Module 5
Suggested Answers

For your first task, consider the language learning expectations that follow and identify if they are more aligned with student needs in vocabulary, language structure, or language function.

EXAMPLES	V	S	F
Kindergarten: Language Arts **Content learning intention:** I am learning how to identify the important events after hearing a story. **Language learning intention:** I am learning how to retell the story and include at least three events.			×
Grade 1: Math **Content learning intention:** I am learning about how many tens and ones are in a set. **Language learning intention:** I am learning how to apply the sentence frame "___ sets of ten and ___ones equal ___." (Ex: "Three sets of tens and 2 ones equal 32.")		×	
Grade 2: Life Science **Content learning intention:** I am learning how to compare and contrast the life cycles. **Language learning intention:** I am learning how to summarize the similarities and differences between the life cycle of a frog and a butterfly.			×
Grade 3: Language Arts **Content learning intention:** I am learning how to evaluate key features of common texts. **Language learning intention:** I am learning how to justify why a passage is poetry, fiction, or nonfiction.			×
Grade 4: Earth Science **Content learning intention:** I am learning how to recognize how landslides, volcanic eruptions, and earthquakes cause changes to rocks. **Language learning intention:** Use technical vocabulary to discuss how rocks reflect the processes that formed them.	×		
Grade 5: Social Studies **Content learning intention:** I am learning how to analyze the major causes of the American Revolution. **Language learning intention:** I am learning how to apply compare/contrast signal words in a written explanation of the major causes of the American Revolution.		×	
Grade 6: Math **Content:** I am learning how to differentiate between relevant and irrelevant information in word problems. **Language learning intention:** I am learning how to explain which aspects of a word problem are relevant and irrelevant			×

V =Vocabulary (specialized, technical)
S = Language Structure (grammar, syntax, signal words, frames)
F = Language Function (instrumental, regulatory, interactional, personal, imaginative, heuristic, representational)

For the second task, modify each of the following learning intentions to include the language expectation identified.

LEARNING INTENTION	LANGUAGE EXPECTATION	MODIFIED VERSION OR LANGUAGE EXPECTATION
I am learning how to partition shapes into parts with equal areas.	Vocabulary	Correctly identify whether you are partitioning into halves, thirds, or fifths.
I am learning how to identify reliable and trustworthy content from the Internet.	Function	Explain why an Internet source is reliable and trustworthy.
I am learning how to ask questions about unknown words in a text.	Structure	I found the unfamiliar word _____ in the sentence _____. I think it might mean _____ What does it mean?
I am learning how to identify the impact of water pollution on the environment.	Function	Describe how water pollution affects ecosystems.
I am learning how to demonstrate and explain how responses to music are informed by the context (such as social and cultural).	Vocabulary	Identify examples of social context and cultural context in discussion with peers.
I am learning how to describe how artists use tints and shades in painting.	Structure	Artists use _____ shades/tints in order to _____.
I am learning how to predict the geological features that result from specific plate boundaries (subduction zones, divergent margins, and transform margins).	Function	Justify your predictions by supporting them with evidence from your notes.

Retrieved from the companion website for *The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction* by Douglas Fisher, Nancy Frey, Olivia Amador, and Joseph Assof. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.