



# INFORMATIONAL RESEARCH LAB

## Grade 8: Unit 2



# ENVIRONMENTAL STUDIES

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ARC Core® 2024 Edition

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ARCC-RLINE1-U2G8-ENV

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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: Environmental Studies.

| 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 texts and at least 30 minutes of self-selected reading per day. |                                                                                                                          |
| Apply Reading Standards.                                                                                            | As a support for comprehending complex texts about Environmental Studies 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.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.7, W.8.2, W.8.7, W.8.8, L.8.2, L.8.4, L.8.5, SL.8.2, SL.8.4, SL.8.5, SL.8.6 |



Teacher Guide



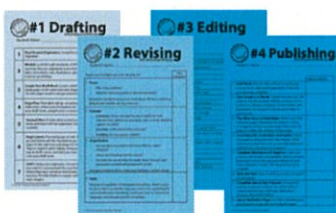
Core Text Section Sets



Classroom Core Text



Research Card



Informational Writing Cards



Environmental Studies Research Library



Teacher- and Student-Facing Digital Platforms

# Unit 2 Informational Research Lab Pacing Guide: Grade 8

| 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 Environmental Studies<br>Research Topic Selection<br>Morphemes: popul-, -at(e), -ion (RI.4/L.4/L.5)                                                                                                                                                            | Marshall evidence, summarize, and identify bias as support for comprehending complex texts about Environmental Studies and for research topic selection. (RI.1/RI.2/RI.3/RI.6/W.7/W.8)                         | <ul style="list-style-type: none"> <li>Research Topic Selection</li> <li>Morphology: Word Map</li> <li>Key Question Pre-Assessment: <i>What is a central idea of "The Population Explosion" in The Science of Our Changing Planet? How does the author use supporting ideas and details to develop this central idea?</i> (RI.8.2 Rubric)</li> </ul>                                                |
|                                                                                       | 2    | RQ #1: Earth's Systems<br>RQ #2: Resource Dependence<br>Morphemes: con-, sum-, -er (RI.4/L.4/L.5)                                                                                                                                                                              | Use the analysis of central ideas and supporting ideas/key details as support for comprehending complex texts about Earth's systems and resource dependence. (RI.1/RI.2/RI.3/W.7/W.8)                          | <ul style="list-style-type: none"> <li>Knowledge: Use the FPOs to demonstrate knowledge of Earth's systems and resource dependence.</li> <li>Morphology: Word Map</li> <li>Constructed Response #1 (RI.8.2 Rubric)</li> </ul>                                                                                                                                                                       |
|                                                                                       | 3    | RQ #3: Human Use<br>RQ #4: History<br>Morphemes: in-, nov-, -ate (RI.4/L.4/L.5)                                                                                                                                                                                                | Use organizing structures as supports for comprehending complex texts about the human use of resources and the related history and innovations. (RI.2/RI.3/RI.5/W.7/W.8)                                       | <ul style="list-style-type: none"> <li>Knowledge: Use the FPOs to demonstrate knowledge of the human use of resources and the related history and innovations.</li> <li>Morphology: Word Map</li> <li>Constructed Response #2 (RI.8.2 Rubric)</li> </ul>                                                                                                                                            |
|                                                                                       | 4    | RQ #5: Impacts<br>Morphemes: con-, sequ-, -ence (RI.4/L.4/L.5)                                                                                                                                                                                                                 | Use analysis of central ideas and organizing structures as support for comprehending complex texts about the impacts of resource use on the Earth's systems. (RI.2/RI.3/RI.5/W.7/W.8)                          | <ul style="list-style-type: none"> <li>Knowledge: Use the FPOs to demonstrate knowledge of the impacts of resource use on the Earth's systems.</li> <li>Morphology: Word Map</li> <li>Constructed Response #3 (RI.8.2 Rubric)</li> </ul>                                                                                                                                                            |
|                                                                                       | 5    | RQ #6: The Future<br>Evaluate Informational Mentor Texts<br>Morphemes: sus-, tain-, -able (RI.4/L.4/L.5)                                                                                                                                                                       | Use analysis of central ideas and organizing structures of text as support for comprehending complex texts about the future of resource use. Evaluate informational Mentor Texts. (RI.2/RI.3/RI.5/W.2/W.7/W.8) | <ul style="list-style-type: none"> <li>Knowledge: Use the FPOs to demonstrate knowledge of the future of resource use.</li> <li>Morphology: Word Map</li> <li>Key Question Mid-Assessment: <i>What is a central idea of "Invasive Species" in The Science of Our Changing Planet? How does the author use supporting ideas and details to develop this central idea?</i> (RI.8.2 Rubric)</li> </ul> |
| Phase II: Research-Based Informational Writing                                        | 6    | Drafting an Informational Research Paper (W.2/W.4) <ul style="list-style-type: none"> <li>Outlining (W.5)</li> <li>Academic &amp; Technical Vocabulary (RI.4/L.4)</li> <li>Introduction, Conclusion &amp; Text Features</li> </ul> Morphemes: tra-, ject-, -ory (RI.4/L.4/L.5) |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                       | 7    | Revising (W.2/W.4/W.5) <ul style="list-style-type: none"> <li>Focus</li> <li>Content</li> <li>Organization &amp; Transitions</li> <li>Word Choice &amp; Style</li> </ul> Morphemes: de-, grad-, -at(e), -ion (RI.4/L.4/L.5)                                                    |                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Informational Research Paper (W.8.2) Rubric for a Proficient Informational Text</li> <li>Morphology: Word Maps</li> </ul>                                                                                                                                                                                                                                    |
|                                                                                       | 8    | Editing & Publishing (W.2/W.4/W.5/W.6/L.1/L.2)<br>Morphemes: eco-, log(o), -ic, -al (RI.4/L.4/L.5)                                                                                                                                                                             |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                       | 9    | Presenting (RI.7/SL.2/SL.4/SL.5/SL.6)<br>Environmental Studies and Science Fiction (RL.2)<br>Morphemes: pre-, serv(e), -at(e), -ion (RI.4/L.4/L.5)                                                                                                                             |                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Presentation of Knowledge and Ideas Rubric (SL.8.4, SL.8.5, SL.8.6)</li> <li>Morphology: Word Map</li> <li>Key Question Post-Assessment: <i>What is a central idea of "Where Does It All Go?" in The Science of Our Changing Planet? How does the author use supporting ideas and details to develop this central idea?</i> (RI.8.2 Rubric)</li> </ul>       |