

## Sample Learning Intention Statements

Grade & Content	Learning Intention: Emerging Example	Learning Intention: Developed Example	"I can ..." Statements help define what student success will look like:
K Literacy	<i>Compare the experiences of characters in two stories.</i>	<i>After reading two stories about country and city life, we will learn to compare the lives of characters and the differences in their lives, based on where they live.</i>	<i>I can describe how the places where these characters live shape their lives.</i>
1 Social Studies	<i>Draw a map with land and water identified</i>	<i>I am learning how land and water are represented on maps and globes.</i>	<i>I can examine the colors on a map to differentiate between land and water.</i>
5 Literacy	<i>Use technical language to revise an essay.</i>	<i>We are going to learn how to update word choices so that you use technical language like experienced writers.</i>	<i>I can choose and use technical vocabulary, like the authors we've been studying use, to clarify my point in an opinion paper.</i>
7 Math	<i>Complete questions 9-15 in Chapter 6.</i>	<i>I am learning about the relationship between rational numbers, decimals, and long division.</i>	<i>I can represent my answer to a long division problem using decimals.</i>
11 Literacy	<i>Compare two texts for different themes.</i>	<i>Read and compare how two texts from the same period in U.S. history address a common theme. Describe the point that each author is trying to make about that theme.</i>	<i>I can describe how two authors each address and discuss a common theme or experience from a period in U.S. history.</i>
12 Science	<i>Explain Newton's Third Law</i>	<i>I am learning that forces are composed of both a magnitude and direction</i>	<i>I can define force through discussing magnitude and direction.</i>

### **Adapted by All Belong, from the following sources:**

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin, a Sage Co.

Frey, N., Hattie, J., & Fisher, D. (2018). *Developing Assessment-Capable Visible Learners: Grades K-12*. Thousand Oaks, CA: Corwin, a Sage Co.

Fisher, D., Frey, N., Amador, O., Assof, J., (2019). *The Teacher Clarity Playbook, Grades K-12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction*. Thousand Oaks, CA: Corwin, a Sage Co.