



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Earth's Surface

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Earth's Surface	Cause/Effect & Descriptive	Short informational texts on the four Earth spheres (geosphere, hydrosphere, atmosphere, biosphere) and how they interact.	geo-	1. Annotate a cause-effect text, circling signal words (because, as a result, due to, therefore).	C-E-R Paragraph: How does weathering change Earth's surface? State a claim, cite at least one piece of text/diagram evidence, and explain your reasoning using a cause-effect chain.	Turn & Talk with sentence stems, building toward a Fishbowl discussion by the end of the unit. Sentence Stems: The text says ____, so _____. First ____ happens, which causes _____. I agree/disagree with ____ because the text shows _____. Can you say more about why ____? That connects	"Erosion Detective" mini-investigation: students photograph and caption a local example of weathering, erosion, or soil formation (schoolyard, home, or a provided photo set) and explain the cause-effect chain they observe.
	Weathering, erosion, deposition, and soil formation are all cause-effect chains within Earth's interacting spheres, so this opening unit teaches students to identify causal relationships and describe interacting systems — structures they will reuse all year.	PA DCNR field-guide excerpts on local erosion/weathering (Elk Creek, PA landscapes, glacial grooves). Labeled river-diagram texts showing erosion and deposition features.	hydro- atmo- bio- -sphere physical vs. chemical weathering word pairs	2. Build a cause-effect chain organizer showing how Earth's spheres interact (e.g., water cycle → erosion → landform change). 3. Integrate a labeled river diagram and Earth's energy budget diagram with print text. 4. Determine the central idea of a short soil-formation article and write a summary distinct from opinion.			
Curriculum Resources & Materials	*Chromebook/Schoology access *Short informational articles on Earth's spheres and their interactions * PA DCNR field guides / local erosion and weathering photo sets *Labeled river-diagram and Earth's energy-budget diagram handouts		*root-word lists: geo-, hydro-, atmo-, bio-, -sphere *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Cause/effect chain organizer template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters	*Camera/device access for photos

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Earth's Spheres. Launch yearlong routines: vocabulary notebook, writer's notebook, annotation basics.	Model Frayer Model with 2–3 unit words (geosphere, erosion); daily 3-min quick-writes reacting to an erosion/weathering image; teach annotation marks and cause-effect signal words (because, as a result, due to).	Notebook check; annotated sample text.
2	Earth's Spheres continued. Diagram + text integration.	Pair Earth's energy-budget diagram with a short text on how spheres interact; annotate connections; build a cause-effect chain organizer.	Diagram-annotation worksheet; cause-effect organizer.
3	Weathering. Vocabulary root families; cause-effect chains.	Read a short text on physical vs. chemical weathering; root-word web-building stations (geo-, hydro-, atmo-, bio-, -sphere); build a cause-effect chain organizer.	Vocabulary notebook check; cause-effect organizer.
4	Erosion and Deposition by Water. Diagram integration; introduce C-E-R.	Read a text on water erosion paired with a labeled river diagram; annotate connections; model C-E-R and draft a claim-evidence-reasoning paragraph on weathering/erosion.	Diagram-annotation worksheet; C-E-R draft.
5	Erosion and Deposition by Wind, Ice, and Gravity. Compare/contrast; discourse; Turn & Talk.	Read paired texts comparing water, wind, ice, and gravity erosion; build a comparison chart; partner Turn & Talk using sentence stems.	Comparison chart; partner-talk check.
6	Soil Formation. Revise & publish: 'Erosion Detective' investigation.	Peer review and revise C-E-R paragraph; students photograph/caption a local weathering, erosion, or soil-formation example and explain the cause-effect chain; class share-out.	Final C-E-R paragraph; investigation photo/caption; unit reflection quick-write.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Earth's History

Board Approved:

August 2026

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Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Earth's History	Chronological/Sequence & Evidence-Based Reasoning	Short texts on Grand Canyon rock layers / relative dating (law of superposition, index fossils).	strat- (stratigraphy)	1. Chunk a timeline text and track sequence signal words (first, then, millions of years ago, later).	C-E-R Paragraph: How do scientists know how old a rock layer is? Compare relative and absolute dating, using evidence from at least two texts.	Fishbowl -introduces formal academic discourse norms. Sentence Stems: I noticed ____ in the text, which shows _____. That connects to _____ because _____.	Students build an illustrated "Geologic Time Scale" timeline project (poster, digital slide, or foldable) marking major eras and events, then present it in a gallery walk — directly extending the science unit's own geologic-time-scale activity.
		Texts on radiometric (absolute) dating paired with rock-layer diagrams.	chrono-	2. Build a timeline organizer of geologic events from text evidence.			
	Relative and absolute dating, the fossil record, and the geologic time scale are all sequence- and evidence-based, so this unit builds students' ability to trace timelines and evaluate scientific evidence in text.		fossil-	3. Distinguish supported vs. unsupported claims about rock age.			
		Texts introducing uniformitarianism vs. catastrophism and the geologic time scale.	radio- (radiometric)	4. Integrate an undisturbed-vs-disturbed rock-layer diagram with print text.			
			uniformitarianism				
			catastrophism				
Curriculum Resources & Materials	*Chromebook/Schoology access *Short texts on relative dating (Grand Canyon rock layers, law of superposition, index fossils) *Absolute/radiometric dating texts paired with rock-layer diagrams *Uniformitarianism vs. catastrophism and geologic-time-scale texts		*root-word lists: strat-, chrono-, fossil-, radio- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Timeline/sequence organizer template *Rock layer diagram handouts *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Claim-sort activity sheet *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Fishbowl protocol guide	*Poster board or digital slide template and era/event reference list for the illustrated Geologic Time Scale project

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Geologic Change Over Time. Reading strategies: chunking + sequence signal words.	Chunk a short text on uniformitarianism and geologic change; highlight sequence signal words (first, then, millions of years ago); vocabulary root focus (strat-, chrono-).	Chunked/annotated text.
2	Geologic Change Over Time / Relative Dating. Timeline organizer.	Read a text on relative dating (law of superposition, index fossils); build a timeline organizer of geologic events.	Timeline organizer.
3	Relative Dating. Diagram + text integration; claim-sort.	Pair an undisturbed-vs-disturbed rock-layer diagram with text; annotate connections; claim-sort activity distinguishing supported vs. unsupported claims about rock age (RST.6.8).	Diagram-annotation worksheet; claim-sort sheet.
4	Absolute Dating. Draft C-E-R response; vocabulary.	Read a text on radiometric dating and half-life; root-word focus (radio-, fossil-); draft a C-E-R paragraph comparing relative and absolute dating.	C-E-R draft; vocabulary check.
5	The Geologic Time Scale. Discourse: Fishbowl; publish timeline project.	Model Fishbowl discussion on how the geologic time scale organizes Earth's history; students finalize and present an illustrated Geologic Time Scale timeline project.	Discourse tracker sheet; timeline project rubric.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Rocks & Minerals

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's five 6th grade science units — Earth's Surface, Earth's History, Rocks and Minerals, The Restless Earth, and Weather and Climate — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.						
Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Rocks & Minerals	Classification/Compare and Contrast & Cyclical Process Identifying and classifying minerals and rocks, and understanding the rock cycle, gives students practice with both compare/contrast and cyclical-process text structures, different from the linear sequence of the Earth's History unit.	Short texts on mineral properties (hardness, streak, luster) tied to the mineral-identification lab. Texts on igneous, sedimentary, and metamorphic rock formation. Rock-cycle diagram-and-caption texts.	igneous, sedimentary, metamorphic word parts mineral property vocabulary	1. Annotate classification signal words (categorized as, in contrast, similarly). 2. Build a 3-way comparison chart for rock types using text evidence. 3. Integrate a rock-cycle diagram with a process text.	C-E-R Paragraph: How does the rock cycle show that matter is conserved on Earth? Use the rock-cycle diagram and text evidence to explain the process.	Four Corners Debate: on renewable vs nonrenewable mineral resource use Sentence Stems: I chose this corner because the text say _____.; A different perspective is _____, but _____.	"Mystery Rock" mini-investigation: students test and identify a rock/mineral sample in the class lab, then write up their classification and reasoning like a field scientist's report connecting directly to the science unit's own mineral lab.
Curriculum Resources & Materials	*Chromebook/Schoolology access *Mineral-property texts (hardness, streak, luster) *Texts on the three rock classes (igneous, sedimentary, metamorphic) *Rock-cycle diagram-and-caption texts		*root-word lists: strat-, chrono-, fossil-, radio- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *3-way comparison chart template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Claim-sort activity sheet *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	*Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Four Corners debate station signs and prompts	*Rock and mineral samples, streak plates, hardness kits (from the paired science lab); "Mystery Rock" investigation recording sheet

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Minerals. Reading strategies: classification signal words.	Read a short text on what makes something a mineral; annotate classification signal words (categorized as, in contrast, similarly).	Annotated classification text.
2	Minerals continued. Vocabulary; connect to mineral-identification lab.	Vocabulary Frayer additions (hardness, streak, luster); read a text on mineral properties alongside the class mineral-ID lab.	Vocabulary quiz; lab-connection notes.
3	The Rock Cycle. Diagram + text integration; draft explanatory paragraph.	Pair a rock-cycle diagram with a process text; annotate; draft an explanatory/C-E-R paragraph on how the rock cycle shows conservation of matter.	Diagram-annotation worksheet; draft paragraph.

4	Three Classes of Rock (Igneous). 3-way comparison chart; discourse: Four Corners debate.	Read paired texts on igneous, sedimentary, and metamorphic rock; build a 3-way comparison chart; Four Corners debate on renewable vs. nonrenewable mineral resource use.	Comparison chart; debate participation.
5	Three Classes of Rock (Sedimentary/Metamorphic). Publish 'Mystery Rock' investigation.	Students test/identify a rock or mineral sample and write a short field-scientist report classifying it with evidence-based reasoning; share findings.	Final explanatory paragraph; investigation write-up rubric.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit The Restless Earth

Board Approved:

August 2026

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Literacy Routines:	Claim-Evidence-Reasoning Frame (CER)	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with counterclaims.					
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.					
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.					
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.					
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.					
Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
The Restless Earth	Cause/Effect, Descriptive/Informative & Problem/Solution	Phase A (Earth's Layers & Plate Tectonics, ~wks 1–4): texts on Pangaea, continental drift evidence, and plate boundary types.	tect-(tectonics)	1. Synthesize evidence across multiple short texts into one evidence organizer.	C-E-R Paragraph: Phase A: C-E-R paragraph. Phase B: Ring of Fire Travel Brochure (informative). Phase C: Earthquake Safety Kit write-up + short data-based lab report. Phase A: What evidence supports plate tectonics theory? Phase B: Research a community on the Ring of Fire and create an informative travel brochure addressing what the area is like, what people do for work, and the risks/benefits of living there. Phase C: Design an earthquake safety kit and explain, with evidence, why each item is included; write up findings from the epicenter-location lab.	Turn & Talk / Fishbowl on tectonic evidence (Phase A) → gallery walk share of travel brochures (Phase B) → Town Hall / stakeholder role-play on earthquake preparedness — engineer, city planner, resident, scientist (Phase C) Sentence Stems: The evidence shows____, which tell us____; I included____ in my kit____; As a____, my concern is____.	The unit's two authentic science-class projects, the Ring of Fire Travel Brochure and the Earthquake Safety Kit, serve as the literacy capstones, so students research, write, and present using real audiences and real design constraints rather than a generic essay prompt.
	This is the longest science unit, so it carries the year's biggest literacy arc: evidence for plate tectonics (cause/effect), mountain building and volcanoes (descriptive/informative, culminating in the science unit's own Ring of Fire Travel Brochure project), and earthquakes (problem/solution, culminating in an earthquake safety kit and data-based lab report).	Phase B (Mountain Building & Volcanoes, ~wks 5–8): texts on faults/mountain formation and volcanic activity by boundary type, plus travel-guide style texts on communities near famous volcanoes.	seism-(seismic)	2. Integrate plate-boundary and mountain/fault diagrams with print text.			
		Phase C (Earthquakes, ~wks 9–12): texts on earthquake causes, focus/epicenter, and seismic-wave measurement (Modified Mercalli Scale).	Volcan-	3. Read travel-guide/informational texts on volcano-adjacent communities to gather research.			
			litho-	4. Identify problem/solution structure in earthquake-safety texts and evaluate the proposed solution's evidence base (Phase C).			
			mesosphere	5. Integrate earthquake/volcano location maps and seismic data with text.			

Curriculum Resources & Materials	*Chromebook/Schoology access *Phase A: Pangaea/continental-drift evidence texts, plate-boundary diagrams *Phase B: mountain/fault diagrams, volcano-location and travel-style texts on Ring of Fire communities *Phase C: earthquake-cause texts, focus/epicenter diagrams, Modified Mercalli Scale reference material	*root-word lists: tect-, seism-, volcan-, litho- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Multi-source evidence synthesis organizer *Problem solution organizer *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Travel brochure template/outline *Earthquake safety kit planning sheet and label report template *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) frame and rubric	* Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Fishbowl protocol guide *Town Hall stakeholder role cards	*Brochure design materials or digital brochure template *materials/access for the Modified Mercalli Scale and epicenter-location labs
	Pacing Guide					
Week(s)	Key Concept/Topic	Activities/Lessons		Assessment/Check for Understanding		
1	Earth's Layers. Review reading strategies + cause-effect chains.	Read a short text on compositional vs. physical layers of Earth; annotate cause-effect signal words; vocabulary root focus (litho-, mesosphere).		Annotated text; vocabulary check.		
2	Plate Tectonics. Evidence text: Pangaea and continental drift.	Read a text on Pangaea and continental-drift evidence; begin a multi-source evidence-synthesis organizer.		Evidence organizer (started).		
3	Plate Tectonics continued. Synthesizing evidence across texts.	Jigsaw: small groups each read one line of evidence for plate tectonics; regroup to build a shared evidence organizer; vocabulary root focus (tect-).		Synthesis evidence organizer.		
4	Plate Tectonics continued / Mountain Building. Draft C-E-R essay; diagram integration.	Draft a C-E-R paragraph answering 'What evidence supports plate tectonics theory?'; pair a mantle-convection/ridge-push/slab-pull diagram with text and annotate.		C-E-R draft; diagram-annotation worksheet.		
5	Mountain Building. Cause-effect chains; fault/mountain diagram integration.	Read a text on how plate motion causes deformation; build a cause-effect chain organizer; annotate fault and mountain-type diagrams.		Cause-effect organizer; diagram-annotation worksheet.		
6	Mountain building continued / Volcanoes. Launch Ring of Fire Travel Brochure research.	Vocabulary root focus (volcan-); mini-lesson on source credibility; students begin researching a Ring of Fire community for the travel-brochure project.		Research notes/source log started.		
7	Volcanoes. Continue brochure research; data/text integration.	Read texts on where volcanoes form and how boundary type affects volcanic activity; continue brochure research (jobs, health issues, positives/negatives of living near a volcano).		Research notes; data-annotation worksheet.		
8	Volcanoes / Earthquakes. Draft, peer review, and share Ring of Fire Travel Brochure.	Writing workshop to draft the informative travel brochure; structured peer review; gallery walk to share finished brochures.		Travel brochure rubric; peer-review feedback form.		
9	Earthquakes. Problem/solution reading; launch Earthquake Safety Kit writing.	Read a text on earthquake causes, focus, and epicenter; identify problem/solution structure; begin planning an earthquake safety kit with evidence-based item justifications.		Problem/solution organizer; safety-kit planning sheet started.		
10	Earthquakes. Data integration; continue safety kit writing.	Plot famous earthquakes/volcanoes on a map and annotate the correlation with plate boundaries (RST.6.7); continue drafting safety-kit justifications.		Data-annotation worksheet; safety-kit draft.		
11	Measuring Earthquake Waves. Data-based lab report writing.	Complete the Modified Mercalli Scale / epicenter-location lab; draft a short data-based lab report explaining findings with evidence.		Lab report draft.		
12	Measuring Earthquake Waves. Discourse: Town Hall; publish capstones; portfolio check-in.	Town Hall / stakeholder role-play (engineer, city planner, resident, scientist) on earthquake preparedness; finalize and present safety kit and lab report; compile portfolio pieces from Units 1–4.		Town Hall participation rubric; final safety-kit and lab-report rubrics; portfolio check-in.		



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 6 Content Literacy-Paired with Science Unit Weather & Climate

Board Approved:

August 2026

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	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.					
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Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Weather & Climate	Compare/Contrast & Data Integration	Paired short texts explicitly comparing weather and climate.	meteor- (meteorology)	1. Annotate compare/contrast signal words (however, unlike, similarly, in contrast).	Student Choice: weather-forecast broadcast script, informative report, or persuasive piece on severe-weather preparedness	Town Hall / panel discussion simulating meteorologists and community members discussing severe-weather preparedness Sentence Stems: The data show _____, which means we should _____; I'd add to _____'s point by saying _____.	Students present their final capstone piece (e.g., a filmed weather-broadcast segment, a printed report, or a persuasive letter) to an authentic audience, then compile their year-end literacy portfolio with one piece from each of the five units.
	Distinguishing weather from climate is fundamentally a compare/contrast task, and this unit leans heavily on reading charts, maps, and data alongside text.	NOAA weather-data texts and maps (fronts, pressure systems, jet streams). Cloud-formation and classification texts.	hydro- therm- cloud type (cumulus, cirrus, cumulonimbus)	2. Build a weather-vs-climate comparison chart from text evidence. 3. Integrate a weather map/front diagram with text claims. 4. Distinguish supported vs. unsupported claims in a climate-variability article.	Research a severe-weather event or local climate pattern. Using evidence and data from at least three sources, inform or persuade your audience about the topic in your chosen format.		
Curriculum Resources & Materials	*Chromebook/Schoology access *Paired weather-vs-climate comparison texts *NOAA weather maps/data; front, pressure-system, and jet-stream texts *Cloud-formation and classification texts		*root-word lists: meteor-, hydro-, therm- *Science Vocabulary Notebook *Frayer Model	*Signal word reference sheet *Weather vs climate comparisons chart template *Data annotation worksheet template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Science Writer's Notebook for quick writes *Source credibility checklist *Research note-taking template *Forecast-script/report or persuasive piece outline template	* Accountable Science Talk Sentence Stems *Sentence stem reference cards/posters *Town Hall stakeholder role cards; panel role prompts	*Recording equipment or slide template for a weather-broadcast capstone; access to an authentic audience channel where possible (school newsletter, morning announcements) *rubric and year-end portfolio compilation checklist

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Elements of Weather. Reading strategies review; vocabulary.	Read a short text on weather elements (temperature, humidity, pressure); annotate using signal words; vocabulary root focus (meteor-).	Annotated text; vocabulary check.
2	Clouds and Cloud Formation. Descriptive/classification text; diagram integration.	Read a text on cloud types and formation paired with a cloud-height diagram; annotate connections.	Diagram-annotation worksheet.
3	Cloud Formation and What Influences Weather. Compare/contrast: weather vs. climate.	Read paired texts distinguishing weather from climate; build a comparison chart; read water-cycle and weather-front texts.	Comparison chart.
4	What Influences Weather. Data integration; evaluating claims.	Read weather-map/data texts on pressure systems, jet streams, and ocean currents; claim-sort activity distinguishing supported vs. unsupported claims.	Data-annotation worksheet; claim-sort sheet.

5	Launch capstone research: severe weather or local climate topic.	Mini-lesson on source credibility; students select a topic and begin gathering 3+ sources with notes.	Research notes / source log.
6	Draft capstone piece (student choice of genre).	Writing workshop: students draft a weather-forecast broadcast script, informative report, or persuasive piece using research and data evidence.	Capstone draft.
7	Discourse: Town Hall / panel discussion; peer review.	Panel discussion simulating meteorologists and community members discussing severe-weather preparedness; structured peer review of capstone drafts.	Panel/discourse rubric; peer-review feedback form.
8	Publish & present final capstone; year-end portfolio compilation.	Students finalize and present their capstone piece (e.g., filmed weather-broadcast segment, report, or persuasive letter) to an authentic audience; compile final year-end portfolio with one piece from each of the five units.	Final capstone rubric; presentation rubric; completed year-end portfolio.