# Building Language Skills with The Seattle Times

## October 6, 2016

**Article: "Sustainable U.S. Seafood: Science is the Basis of Sustainable Seafood"**

**Sunday, October 2, 2016** in the print replica of The Seattle Times, NW Arts & Life, Sponsored Newspapers In Education Content

**Standard:**

**CCSS.ELA-LITERACY.SL.6.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Objective:**

Students will engage in class discussions, after reading an informational text, to learn vocabulary that is related to the ocean.

**Pre-Reading:**

Taking a stack of sticky notes, write down all the words that come to mind when you think of the word "Ocean". Do this for about 3 minutes. When you are finished, compile your sticky notes with sticky notes from the other people at your table. Sort your sticky notes into categories and label the categories. Why did you pick these categories?

**Vocabulary:**

As you read, look for the following vocabulary words that appear in today's article. Write down what you think the words mean based on the "context," or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

*abundance*

*annually*

*buoyancy*

*Ecological*

*Govern*

*otoliths*

*prohibited*

*regulatory*

*spawn*

*statistics*

*subsistence*

**Comprehension:**

1. Which U.S. fisheries are governed by the Magnuson-Stevens Fishery Conservation and Management Act?
2. What is a stock assessment?
3. What is the goal of fishery science?
4. What is a hydro-acoustic survey, and how does it work?
5. What are bongo nets?

**Post-Reading:**

**Read the following the article and discuss the following questions in a group:**

Why are fisheries important? What kind of science do people use to help maintain the fish population? What would happen if everybody just ate as many fish as they wanted? Do you like fishing? Do you like to eat fish? What other types of ocean science do you know about?

**Building Language Skills:**

**After reading the article, complete the activity below:**

Read words from the ocean-themed vocabulary list below out loud. As you read each word, students should write down their own definition for the word – this can be real or made up. Students will then share their definition of the words, and the class will vote on what the "best" definition is. After the class has voted, look up the word online or in the dictionary and compare the class definition to the real definition.

Algae
Abyss
bilge
coelacanth
jetty
manatee
nautilus
whelk
Seismic
Scarp
Pelagic

**Comprehension Question Answers:**

1. Marine Fisheries from three to 200 miles off our country's coasts.
2. A stock assessment explains the biological and ecological processes influencing the health of fish populations. They also provide the scientific basis for making responsible management decisions such as how many fish are safe to catch each year without hurting the health of the fish population.
3. The goal of fishery science is to determine the amount of fish to harvest that minimizes harm to the environment and leaves enough fish in the water for the population to renew itself.
4. A hydro-acoustic survey uses sound to count pollock in the water column. Sound waves bounce off the air-filled swim bladder (an organ that helps with buoyancy) of pollock and is collected by a receiver located on the bottom of the ship which is then transferred to computers and later analyzed by scientists.
5. Small meshed nets that scientists tow through the upper layer of the ocean's water column to collect fish eggs and larvae.