are Eating Plastic and Dying

https://newsela.com/articles/plastic-turtles/id/12011/

By Washington Post, adapted by Newsela staff

09.25.15

Sea turtles eat many things in the wide open ocean. There is a new research study that found that half of the sea turtles on the planet have swallowed plastic. Another study says that most seabirds have also eaten plastic.

Qamar Schuyler, a scientist in Australia, led the research on turtles.

Her study says that about 13 million tons of plastic garbage is dumped into the oceans every year. The east coast of North America has a lot of plastic in its ocean.

Schuyler used math and science in her study. She used math to find how likely the turtles were to eat plastic. Then she dissected, or opened up sea turtles that had died, to see if they had eaten plastic. She also wanted to see how much they might have eaten.

Plastic Is Poison to Turtles

Olive Ridley Turtles eat jellyfish and other floating animals in the water. They had more plastic in their bodies than any other turtles. These turtles are in danger. They are considered to be "threatened" in most parts of the world.

Schuyler says we need to protect these creatures from more than just hunters. We need to protect them from our garbage.

Schuyler says that swallowing plastic can kill turtles. They can also die because of poisons that are used to make plastic. Sometimes turtles are poisoned by the water around them because of all the plastic waste.

Eating plastic can also cause turtles to starve to death. After they eat plastic they feel full, so they do not eat real food.

Even Tiny Plastics Are Dangerous

Schuyler says more and more plastic is being made, but we do not have a good way to get rid of it all. She also worries about micro plastics. These are tiny bits of plastic that can get into the ocean. The little plastic beads can come in things like face wash.

She says that unless we take action, the problem will only get worse.

Scientists say when there is less plastic in the water, less of it is eaten. Schuyler says this gives her hope that we might be able to fix the problem.

She says people should avoid plastic items that are used only once. These are things like grocery bags and plastic water bottles. We should also stay away from micro beads. These are in some soaps and other things we use on our skin.

Chris Wilcox is the scientist who studies seabirds. He warns that the problem with plastic is getting worse. "It is only a matter of time before we see the same problems in other species, and even in the fish we eat."

The Kid's Times: Green Sea Turtle

NOAA Fisheries, Office of Protected Resources   Volume I, Issue 5

www.nmfs.noaa.gov/pr/pdfs/education/kids_times_turtle_green.pdf

Sea turtles are graceful saltwater reptiles, well adapted to life in their marine world. With streamlined bodies and flipper-like limbs, they are graceful swimmers able to navigate across the oceans. When they are active, sea turtles must swim to the ocean surface to breathe every few minutes. When they are resting, they can remain underwater for much longer periods of time.

How did the green turtle get its name? The green sea turtle gets its name from the green-colored fat tissue under its shell. The fat has a green color because the adult turtle's diet consists of seagrass and algae. The Hawaiian name for the green turtle is Honu.

What do they look like?

Green sea turtles actually do not look very green from the outside. Their carapace can be shades of black, gray, olive green, yellow or brown with a radiant pattern, stripes or irregular spots of black and white. Their belly is creamy white or yellow. However, they sometimes do look greenish because of algal growth that covers part of the carapace.

The green sea turtles are the largest of the hard-shelled sea turtles, but have a comparatively small head. While hatchlings are just 2 inches long, adults can grow to more than 3 feet long and weigh from 300-350 pounds.

Where do they live?

Green sea turtles roam the Atlantic, Pacific, and Indian oceans, staying primarily in tropical or sub-tropical waters. Some examples include the east and west coasts of Florida, the Caribbean, Costa Rica, and off the Pacific coast of Mexico. There is also a population in Hawaii that is thought to be genetically isolated, meaning they do not breed with other populations. Those turtles remain in the vicinity of the Hawaiian Islands their entire lives. Other populations of green turtles are known for their long distance migrations between feeding and nesting grounds.

How long do they live?

Scientists believe that they are very long lived and may live to 100 years in age.

What do they eat?

Adult and juvenile green sea turtles are unique among sea turtles in that they are herbivorous. They primarily eat seagrasses and algae.

When do females lay their eggs and when will they hatch?

Female green sea turtles reach sexual maturity when they are 25-50 years old and then begin returning to their natal beaches every 2-4 years to nest. Mating begins in March, and females nest primarily between May and September. The peak of the nesting season occurs in June and July. The females nest at night every 12-14 days, laying 5 clutches, on average during one nesting season.

Female green sea turtles emerge from the water, climb up on the beach and search for a suitable nesting site. They dig a broad pit with their front flippers and an egg chamber with their rear flippers. They then deposit an average of 110-115 eggs and cover the nest by sweeping sand over a broad area with their front flippers.

The eggs incubate for approximately 60 days before hatching, depending on the temperature of the sand. The temperature of the eggs during incubation also determines the gender of the hatchlings. Lower temperatures will produce more males, while higher temperatures will produce more females. When they are fully developed, the hatchlings work together to dig to the surface and then emerge at night and crawl down the beach to the ocean. On a dark beach they are attracted to the light reflected off the ocean. Artificial beachfront lighting can cause turtles to become disoriented and prevent them from finding their way to the ocean.

Who are their predators?

Small turtles are much more susceptible to predators than adults. Seabirds, crabs and raccoons feed on green sea turtles when they first hatch out of their nest on the beach, and fish and seabirds are a threat to hatchlings in the water. Only sharks are large enough to prey upon adult sea turtles. Their long flippers are especially vulnerable. Man is also a predator of the green turtle.

Why are they in trouble?

European explorers discovered the green sea turtles in Central America in the 1500's and began killing them and taking the eggs and animals back to Europe for their meat, leather, oil, and shells. They hunted many of the breeding populations to near-extinction.

Threats to green turtles in the water include capture in fishing gear such as shrimp trawls, gillnets and fishing lines; pollution and trash; and collisions with boats. Human development threatens many of the most important green turtle nesting beaches. Coastal construction, beach armoring, beachfront lighting, beach driving, and beach cleaning are significant threats to nesting females and their hatchlings

What is being done to help greens?

Green sea turtles were listed as endangered and threatened under the Endangered Species Act (ESA) in 1978. The species is listed as threatened worldwide, with the Florida and east Pacific breeding populations listed as endangered. They are also protected by the state law of many coastal states.

In the U.S., the National Marine Fisheries Service is the federal agency charged with protecting sea turtles in the marine environment, while the U.S. Fish and Wildlife Service has jurisdiction over sea turtles on their nesting beaches. The agencies have both enacted regulations to protect turtles at sea and on the nesting beaches. Green sea turtles are also listed under Appendix I of the Convention on International Trade of Endangered Species (CITES), which forbids the trade of any turtle products on the international market. In the U.S., it is illegal to import or export turtle products, and it is illegal to kill, capture, or harass sea turtles. To reduce the danger of being caught in fishing gear, all shrimp trawlers in U.S. waters are required to pull Turtle Excluder Devices (TED's). These allow turtles to escape from shrimp nets if they are caught.

What can you do to help sea turtles?

It is possible for anyone to help support sea turtle conservation. You can help participate in beach cleanups or attend a public sea turtle walk. You can do a presentation on turtles for a class to raise awareness, adopt a turtle, or follow a sea turtle telemetry project. You can help just by remembering not to release balloons or throw trash into the ocean. You can help spread the word to your family and friends that sea turtles are an important part of our environment and should be protected.

Glossary:

Algal growth: Algae growing on a surface, such as the carapace of a turtle

Carapace: The top shell of the turtle Clutch: A group of turtle eggs

Herbivore: An animal that eats almost entirely plants

Incubate: To warm with body heat to bring out development and hatching of young

Natal beach: The beach where a turtle is born

Omnivore: An animal that eats both plants and animals

Rookery: Nesting beach; can also mean an area, such as "southeast U.S. rookery"

NOAA Fisheries