## Overview

### Animal Reproduction: Seasonal Breeders

*by Mary Lynn Huie, Theresa Bennett, Holly Hermstedt, and Judith Bruns*

Students will explore the aspects of seasonal breeding of various species and then analyze the implications for both producers and consumers.

For information about this module, contact Holly Hermstedt, Milford School District, Delaware, hherste@msd.k12.de.us.

**Grades:** 9 10 11 12

**Discipline:** Career and Technical Education

**Teaching Task:** Task Template 20 (Informational or Explanatory and Analysis)

**Course:** Animal Science II

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Section 1: What Task?

TEACHING TASK

**Task Template 20 [3 Levels]**

**Informational & Analysis**

**L1:** After researching informational texts on sheep and goats and their breeding cycles (as relevant to the livestock industry), write a report that analyzes sheep and goats as seasonal breeders and explains how the breeding seasons affect the producer and the consumer, providing evidence to clarify your analysis. What conclusion or implications can you draw? A bibliography is required.

STUDENT BACKGROUND

Students should have an understanding of reproduction and breeding cycles in livestock as well as a general understanding of seasonal breeding. In addition, students need a foundational understanding of supply and demand.

EXTENSION

1. Students could conduct further research on options for out-of-season breeding methods, such as CIDRs, light control, PMSG, etc. They could compare the effectiveness, costs, benefits and risks of these methods. Using this information, it would be possible to have a debate, prepare argumentative projects, etc.
2. Guest speakers and/or a visit to a farm, focusing on specific breeding strategies, would be a great way to incorporate authentic experiences and real-world applications.
3. Students could determine the natural breeding cycles of various types of sheep.
4. Students could also explore genetics and DNA by delving into selective breeding for establishing longer/varied breeding cycles.
5. Students could explore the breeding cycles of other animals and determine implications.
<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Focus</td>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt</td>
<td>Addresses prompt</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
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<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
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<td>Reading/Research</td>
<td>Attempts to present information in response to the prompt, but lacks</td>
<td>Presents information</td>
<td>Presents information</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.</td>
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<td>connections or relevance to the purpose of the prompt. (L2) Does</td>
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<td>Attempts to provide details in response to the prompt, including</td>
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<td>Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.</td>
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<td>Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.</td>
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<td>Conventions</td>
<td>conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</td>
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<td>Content Understanding</td>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
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### Common Core Anchor Standards Reading

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.CCR.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**R.CCR.6:** Assess how point of view or purpose shapes the content and style of a text.

**R.CCR.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

### Common Core Anchor Standards Writing

**W.CCR.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.CCR.8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.CCR.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
**W.CCR.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 tasks, purposes, and audiences.

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**Common Core Anchor Standards Language**

**L.CCR.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.CCR.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.CCR.6:** Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

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**Common Core Anchor Standards Speaking and Listening**

**SL.CCR.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**SL.CCR.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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**Custom Standards**

**DELAWARE ANIMAL SCIENCE STANDARD: PERFORMANCE ELEMENT AS.02: RESEARCH AND INTERPRET DATA RELATED TO THE GLOBAL IMPLICATIONS OF ANIMAL AGRISCIENCE:** Performance Indicator AS.02.01: Identify and locate global applications of animal agriscience. *Performance Indicator AS.02.02: Understand the economic value of animal agriscience. *Performance Indicator AS.02.03: Identify technological advances in animal agriscience.

**DELAWARE ANIMAL SCIENCE STANDARD: PERFORMANCE ELEMENT AS.04: DESCRIBE THE FUNCTIONS OF REPRODUCTIVE ORGANS, BIOLOGICAL EVENTS OF REPRODUCTION, AND ADVANCES IN REPRODUCTIVE TECHNOLOGY AND MANAGEMENT:** Performance Indicator AS.04.01: Identify the biological aspects of animal reproduction. *Performance Indicator AS.04.02: Explain animal genetics and the heritability of animal traits. *Performance Indicator AS.04.03: Identify reproductive techniques and evaluate reproductive efficiency.
DELAWARE ANIMAL SCIENCE STANDARD: PERFORMANCE ELEMENT AS.08: ANALYZE AND EVALUATE ANIMALS ACCORDING TO INDUSTRY STANDARDS.

Performance Indicator AS.08.01: Evaluate production and performance data.

DELAWARE ANIMAL SCIENCE STANDARD: PERFORMANCE ELEMENT AS.09: UNDERSTAND PROCESSING SAFETY AND CONSUMER SAFETY ASSOCIATED WITH ANIMAL MARKETING.

Performance Indicator AS.09.01: Determine marketing options for animals and animal products. *Performance Indicator AS.09.02: Explain animal processing procedures and techniques. *Performance Indicator AS.09.03: Identify consumer safety regulations related to animal processing and marketing.

DELAWARE ANIMAL SCIENCE STANDARD: PERFORMANCE ELEMENT AS.10: UNDERSTAND THE LEGAL RESPONSIBILITIES ASSOCIATED WITH ANIMAL PRODUCTION AND MANAGEMENT.

### Selected Skills

#### Preparing for the Task

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task’s prompt and rubric.

#### Reading Process

**ACTIVE READING/NOTE-TAKING:** Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

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#### Transition to Writing

**BRIDGING:** Ability to begin linking reading results to writing task.

**SYNTHESIS:** The ability to combine information from a variety of sources.

**RUBRIC ANALYSIS:** Ability to identify essential components of a rubric.

#### Writing Process

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.
CREATING CITATIONS AND A BIBLIOGRAPHY: Ability to properly cite information within the text and to accurately create a Bibliography

COMPLETION: Ability to submit final piece that meets expectations.
**MiniTasks**

*Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

### LIST

Imagine a time in the future when, due to genetic mutations, humans have become seasonal breeders. Females only ovulate in February and March. Identify the benefits and problems that this will cause.

**Scoring Guide (Work Meets Expectations If):**

None

**Instructional Strategies:**

Link this task to earlier class content when students learned about the breeding of various animals.

Give students the opportunity to brainstorm the benefits and problems on their own. Then have students share with their seat partners, and then share with a group of 4 students.

Engage the class in a discussion of the possible problems and benefits, creating a list of benefits and problems that seasonal breeding of humans could cause.

Link this activity to animals and the teaching task by considering sheep and goats as seasonal breeders.

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**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### NOTES

#1: Read the teaching task and answer the guiding questions.

#2: Work with a group to identify and share the expectations outlined in the rubric.

**Scoring Guide (Work Meets Expectations If):**

Students have a complete and accurate dissection of the task following the class discussion.

**Instructional Strategies:**

Prompt students to examine the teaching task and answer the guiding questions provided by the instructor. Provide work time.

Engage students in a class discussion regarding the task and guiding questions. Instruct students to self-grade the questions and make corrections.
Pass out the rubric that will be used to grade the final report. Have students participate in a jigsaw activity using the rubric. Assign one element of the rubric to each group to "translate." Have each group share the expectations outlined in their section of the rubric.

**Reading Process**

**ACTIVE READING/NOTE-TAKING:** Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**NOTES**

Using the article "Reproduction in Small Ruminants," work with your partner(s) to identify two main ideas in your assigned section of the article. Then identify the key results for each of the main ideas. Record all information on the provided graphic organizer.

**Scoring Guide (Work Meets Expectations If):**
Students have a complete and accurate graphic organizer.

**Instructional Strategies:**
Distribute the article "Reproduction in Small Ruminants" and the corresponding graphic organizer.
Working as a whole class, read the first three paragraphs. Use paragraph 3 to model extracting a Key Main Idea and recording it on the graphic organizer. Continuing to model, work with the class to identify a result of the Main Idea and record it on the graphic organizer.
Students will now participate in a jigsaw activity. Divide students into groups and assign each group a section of the article (Estrous Cycles, Gestation, and Breeding in Goats). Have students work with their groups to read the article, identify the information, and complete the corresponding section of the organizer. Provide the opportunity for each group to share their information with the class. Students should complete the graphic organizer as groups share so that they have all information at the conclusion of the lesson.
The teacher will facilitate student sharing and ensure accuracy of information.

**NOTES**

Use the internet to research a holiday for which lamb, mutton, or goat meat is desired by consumers. Find the information required on the chart. Ensure that you utilize credible resources and verify your information using more than one site. Once you have found and
recorded all of the necessary information, verify your work with the teacher. Next, create a small poster to share the information.

**Scoring Guide (Work Meets Expectations If):**
students find and document correct information

**Instructional Strategies:**
Explain the activity, sharing the chart and written directions. Allow students to choose the holiday they wish to research. Work with students to ensure that all holidays are being addressed. (See written directions on student handout.) Provide students the opportunity to research their holiday online. Monitor and assist as appropriate. Once students have completed the chart for their specific holiday, verify the accuracy of their work and have them make any necessary corrections. Students will use their chart to create a small poster that conveys the key information. Wrap-up the research and posters. Hang posters around the room and have students do a Gallery Walk to complete their charts. Display an annual timeline in the room. The timeline should include all months from January to December, and should be large enough for each month to hold multiple sticky notes. Direct students to add a sticky note (with the name of their holiday written on it) to the month that shows when the breeding would need to occur for their researched holiday. Facilitate a class discussion that enables students to explore the demand for lamb, mutton, or goat at various times of the year as well as understand whether lambs will be available during those demand periods based on natural breeding cycles of sheep. Students should discover/understand that there will be times when lamb, mutton, and goat meat are not available when natural breeding is used. Discuss the question posed at the bottom of the written directions: What part of the teaching task will this research help you answer? Ensure that students understand the importance of this activity and information as it relates to their work in this module and the report they will write.

**Notes:**
A photo of the calendar we used in this activity is included in the resources.

**Accommodations and Interventions:**
Students who need extra support can be paired with a partner and/or be given specific sites to research. Students who complete the activity early can research an additional holiday(s). Also, in order to complete the chart, students will need to calculate when a lamb or goat will need to be born so that it will be the correct size for the holiday they are researching. An accommodation for this step could be to provide students with a chart to determine the information.
ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

2 (90 minute) class periods

Read and annotate the Ag Fact Sheet: Out-of-Season Breeding Alternatives for Sheep. Use the article to complete an activity in which you will sort evidence into Natural or Chemical Methods of Breeding.

Scoring Guide (Work Meets Expectations If):
Concepts in the Sort Activity are accurately categorized and defended with textual evidence.

Instructional Strategies:
With the completion of the previous activities, students now realize that Natural Breeding of Sheep and Goats will result in supply shortages. This activity will enable students to explore a variety of options that producers can employ to induce Out-of-Season breeding in sheep and goats. Ensure that students understand this frame of reference.
The text for this lesson is an Agricultural Fact Sheet. Students may not be familiar with this type of text, so the lesson begins with a close look at the text type and structure.
Distribute the Ag Fact Sheet to students and provide them with time to preview the text.
Invite students to share their observations. Pay particular attention to the information at the top of the page and the structure of the text.
Have students read and annotate the article.
Provide students with the sorting map and the statements. If the statements are not already cut into cards, have students do so. Students should work to sort the statements accurately. They will need to use the text as they work.
Pair students (or place them in small groups) to share how and WHY they sorted the concepts. Students should refer to and reread the text, and will need to consider what the text says directly, what can be inferred from the text, and what conclusions can be drawn.
Engage students in a class discussion, asking poignant questions to ensure understanding and facilitate connections. Require students to cite evidence from the text to support/defend their placement of the concepts.

Notes:
The Ag Fact Sheet is provided as a link in the Resources section. When you access the text via that link, you will be able to select a "Print" option, however the print format differs from the format seen when this is displayed as a web page and the print format does not show some of the information that is critical to this lesson. Our recommendation is to highlight and copy the web page and paste it in a Word Document. You can adjust the text on the page and at the same time preserve the Fact Sheet Information section and format. Teachers should modify the concept sort to meet the needs of their specific students. Modifications could include changing the categories for sorting as well as changing the
words/statements on the sort cards. Teachers may also require students to glue the concept cards to the sorting map and/or cite their textual evidence on the cards/map.

**Accommodations and Interventions:**
Students who struggle could work with a partner for the entire task. For the sorting activity, students could be given more structure and/or some evidence could be pre-categorized.

**ACTIVE READING/NOTE-TAKING:** Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**NOTES**

As you participate in this Close Reading lesson, you will utilize a prediction guide and annotate your article.

**Scoring Guide (Work Meets Expectations If):**
Review the previous work with this module. Students have learned about seasonal breeding in sheep and the supply and demand of mutton and goat meat, and have explored options for inducing Out-of-Season Breeding. Explain that today's article is going to bring in a related issue that has very important implications for both producers and consumers: Sheep Rustling.

Provide students with the prediction guide for “Sheep Theft.” Direct them to read each statement and mark it as a ‘truth’ or a ‘myth’ depending on their current understanding. Have students work with a partner to discuss their answers and reasons for making the choices they made.

Lead a class discussion to reveal the various thoughts and ideas within the class. Pass out the article, “Number of Sheep Thefts Doubles in Six Months as Meat Prices Soar.” Have students carefully read the article, annotating as they work. Students should annotate the article according to the statements on the prediction guide by writing the number of the statement next to corresponding evidence in the article. Students are working to discover which statements are supported by the author, and searching for textual evidence to back up or contradict the statements.

Working with a partner again, have students revisit the prediction guide. This time, they should mark the guide according to the information the author has provided. These choices need to be based on the evidence found (or implied) in the article. Partners should discuss their decisions and reasons/evidence.

Facilitate a whole-class discussion. Require students to back-up their statements by referring directly to the article. Use your questions and comments to challenge students to think deeply, cite all corresponding evidence within the article, and analyze whenever possible.

Transition the discussion into helping students make connections and understand the implications of sheep rustling. Look at the issue from the perspective of both the producer...
This newspaper article provides information for students to understand that Sheep Rustling is a continuing and growing problem, however it does not explain the many consequences of the problem. The article is an excellent springboard for further discussion about these implications, such as expenses for producers to safeguard their flocks and potential dangers to consumers from unregulated meat. This is an excellent opportunity for students to make connections between new information and previously learned information.

**Transition to Writing**

**BRIDGING:** Ability to begin linking reading results to writing task.

**NOTES**

Review the various texts we have used in this module. Make notes on your graphic organizer to show how the seasonal breeding of sheep and goats impacts/affects the producer and the consumer. For each of your comments, be sure to note the source.

**Scoring Guide (Work Meets Expectations If):**

None

**Instructional Strategies:**

Provide students with the graphic organizer, the T Chart for Producers and Consumers. Discuss the framework and ensure that students understand the prompt. Model and/or provide examples as needed. Monitor, facilitate, and assist as students work to gather pertinent evidence.

**Notes:**

This lesson focuses on helping students identify relevant information and evidence contained in the different texts used throughout this module.

**SYNTHESIS:** The ability to combine information from a variety of sources.

**OUTLINE**

Using all of your resources (graphic organizers, texts, notes, and information about the
rubric) organize your information and evidence onto the Planning Page. The information on your Planning Page will help you write your first draft.

Scoring Guide (Work Meets Expectations If):
None

Instructional Strategies:
Provide students with the graphic organizer "Planning Page for Writing."
Discuss the framework and ensure that students understand the prompt.
Model and/or provide examples as needed. Note that this Planning Page is meant to capture and organize key ideas, NOT serve as place where students compose their first draft.
Monitor, facilitate, and assist as students work.

Notes:
This lesson should help students synthesize and organize information from multiple sources. This should also help students frame their report.

RUBRIC ANALYSIS: Ability to identify essential components of a rubric

LIST

As you prepare to begin writing, we'll revisit our rubric, create a writing checklist, and see how some sample reports fare.

Scoring Guide (Work Meets Expectations If):
None

Instructional Strategies:
Review what a rubric is and why it is a useful tool.
As a class, examine the rubric being used for this report. Be certain to note and explain the seven scoring elements, the possible score categories, and the weights assigned to each area.
Encourage students to focus on the "4" column in order to understand all that is desired. Explain that the rubric provides a clear picture of what the writing needs to be, but it is a little difficult to use in this format.
To make the rubric more user-friendly, it is helpful to create a checklist that you can use when you write. Explain that the class is going to work together to make this checklist. Project the template for the "Writing Checklist" and note how the template is set up.
Begin by working with the first category on the template, Reading and Research. Have students identify the key ideas in that section of the rubric, breaking them into single ideas and putting them in everyday language. As students do so, type these statements on the template.
Question, guide, and assist students as needed to ensure that the statements are accurate, meaningful, and reflective of the rubric.
Do this for each of the four rubric sections. Ensure that the checklist accurately reflects the rubric information.
Ensure that students understand how the checklist and rubric can be used to facilitate their writing, from helping them set parameters for their writing, to peer conferencing, to final editing, etc.
This is a good place to break for day 1. For day 2, it will be helpful to make copies of the Writing Checklist for students to use with the activity.
Share a sample report. Have students read the report.
Have students work in partners or small groups to discuss each of the four areas of the checklist.
Have student partners or groups determine which items on the checklist can be checked and which can not.
Working as a whole class, discuss the decisions students made on the checklist. Return to the rubric and have students help decide which score the sample report should receive.
Repeat with an additional sample report. Ensure that you help students understand the use and value of the checklist and rubric.

Notes:
A completed sample Writing Checklist is provided.

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**Writing Process**

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**SHORT CONSTRUCTED RESPONSE**

1 class period (90 minutes)

Develop your thesis.
Write an opening paragraph that introduces your topic and contains your thesis.

**Scoring Guide (Work Meets Expectations If):**

Writes an appropriate thesis.
Writes an introductory paragraph that includes the thesis and identifies key points that will be addressed.

**Instructional Strategies:**

Review the definition and qualities of a good thesis statement by eliciting student ideas and recording key information on the board.
Provide time for students to draft their individual theses.
Have students continue by drafting their introductory paragraph.
Provide reminders, support and feedback as appropriate.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**LONG CONSTRUCTED RESPONSE**

Write a first draft of your report. Use your planning page, and be certain to include your introduction, development, and conclusion. Include and cite evidence.

**Scoring Guide (Work Meets Expectations If):**
Provides complete draft with all parts.
Addresses all aspects of the prompt.
Includes evidence and citations.

**Instructional Strategies:**
Begin by rereading the prompt and reviewing expectations.
Encourage students to use their planning page, sources, and introductory paragraph.
Monitor, support, and provide feedback as appropriate.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**LONG CONSTRUCTED RESPONSE**

Reread your first draft. Use the Writing Checklist and Rubric to help you improve your report. Decide what you should add, delete, reword, move, etc. Use textual evidence carefully, and be sure to include citations.

**Scoring Guide (Work Meets Expectations If):**
Provides complete draft with all parts.
Addresses all aspects of the prompt.
Improves earlier edition.

**Instructional Strategies:**
Introduce today's prompt.
Monitor and support as appropriate.

**LONG CONSTRUCTED RESPONSE**

Trade papers with a partner. Read your partner's report. Use the Writing Checklist and
discussion to provide useful and valuable feedback for your partner. When you and your partner have both shared, work on your own report. Consider your partner’s feedback and decide if and how you want to revise your report.

Scoring Guide (Work Meets Expectations If):
Students are actively engaged in reading.
Students thoughtfully complete a Writing Checklist for their partner.
Students engage in discussion, sharing useful ideas to strengthen and improve the writing.

Instructional Strategies:
Remind students of the protocol and expectations for Peer Revision.
Pair students and provide work time.
Monitor and assist as needed.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

30 minutes

Edit your draft to have sound spelling, capitalization, punctuation, and grammar. Make sure that your format is appropriate.

Scoring Guide (Work Meets Expectations If):
Errors are corrected to an appropriate degree, based on grade level/individual circumstances.

Instructional Strategies:
Briefly review editing expectations. Specifically address any areas/topics with which students are specifically struggling.
Remind students of the tools and resources that are available to them. Encourage students to utilize these resources as needed.
As students finish editing their own work, assign students to proofread each others texts.

CREATING CITATIONS AND A BIBLIOGRAPHY: Ability to properly cite information within the text and to accurately create a Bibliography

LIST

1 class period (90 minutes)

Check your citations to make sure all necessary information/evidence is cited properly.
Follow the provided format to establish your bibliography.

Scoring Guide (Work Meets Expectations If):
Students properly cite information and evidence within their reports.
Students create an accurate bibliography in the desired format.

**Instructional Strategies:**
Review with students the importance of citing information and evidence.
Review and provide models and resources for students to use so that they can cite evidence and create the bibliography.

**COMPLETION:** Ability to submit final piece that meets expectations.

**LONG CONSTRUCTED RESPONSE**

Turn in your complete set of drafts, plus the final version of your report.

**Scoring Guide (Work Meets Expectations If):**
students score a "3" or "4" on the rubric categories.

**Instructional Strategies:**
Collect student work.
Article: Reproduction in Small Ruminants

These are the Guiding Questions to be used in the Task Analysis.

This file contains student directions and the chart for note-taking, both to be used for the Reading Process Task in which students research holidays.

This graphic organizer is used during the Transition to Writing.

This graphic organizer is used during the Transition to Writing to helps students plan their report.

This is the template for creating a writing checklist during Transition to Writing.
This file contains the Concept Sort - the activity for the Ag Fact Sheet.

This graphic organizer accompanies the article, "Reproduction in Small Ruminants."

This prediction guide is used during the Reading Process with the article about sheep theft.

This is the sample checklist referenced in the Transition to Writing Section.

This photo shows the calendar used in the Reading Process mini-task in which students explore ethnic holidays and the demand for meat.

**Keywords**

**Links***

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.
Other Resources
### Classroom Assessment Rubric

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt but lacks focus or is off-task.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to present information relevant to prompt.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Controlling idea is weak and does not establish a purpose and/or address a research question.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Applies an ineffective structure; composition does not address requirements of the prompt.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.</td>
</tr>
</tbody>
</table>

### Classroom Assessment Task

No Classroom Assessment Task for this module

### Exemplar Work

*Uploaded Files*