



INFORMATIONAL RESEARCH LAB

Grade 6: Unit 2

Geology

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ARCC-RLINE1-U2G6-GE

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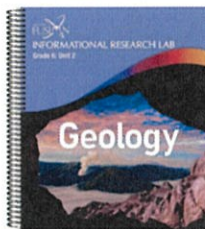
Unit 2

Informational Research Lab

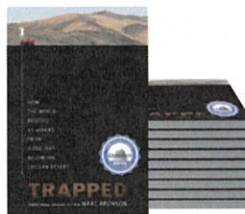
An Inquiry Community of Researchers & Authors

Unit 2 builds on the routines, engagement, knowledge, and skills established in Unit 1. Thematic inquiry expands into a Science topic: Geology.

Students will continue to:	In this Unit:
Read grade-level Core Texts, as well as self-selected texts.	Focused on scientific nonfiction.
Participate in rigorous academic discourse as part of a whole-class intellectual community.	
Engage in high-volume reading through both assigned text and at least 30 minutes of self-selected reading per day.	
Apply Reading Standards.	As a support for comprehending complex text about geologic concepts.
Acquire academic vocabulary and high-utility morphemes.	Including scientific technical vocabulary
Produce short constructed responses.	Now analyzing the central idea of informational text.
Integrate knowledge from multiple sources to produce a final paper.	Now with the addition of research skills to compose an informational research piece.
Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.	RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7, W.6.2, W.6.7, W.6.8, L.6.2, and L.6.5.



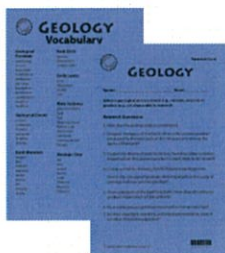
Teacher Guide



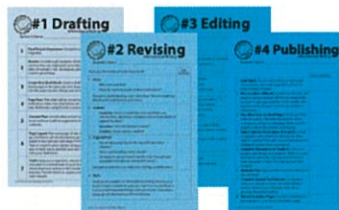
Core Text Section Sets



Classroom Core Texts



Research Card



Informational Writing Cards



Geology Research Library



Teacher- and Student-Facing Digital Platforms

Unit 2 Informational Research Lab Pacing Guide: Grade 6

Phase	Week	Build Knowledge & Vocabulary	Learn & Apply Standards	Assess Progress
Phase I: Develop Expertise in the Unit and Individual Research Topics & Central Ideas	1	Introduction to Geology Research Topic Selection Morphemes: geo-, -ology (RI.4/L.4/L.5)	Marshall evidence, summarize, and identify bias as support for comprehending complex texts about Geology and for research topic selection. (RI.1/RI.2/RI.3/RI.6/W.7/W.8)	- Research Topic Selection - Morphology: Word Web - Key Question Pre-Assessment: <i>What is a central idea of "Sparkle and Shine" in The Secret Lives of Stones? What supporting ideas and details develop this central idea?</i> (RI.6.2 Rubric)
	2	RQ #1: Layers of the Earth & The Rock Cycle Morphemes: inter-, act-, -ion (RI.4/L.4/L.5)	Use the analysis of central ideas and supporting ideas/key details as support for comprehending complex texts about the layers of the Earth and the rock cycle. (RI.1/RI.2/RI.3/W.4/W.7/W.8/W.9)	- Knowledge: Use the FPOs to demonstrate knowledge of layers of the Earth and the rock cycle - Morphology: Word Web - Constructed Response #1 (RI.6.2 Rubric)
	3	RQ #2: Plate Tectonics Morphemes: con-, tin-, -ent-, -al (RI.4/L.4/L.5)	Use "problem/responses" organizing structure of texts as support for comprehending complex texts about plate tectonics. (RI.2/RI.3/RI.5/W.4/W.7/W.8/W.9)	- Knowledge: Use the FPOs to demonstrate knowledge of plate tectonics - Morphology: Word Web - Constructed Response #2 (RI.6.2 Rubric)
	4	RQ #3 & #4: Geologic Time & Earth's Systems Morphemes: im-, port-, -ant (RI.4/L.4/L.5)	Use "chronological/sequential order" and "compare/contrast" organizing structures of texts and the integration of information presented in different formats as support for comprehending complex texts about geologic time and Earth's systems. (RI.2/RI.3/RI.5/RI.7/W.4/W.7/W.8/W.9)	- Knowledge: Use the FPOs to demonstrate knowledge of geologic time and Earth's systems - Morphology: Word Web - Constructed Response #3 (RI.6.2 Rubric)
	5	RQ #5 & #6: Impact on Societies and Innovations Morphemes: e-, vac-, -ate (RI.4/L.4/L.5)	Use central idea and organizing structures of text as support for comprehending complex texts about the impact of and innovations around geologic processes and products. Evaluate informational Mentor Texts. (RI.2/RI.5/W.2/W.4/W.7/W.8/W.9)	- Knowledge: Use the FPOs to demonstrate knowledge of impact on societies and innovations - Morphology: Word Web - Key Question Mid-Assessment: <i>What is a central idea of "Vision in Glass" in The Secret Lives of Stones? What supporting ideas and details develop this central idea?</i> (RI.6.2 Rubric)
Phase II: Research-Based Informational Writing	6	Drafting an Informational Research Paper (W.2/W.4) - Outlining (W.5) - Academic & Technical Vocabulary (RI.4/L.4) - Introduction, Conclusion & Text Features Morphemes: pro-, duct-, -ion (RI.4/L.4/L.5)		
	7	Revising (W.2/W.4/W.5) - Focus - Content - Organization & Transitions - Word Choice & Style Morphemes: trans-, form (RI.4/L.4/L.5)		- Informational Research Paper (W.6.2) Rubric for a Proficient Informational Text - Morphology: Word Webs
	8	Editing & Publishing (RI.7/W.2/W.4/W.5/W.6/L.2/L.3) Morphemes: struct-, -ure (RI.4/L.4/L.5)		
	9	Presenting (SL.2/SL.4/SL.5/SL.6) Geology and World Myths (RL.2/RL.5) Morphemes: techn-, -ology (RI.4/L.4/L.5)		- Presentation of Knowledge and Ideas Rubric (SL.6.4, SL.6.5, SL.6.6) - Morphology: Word Web - Key Question Post-Assessment: <i>What is a central idea of "From Hard Rock to Heavy Metal" in The Secret Lives of Stones? What supporting ideas and details develop this central idea?</i> (RI.6.2 Rubric)