



Orientation to the NY Curriculum Modules

9.3

Module Overview

Building and Communicating Knowledge through Research: The Inquiry and Writing Processes

<p>Texts</p>	<p>Unit 1: Grandin, Temple, and Catherine Johnson. <i>Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior</i></p> <p>Unit 2: Student research sources will vary</p> <p>Students choose texts for research based on their individual research question/problem. Model Research Sources:</p> <ul style="list-style-type: none"> • “The Brains of the Animal Kingdom” <i>The Wall Street Journal</i> • “Minds of Their Own: Animals Are Smarter Than You Think” <i>National Geographic</i> • “Think You’re Smarter Than Animals? Maybe Not” <i>The New York Times</i> • “Monkeys Can Perform Mental Addition” <i>ScienceDaily</i> • “Animal Intelligence: How We Discover How Smart Animals Really Are” <i>Encyclopedia Britannica Blog</i> <p>Unit 3: Student research sources will vary*</p> <p>*By Unit 3, students have chosen texts for research based on their individual research question/problem.</p>
<p>Number of Days in Module</p>	<p>35 (including Module Performance Assessment)</p>

Introduction

In Module 9.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 9.1 and 9.2, students explore topics of interest, gather research, and generate an evidence-based perspective to ultimately write an informative/explanatory research paper that synthesizes and articulates their findings. Students use textual analysis to surface potential topics for research, and develop and strengthen their writing by revising and editing.

In Unit 9.3.1, students closely read a nonfiction text, focusing on the development and emergence of a central idea. Additionally, the text serves as a springboard to research, with students surfacing and tracking potential research topics as they emerge from the text.

In Unit 9.3.2, students continue the research process begun in Unit 1. Students begin to learn and deeply engage in this iterative, non-linear process by pursuing areas of interest and deepening their understanding using guiding inquiry questions. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students then take those sources and begin to organize and synthesize research findings to make claims about a specific research question or problem. In Unit 9.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research perspective in writing. The end product of this unit is a final draft of an informative/explanatory research paper that articulates the conclusions gleaned from research throughout Module 9.3. The writing cycle — in which students self-edit, peer review and continually revise their work — serves as the primary framework for this unit.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Conduct independent searches and assess sources for credibility, relevance, and accessibility
- Develop, refine, and select inquiry questions for independent research
- Collect and organize evidence from research to support analysis in writing
- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Use technology to publish and enhance research findings

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading – Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading – Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature b. Apply grades 9–10 Reading standards to literary nonfiction
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings

	<p>or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
--	--

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.9-10.1a	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCS Standards: Writing	
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS Standards: Speaking & Listening	
None.	
CCS Standards: Language	
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI. 9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCS Standards: Writing	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a,c,d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Module Performance Assessment

In this five-lesson performance assessment, students use a class blog to publish and enhance their research from the module. Each student publish one post to this blog. Students will not simply reproduce, but enrich and enhance their research paper through the use of technology (hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips, etc.).

Prompt
Over the course of this module, you have analyzed information presented in both print and multimedia formats. You have deepened your understanding of a topic through research, and have presented your

analysis in a formal research paper. Now you will work to enhance that analysis, and subsequently publish it online in a class blog. You should organize the information by making effective use of the available multimedia components (hyperlinks, images, graphics, animation, charts, graphs, video and audio clips, etc.), so that readers can follow the line of reasoning.

- Publish a version of your research paper on the class blog, using various multimedia components to enhance the reader’s understanding of your findings. Take advantage of technology’s capacity to link to other information and display it flexibly and dynamically.

Though this performance assessment assumes a class blog, other forms of self-publication are equally as valid. Depending on the resources available, consider having students create a multimedia document within Microsoft Word; a voiceover presentation using VoiceThread; a multimedia PDF; or a multimedia document in Google Drive.

Process

The module performance assessment will require students to revise and edit their research paper based on teacher feedback; review the claims they made in their research paper; reassess sources connected to claims for usable multimedia (e.g., video, pictures, graphs) to support claim(s); search for other multimedia to support claim(s); and/or create their own multimedia publication components (e.g., graphs, pictures, voiceover recordings). Students synthesize all of these multimedia components into a final published blog post. The final product should not simply reproduce their research paper visually; it should update and enhance their analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research.

Lesson 1

Students review their research papers based on teacher feedback and make any necessary revisions. Additionally, students may begin to identify evidence and claims made prior to this lesson that can be enhanced by technology.

Lesson 2

Students identify evidence and claims made in their research that can be enhanced by technology. Students evaluate, gather, and/or create relevant multimedia based on the evidence and claims they identified in their research paper. Rather than make new claims, students should use technology to present their evidence in a new and relevant way.

Lesson 3

Students begin work on their blog post, incorporating all relevant multimedia found in research sources, and developing additional multimedia, where relevant, to enhance their research findings.

① Students may require the majority of this lesson to be devoted to learning how to create blog posts (e.g., how to log in, format text, insert hyperlinks and images, and embed video as needed).

Lesson 4

Students continue to work on developing and refining their blog post, incorporating and creating relevant multimedia where needed. Students focus on organizing material effectively, formatting the title of their post, and tagging with relevant search keywords. Students prepare their blog posts for publication and assessment.

Lesson 5

Students finalize their blog post. Students edit the post and ensure it is “live” and accessible via the internet.

Standards assessed: W.9-10.2, W.9-10.5, W.9-10.6

Texts

Unit 1:

Grandin, Temple, and Catherine Johnson. *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*

Unit 2:

Students choose texts for research based on their individual research question/problem.

Model research sources:

Waal, F. “The Brains of the Animal Kingdom.” *The Wall Street Journal*, Mar. 22, 2013.

Morell, V. “Minds of Their Own: Animals Are Smarter Than You Think.” *National Geographic*, Mar. 2008.

Horowitz, A. and Shae, A. “Think You’re Smarter Than Animals? Maybe Not.” *The New York Times*, Aug. 20, 2011.

Duke University Medical Center. “Monkeys Can Perform Mental Addition.” *ScienceDaily*, Dec. 20, 2007.

Castro, L. and Wasserman, E. “Animal Intelligence: How We Discover How Smart Animals Really Are.”

<i>Encyclopedia Britannica Blog. Encyclopedia Britannica, Oct. 19, 2012.</i>
Unit 3:
<p>Student research sources will vary*</p> <p>*By Unit 3, students will have chosen texts for research based on their individual research question/problem.</p>

9.1 Module-at-a-Glance Calendar

Text	Days in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1:				
<i>Animals in Translation</i> (Temple Grandin and Catherine Johnson)	10	<ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Engage in productive evidence-based discussions about text. Collect and organize evidence from texts to support analysis in writing. Analyze text and multimedia. Make claims about the development and refinement of central ideas in a text. Use vocabulary strategies to define unknown words. Identify potential topics for research within a 	<p>RI.9-10.1a</p> <p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p> <p>W.9-10.4</p> <p>W.9-10.9</p> <p>RI.9-10.4</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>SL.9-10.1.c</p> <p>L.9-10.4.a, c, d</p>	<p>End-of-Unit:</p> <p>Students complete a two-part short writing assessment.</p> <p>Part 1: Students synthesize and compose a multi-paragraph response tracing the development and refinement of a central idea from chapter 1 of <i>Animals in Translation</i>.</p> <p>Part 2: Students articulate in writing two or three areas of investigation and describe how and where each area emerged from <i>Animals in Translation</i>.</p>

		<p>text.</p> <ul style="list-style-type: none"> • Use questioning to guide research. • Conduct pre-searches to validate sufficiency of information for exploring potential topics. 		
Unit 2:				
<p><i>Student research sources will vary</i></p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:</p> <p>“The Brains of the Animal Kingdom” (Frans de Waal)</p> <p>“Minds of Their Own: Animals Are Smarter Than You Think” (Virginia Morrell)</p>	12	<ul style="list-style-type: none"> • Assess sources for credibility, relevance, and accessibility. • Conduct independent searches using research processes including planning for searches, assessing sources, and annotating and recording notes. • Develop, refine, and select inquiry questions for research. • Develop and continually assess a research frame to guide independent searches. • Collect and organize evidence from research to support analysis in writing. 	<p>RI.9-10.1.a</p> <p>W.9-10.4</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.2</p> <p>RI.9-10.7</p> <p>SL.9-10.1</p> <p>L.9-10.4.a, c, d</p>	<p>End-of-Unit:</p> <p>Students turn in a completed Research Portfolio including their Research and Vocabulary Journals.</p> <p>Evidence-Based Perspective:</p> <p>Additionally, students compose a one-page synthesis of their personal conclusions and perspective derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express their perspective on their respective research question/problem.</p>

<p>“Think You’re Smarter Than Animals? Maybe Not” (Alexandra Horowitz and Ammon Shea)</p> <p>“Monkeys Can Perform Mental Addition” (<i>ScienceDaily</i>)</p> <p>“Animal Intelligence: How We Discover How Smart Animals Really Are” (Edward Wasserman and Leyre Castro)</p>		<ul style="list-style-type: none"> • Make claims about inquiry questions, inquiry paths, and a research question/ problem using specific textual evidence from the research. 		
Unit 3:				
<p><i>Student texts (research sources) will vary*</i></p> <p>*By Unit 3, students have chosen texts for research based on their individual research question/ problem.</p>	<p>8</p>	<ul style="list-style-type: none"> • Collect and organize evidence from research to support analysis in writing. • Analyze, synthesize, and organize evidence-based claims. • Write effective introduction, body, and conclusion paragraphs for an informational/ explanatory research paper. • Use proper citation methods in writing. 	<p>W.9-10.2.a-f</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.7</p> <p>W.9-10.9</p> <p>L.9-10.2.a-c</p> <p>L.9-10.3.a</p> <p>L.9-10.6</p> <p>SL.9-10.1</p>	<p>End-of-Unit:</p> <p>Part 1: Students shall be assessed on the final draft of their research paper, and its alignment to the criteria of an informative/explanatory text (W.9-10.2). The final draft should examine and convey complex ideas and clearly incorporate students’ evidence-based claims as well as appropriately cite sources. The final draft</p>

		<ul style="list-style-type: none"> • Edit for a variety of purposes including using semicolons, colons, and correct spelling. • Use formal style and objective tone in writing. • Write coherently and cohesively. 		<p>should accurately organize and demonstrate thoughtful analysis of the evidence gathered through research.</p>
--	--	---	--	--

DEFINITION OF TERMS

USED IN RESEARCHING TO DEEPEN UNDERSTANDING

A DEVELOPING CORE PROFICIENCIES

ENGLISH LANGUAGE ARTS / LITERACY UNIT

Research Question/Problem (Area of Investigation):

A particular theme, question, problem, or more focused sub-topic within the general topic that warrants investigation.

Inquiry Question:

Questions posed by researchers about their research question/problem to be answered through inquiry.

Inquiry Path:

Groups of Inquiry Questions developed to guide investigation. Each Inquiry Path has a name or title that is the theme of the group of questions. It can also be a more general question that summarizes the specific questions within the group.

Research Frame:

A written document comprised of the topic, the research question/problem, the Inquiry Paths and all the Inquiry Questions within each Inquiry Path. It is the tool that will guide the student throughout the research process.

Research Portfolio:

The binder or electronic folder where students physically or electronically store and organize all the material related to their personal research.

Research Plan:

A document presenting the strategic process students follow to guide them through the various stages of inquiry.

Topic:

The topic from which the research question/problem will be derived.

9.3.1

Lesson 1

Introduction

In this first lesson of the unit and module, students will be introduced to the module’s focus: inquiry-based research to deepen understanding. Students will begin reading and analyzing Chapter 1 of Temple Grandin’s *Animals in Translation*, pages 1–4 (from “People who aren’t autistic always ask me about the moment” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual”), in which students will be introduced to Grandin’s central idea that her autism poses difficulties and advantages.

In Unit 1, students will begin learning about a specific approach to research that will be developed and completed throughout Units 2 and 3. This module will address research as an iterative, non-linear process, designed to deepen students’ understanding of topics of interest. In this unit, students will read and analyze a seed text, *Animals in Translation*, to identify topics that spark inquiry and provide entry points into the research process they will engage in throughout the module. The intent of this unit, and the other units using other seed texts in this Module, is to model how to initiate a process of inquiry-based research using texts that are rich enough to provide multiple areas of investigation. In addition, compared to non-researched based modules, students will be expected to do more reading and re-reading for analysis independently during in-class work and for homework.

In this lesson, students will begin reading and analyzing Chapter 1 of *Animals in Translation*, focusing on Grandin’s emerging central idea through analysis of specific textual details. For homework, students will reread and annotate pages 1–4 and preview the following lesson’s text excerpt by reading and annotating pages 4–8 (from “Animals saved me.” to “animal talents nobody can see based on what I know about autistic talent.”) for central idea. Additionally, students will write a response to the following prompt: Using specific textual details, determine one central idea that emerges in pages 1–4.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including

	figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
--	---

Assessment

Assessment(s)

The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.

- Using specific textual details, determine one central idea that emerges in this lesson’s text excerpt (pages 1–4).

 This assessment will be evaluated using the Short Response Rubric.

High Performance Response(s)

A high performance response may include the following:

- One central idea that is emerging is that autism makes school and social life difficult but makes understanding animals easier: “Autism made school and social life hard, but it made animals easy.” Grandin’s autism posed many difficulties for her when she was growing up. Kids teased her and called her names like “Retard,” or “Tape Recorder” because she spoke repetitively and had difficulty with social and peer interactions. She also endured intense anxiety during her teen years that “never stopped.” However, Grandin states that because of her autism she sees “things about animals other people don’t.” For example, she explains that she has a “special connection to animals” and that she is now able to comprehend the emotionally disturbed horses that resided at her former boarding school because she understands “the way animals think.”

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- autism (n.) – Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.
- spectrum (n.) – a broad range of varied but related ideas or objects, that the individual features of which tend to overlap so as to form a continuous series or sequence

Vocabulary to teach (may include direct word work and/or questions)

- epiphany (n.) – a moment of great or sudden revelation

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RI.9-10.2 and RI.9-10.4 • Text: <i>Animals in Translation</i>, Chapter 1, pages 1–4 	
Learning Sequence:	
1. Introduction to Unit and Lesson Agenda	1. 15%
2. Homework Accountability	2. 5%
3. Masterful Reading	3. 15%
4. Pages 1–4 Reading and Discussion	4. 50%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of **9.3 Common Core Learning Standards Tool** for each student
- Copies of **Short Response Rubric and Short Response Checklist** for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Unit and Lesson Agenda

15%

Share the focus of this unit and module: Engage in an inquiry-based process for research. Inform students that in this module they will explore topics by generating inquiry questions, research different areas of a topic, build on new knowledge, make connections, and finally develop an evidence-based perspective.

Share with students the End-of-Unit Assessments and the Module Performance Assessment. Inform students that their work over the next several weeks should prepare them for these assessments. Briefly introduce the unit and the text: *Animals in Translation* by Temple Grandin and Catherine Johnson. Inform students that this unit will focus on reading and analyzing the first chapter of *Animals in Translation* to consider the development of central ideas through specific textual details. Additionally, students will begin the research process by identifying topics, creating questions, pre-searching topics, and developing areas of investigation using Grandin’s text as the initial resource.

- ▶ Students listen.

Review the agenda and share the assessed standard for this lesson: RI.9-10.2. Today, students will experience a new text called *Animals in Translation* through a masterful reading of a small excerpt and will begin the process of reading pages 1–4 closely to determine an emerging central idea through specific textual details.

- ▶ Students look at the agenda.

Pass out copies of the 9.3 Common Core Learning Standards Tool to each student. Explain that students will continue to work on mastering the skills described in the Common Core State Standards (CCSS) throughout this new module and the rest of the year.

- ▶ Students listen and examine their 9.3 Common Core Learning Standards Tool.

① It may be helpful here to explain to students that they will be returning to the standards at the beginning of each lesson, as they did in Module 9.1 and 9.2. Whenever a new standard is introduced, students will use their 9.3 Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard.

Share with students that they have reached the mid-point in their 9th grade English Language Arts instruction and it is important to self-assess their familiarity and mastery of the standards. Instruct students to self-assess on standard RI.9-10.2.

- ▶ Students self-assess their understanding and mastery of standard RI.9-10.2 using the 9.3 Common Core Learning Standards Tool.

① Remind students they have worked with standard RI.9-10.2 in Units 9.1.2 and 9.2.3.

- ① It may be useful to have the standards written on the board or displayed in some other way before class begins, for ease of student reference and to encourage students to develop ownership of the standards.

Activity 2: Homework Accountability

5%

Explain to students that Accountable Independent Reading will be suspended during this module. Instead, for Unit 1 homework, students will independently preview *Animals in Translation*, while also beginning to research by independently reading possible sources for a variety of topics surfaced from the Grandin text. Explain to students that in Unit 2, the volume of independent reading will come from students' searches related to their research question/problem (area of investigation). Students will read a variety of academic sources to deepen their understanding of their specific research question/problem (area of investigation).

- ▶ Students listen.

Activity 3: Masterful Reading

15%

Distribute copies of Chapter 1 of *Animals in Translation* to each student and instruct students to turn to page 1. Have students listen to a masterful reading of pages 1–4 of *Animals in Translation* (from “People who aren’t autistic always ask me about the moment” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual.” Instruct students to read along in their text.

- ▶ Students follow along, reading silently.
- ① The purpose of this masterful read is to familiarize students with Grandin’s voice and style.
- ① It is important to be sensitive to the subject of developmental disorders, as some students in your classroom may know someone who has development disorders or may have developmental disorders themselves. Consider discussing with students how to be respectful when discussing this sensitive topic.
- ① **Differentiation Consideration:** Consider having students read pages 1–4 in pairs or small groups if a masterful read with the whole class is unnecessary due to the conversational tone and accessible vocabulary of the text.

Ask students to independently write down initial reactions and questions they have about the text. Give students 3–5 minutes to write down initial reactions and questions.

- 🗨 Student questions may include the following:
 - Why does autism make “animals easy”?

- What is autism? Is it an “emotional problem”?
- Why would a school for those with emotional problems have horses to ride?
- What is an autistic savant?
- What is obsessive-compulsive disorder?
- Why does Grandin have so much anxiety?

① Assure students that any question related to the text is a valid one. If students are struggling with questions, encourage them to think about unknown vocabulary, textual details that seem confusing, or what they still want to know from the text after this initial reading.

Ask students to share out their initial questions. Write these questions on the board or on chart paper. Share with the students that it is okay to have questions as they engage in complex text and that questions like these initiate the research process. Remind them that many of these questions will be answered as the text is read closely and as they read they can keep an eye out for these answers, or what questions remain.

Activity 4: Pages 1–4 Reading and Discussion

50%

Introduce the Quick Write assessment (using specific textual details, determine one central idea that is emerging in this excerpt). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Instruct students to keep this assessment in mind as they analyze the text in the following evidence-based discussion. Remind students to keep track of the text analysis as they engage in the discussion by taking notes and annotating the text.

- ▶ Students listen.

Direct students to transition into small groups. Inform student groups that they will be rereading the first four pages of the text closely.

① **Differentiation Consideration:** Consider forming heterogeneous groupings to support students with reading this complex text.

Provide students with the definitions of autism (Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors) and spectrum (a broad range of varied but related ideas or

objects, the individual features of which tend to overlap so as to form a continuous series or sequence). Explain to students that autism can have a range of characteristics. For example, some people with autism may have severe communication issues, including being nonverbal while other autistic people may have only slightly limited verbal communication issues. Autism has a range of characteristics that affect people differently, and a variety of disorders associated with it. Instruct students to write both definitions on their text.

- ▶ Students follow along and write the definitions of *autism* and *spectrum* on their texts.

Instruct the student groups to reread paragraphs 1 and 2 on page 1 (from “People who aren’t autistic always ask me about the moment I realized I could understand the way animals think” to “Autism made school and social life hard, but it made animals easy.”).

- ▶ Student groups reread paragraphs 1 and 2 on page 1.

Display the following questions for the student groups to discuss:

- ① Consider writing the questions on a handout for the student groups.
- ① Remind students to take notes or annotate the text as they engage in the evidence-based discussion. This will help support students when they complete the Quick Write at the end of the lesson.

What gives Grandin the ability to “see things about animals other people don’t” (p. 1)?

- 🗨 Grandin attributes her ability to understand animals to her autism: “And it wasn’t until I was in my forties that I finally realized I had one big advantage over the feedlot owners who were hiring me to manage their animals: being autistic.”

What does Grandin mean when she says she did not have an “epiphany” about knowing that she can understand the way animals think? What do you think the word *epiphany* means from the context provided in this section?

- 🗨 Grandin means she did not have a “moment” where she “realized” she understands the way animals think. It was a gradual process that took her “a long time to figure out that” she sees “things about animals other people don’t.”

Instruct student groups to reread pages 1–2 (from “I had no idea I had a special connection to animals when I was little” to “I still cry when people are mean to me.”)

Display the following questions for the student groups to discuss:

① Consider writing the questions on a handout for the small groups.

What does the example of a "big crisis in [her] life," reveal about Grandin's way of thinking (p. 1)?

- She thinks about things, like animals, differently. She was categorizing animals' identity (dogs) based on size. Then, she made sense of the dachshund being a dog by associating its nose with her golden retriever's nose. She had to categorize the dog in a certain way in order to make sense of it: "Dogs have dog noses."

How might this way of thinking make "school and social life hard" (p. 1)?

- Ideas that are simple for non-autistic children might be difficult for Grandin. She was using a different ideology to categorize dogs: "I used to sort them by size." This thinking might be strange or difficult to understanding if you are a non-autistic person.

How does this excerpt further develop the idea, "Autism made school and social life hard"?

- Student responses should include the following:
 - Grandin discusses how her autism caused her to "store up a lot of phrases in my memory and I used them over and over again in every conversation." This made her sound like a "Tape Recorder" to other students, so they teased her and she reacted with aggressive behavior, like smacking.
 - Eventually she "got kicked out of high school for fighting."
 - She learned how to cry to deal with her aggression: "After I lost privileges enough times I learned just to cry when somebody did something bad to me."

Instruct student groups to reread pages 2–3 (from "Nothing ever happened to the kids who were teasing" to "but I wasn't any horse-whispering autistic savant, either. I just loved the horses").

Display or distribute the following questions for the student groups to discuss:

What does Grandin understand now about the horses at her former boarding school that she "didn't understand" as a fourteen-year-old?

- Student responses should include the following:
 - The horses had serious psychological problems because they had been abused.
 - They acted aggressively because of their emotional problems: "These were badly abused animals; they were very, very messed up" (p. 2).

What might Grandin's explanation of the boarding school horses reveal about her?

🗨️ Student responses may include the following:

- She can understand and explain animal behavior.
 - She can explain why the horses acted the way they did because she understands the reasons for their actions: “It was flop sweat. Pure fear. She was terrified of being ridden” (p. 3).
-

Instruct student groups to reread pages 3–4 (from “I was so wrapped up in them that I spent every spare moment” to “and I spent hours washing and polishing it”).

Display or distribute the following question for the student groups to discuss:

What does Grandin’s care for the horses and the saddle reveal about her?

🗨️ Student responses should include the following:

- Grandin feels good when taking care of or being around animals: “I was so wrapped up in them that I spent every spare moment working the barns” (p. 3).
 - Animals are an area where she feels content: “I bought special saddle soap and leather conditioner from the saddle shop, and I spent hours washing and polishing it” (p. 4).
-

Instruct student groups to reread page 4 (from “As happy as I was with the horses at school” to “which is listed as an anxiety disorder in the Diagnostic and Statistical Manual”).

Display or distribute the following question for the student groups to discuss:

What made Grandin’s “high school years” hard? What does this reveal about her autism?

🗨️ Grandin writes that she was “hit with a tidal wave of anxiety” when she was in high school that “never stopped.” This further reveals the obstacles autism has posed for her, especially in school and in her social life.

① Consider discussing with students that structures and organizations, rather than people, can pose difficulties to individuals with disabilities. For example, Temple Grandin, who has difficulty with social interaction, doesn’t fare well in certain settings like the traditional school she attended early on.

Activity 5: Quick Write

10%

Introduce the Quick Write assessment by reminding students of the standard they were working on during this lesson: RI.9-10.2. Instruct students to respond briefly in writing to the following prompt:

Using specific textual details, determine one central idea that is emerging in this lesson’s text excerpt.

Remind students to answer the above prompt based on the reading completed in the lesson by citing strong and thorough textual evidence. Remind them to take a look at their answers to the questions from the text to support their Quick Write response.

① Display the prompt for students to see, or provide the prompt in hard copy.

Remind students to use the Short Response Checklist and Short Response Rubric to guide their written responses.

① Consider reviewing the Short Response Rubric and Short Response Checklist by informing students that they should use the rubric and checklist to guide their own writing, and that they will be using this rubric for text analysis-based Quick Writes in this unit. For later units, students will use other assessment tools and rubrics specific to the research component of this module.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread and annotate pages 1–4 and preview the following lesson’s text excerpt by reading and annotating for central idea pages 4–8 (from “Animals saved me” to “animal talents nobody can see based on what I know about autistic talent”).

Additionally, students will write a response to the following prompt: Using specific textual details, determine one central idea that is emerging in pages 4–8.

- ① Consider reviewing the annotation codes introduced in Module 9.1.
- Box or circle unfamiliar words and phrases and rewrite a word or phrase you might have figured out
 - Star (*) important or repeating ideas
 - Put a question mark (?) next to a section you are questioning or confused about

- Use an exclamation point (!) for areas that remind you of another text or ideas that strike you or surprise you in some way
- Use initials like CI (for central idea) and SC (for structural choice)

Remind students that besides using the codes, marking the text with thinking related to the codes is important. Explain that students will continue using these codes throughout their reading of the unit's text to think more deeply about textual details.

- ▶ Students follow along.

Homework

Reread and annotate pages 1–4 and preview the following lesson's text excerpt by reading and annotating for central idea pages 4–8 (from "Animals saved me" to "animal talents nobody can see based on what I know about autistic talent").

Additionally, write a response to the following prompt: Using specific textual details, determine one central idea that is emerging in pages 4–8.

9.3 Common Core Learning Standards Tool

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			

CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among</p>			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
	<p>complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
W.9-10.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
W.9-10.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			

CCL Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			

CCL Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>			

Short Response Rubric

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author’s choices, impact of word choices, the text’s central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>