

MODULE 5 SUGGESTED ANSWERS

EXAMPLES	V	S	F
Kindergarten: Language Arts (CA) <ul style="list-style-type: none"> I can retell a personal experience using sequencing words: <i>first, then, next, to conclude.</i> 		X	
<ul style="list-style-type: none"> I can describe the characters of a story using sensory words. 	X		
<ul style="list-style-type: none"> I can summarize the problem and solution of a story. 			X
Grade 1: Mathematics (CA) <ul style="list-style-type: none"> I can tell time in hours and half-hours using analog and digital clocks. 			X
<ul style="list-style-type: none"> I can use the following sentence frame: <i>The number _____ is greater than/less than/equal to the number _____ when comparing number values.</i> 		X	
<ul style="list-style-type: none"> I can name the properties of operations for addition and subtraction. 	X		
Grade 2: Earth and Space Science (NGSS) <ul style="list-style-type: none"> I can name the Earth's land and bodies of water. 	X		
<ul style="list-style-type: none"> I can write three facts about how the wind or water changes the shape of land. 		X	
<ul style="list-style-type: none"> I can discuss where water is found on Earth and that it can be solid or liquid. 			X
Grade 3: Social Studies (OH) <ul style="list-style-type: none"> I can define the word <i>law</i>. 	X		
<ul style="list-style-type: none"> I can describe how laws are meant to protect people in a community. 			X
<ul style="list-style-type: none"> I can compose a summary about the importance of laws in society. 		X	
Grade 4: English Language Arts <ul style="list-style-type: none"> I can explain the difference between problem/solution and cause and effect in informational text. 			X
<ul style="list-style-type: none"> I can identify signal words in informational text for description, compare/contrast, cause/effect, problem/solution, and sequencing. 	X		
<ul style="list-style-type: none"> I can name the five common text types of informational text. 	X		

(Continued)

(Continued)

EXAMPLES	V	S	F
Grade 5: Social Studies (CA) <ul style="list-style-type: none">I can define crucial words associated with the American Revolution.	X		
<ul style="list-style-type: none">I can combine reasons when writing about the causes of the American Revolution using compound words.		X	
<ul style="list-style-type: none">I can discuss the major causes of the American Revolution.			X
Grade 6: Writing (NM) <ul style="list-style-type: none">I can write my claim using the following sentence frames:<ul style="list-style-type: none">My evidence supports my claim by _____.As you can see by my evidence, _____.The facts clearly indicate _____.The fact that _____ shows that _____.		X	
<ul style="list-style-type: none">I can list the words <i>argument</i>, <i>audience</i>, and <i>claim</i> to help me understand argumentative writing features.	X		
<ul style="list-style-type: none">I can make a claim and support my position with evidence from the text.			X

V = Vocabulary (specialized or technical)

S = Language Structure (grammar, syntax, signal words, language frames)

F = Language Function (instrumental, regulatory, interactional, personal, imaginative, heuristic, representational)

LEARNING INTENTION	LANGUAGE EXPECTATION	LANGUAGE-FOCUSED SUCCESS CRITERIA
<p>I am learning about four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests in music composition.</p> <p>(Music, Grade 10)</p>	Vocabulary	<p><i>I can define and illustrate the terms quarter notes, paired eighth notes, and quarter rests.</i></p>
<p>I am learning how to ask questions about unknown words in text.</p> <p>(ELA, Grade 1)</p>	Structure	<p><i>I can explain the meaning of words using a sentence frame. Based on _____, I think the word _____ means _____.</i></p>
<p>I am learning about the positive impact physical activity has on my life.</p> <p>(Physical Education, Grades 3–5, OH)</p>	Function	<p><i>I can discuss the importance of improved cardiovascular fitness (heart and lungs) through exercise.</i></p>
<p>I am learning about the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>(Writing, Grade 9)</p>	Structure	<p><i>I can highlight words and phrases that give me context about what other words mean.</i></p>
<p>We are learning about the structure of an atom, specifically to know about the subatomic particles that make up atoms.</p> <p>(NGSS, Grades 6–8)</p>	Vocabulary	<p><i>I can draw a labeled diagram of an atom, showing the arrangement of the three subatomic particles that make it up.</i></p> <p><i>I can name the charge of each of the subatomic particles.</i></p>
<p>I am learning about addition and subtraction strategies.</p> <p>(Mathematics, Grade 2)</p>	Function	<p><i>I can explain what the symbols for addition and subtraction represent.</i></p>