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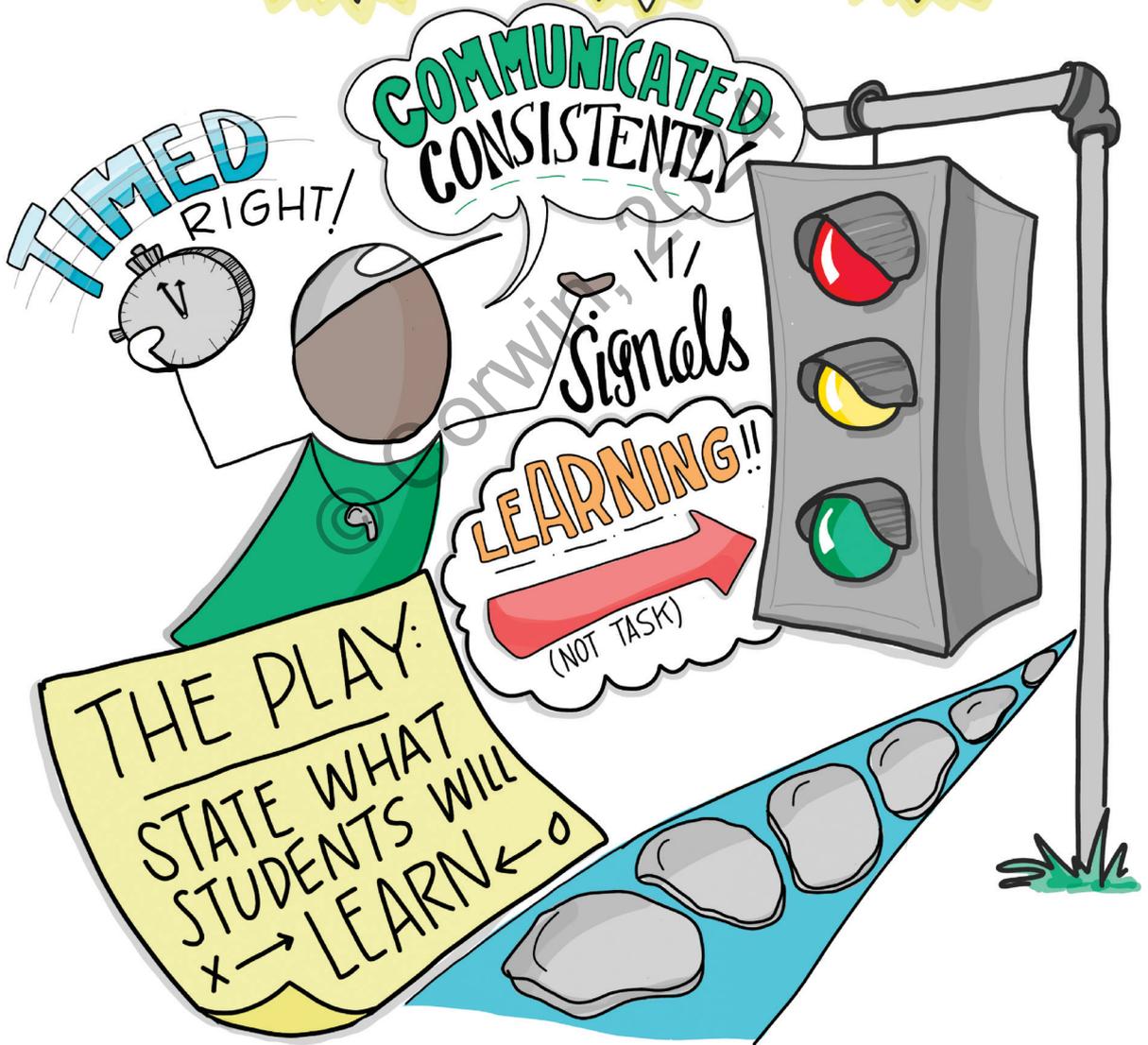
MODULE 3:

Crafting & Sharing ^{Learning} Intentions

KNOWLEDGE

SKILLS

CONCEPTS



MODULE 3: CRAFTING AND SHARING LEARNING INTENTIONS



◀ **Module 3 Overview**
resources.corwin.com/TCP2e

Standards articulate what learners must know, understand, and be able to do within a given grade level and content area. They are too broad for students to master in a single learning experience, and a single standard may expand across several units of study (e.g., fictional texts, science and engineering practices, geography, and mathematical modeling). Our work around clarity of and for learning began with an analysis of the standard or standards. From there, we developed learning progressions that established the sequence of learning experiences and interactions. For each of these individual experiences and interactions, we must have clarity around what we want our students to learn.

Establishing this clarity requires that we break down the learning progressions extracted from the standard or standards into lesson-sized chunks. Then we must phrase these chunks so

that students will also be clear on what they are learning. Each one of these chunked phrases—a daily statement of what students are expected to learn in each lesson—is a *learning intention*.

Learning intentions describe what our students will learn, not do. Learning intentions can focus on specific concepts, understandings, or skills. Let's consider a few examples, looking for the *what* in each statement.

1. We are learning about the impact of the setting on a character.
2. I am learning about the revolution of the Earth around the sun.
3. We are learning to incorporate persuasive techniques in our writing.

Figure 4 provides examples of learning intentions that are either less effective or more effective.

Note that one of the differences between the less-effective examples and the more-effective examples is that the task is emphasized in the less-effective examples, whereas the learning is emphasized in the more-effective examples.

Learning intentions need to be relevant for students, who come to understand the *why* behind the learning. We will devote an entire module to relevancy in task design later in the playbook.

FIGURE 4 Less-Effective and More-Effective Learning Intentions

LESS EFFECTIVE	CONTENT AREA	MORE EFFECTIVE
Draw a map with land and water identified.	Kindergarten history/social studies	We are learning how land and water are represented on a map.
Analyze your writing using the checklist for task, purpose, and audience.	Grade 4 English language arts	I am learning that writers have a purpose and audience in mind when composing their piece.
Complete problems 9–15 in Chapter 6.	Middle school mathematics	I am learning about the relationship between decimals and rational numbers.
Explain Newton's third law.	High school science	I am learning that forces have both magnitude and direction.

COMMUNICATING LEARNING INTENTIONS

Learning intentions have a priming effect on learners. These intentions signal to students what they will be learning and allow them to consider what they already know. Learning intentions should be accessible to the specific students you are teaching and communicated in ways that are developmentally appropriate for them. After all, the benefits of establishing the goals for learning in the lesson will be completely lost if your students don't have clarity about those goals.

For example, as educators we can present learning intentions in multiple languages for multilingual learners. For our youngest learners, we can craft and share learning intentions that use visuals with vocabulary or model the learning. For all learners, we need to ensure that we use student-facing language that does not dilute the academic language.

To help you see what this might look like in practice, we have expanded the learning intentions we shared earlier, including student-facing language that we would use to discuss the learning but would not necessarily write out for the students.

- 1. We are learning about the impact of the setting on a character:** Today, we'll read two stories about city and country life. We'll focus on comparing the lives of the two main characters and the differences in their lives based on where they live. We'll figure out how the setting in these books, where they live, impacts them.
- 2. I am learning about the revolution of the Earth around the sun:** The movement of the Earth, its moon, and the other planets around the sun influences the conditions on each of these planetary objects. Today, we will look at specific examples of this influence from the perspective of planet Earth.

- 3. We are learning to incorporate persuasive techniques in our writing:**

As we have been learning, there are several techniques advertisers use, such as repetition, bandwagons, glittering generalities, and celebrity associations. Today we'll look for examples of those in television ads.

THE APPROACH AND TIMING OF LEARNING INTENTIONS

To ensure that expanded statements do not rob students of a period of discovery, investigation, and inquiry, we can write learning intentions as driving questions that students will answer during the daily learning experience. With this approach, students need to recognize that these questions are the focus of their learning, and that these questions communicate the expectations for learning in a different way. Consider these examples from the preceding learning intentions:

- 1. We are learning about the impact of the setting on a character:** How does the setting of a story impact the characters, and what evidence from the text supports my answer?
- 2. I am learning about the revolution of the Earth around the sun:** What would happen if the Earth only rotated on its axis and did not revolve around the sun? How would life on Earth be different?
- 3. We are learning to incorporate persuasive techniques in our writing:** As a shoe store owner, how would I persuade people to shop here and not at other shoe stores?

Each of these driving questions came from the original learning intentions, but they were all rewritten in a manner that doesn't give away the punch line.

Along those lines, learning intentions don't have to be used exclusively at the outset of the lesson. For instance, teachers can withhold their learning intentions until after an initial task that allows learners to explore the concept, understanding, or skill.

Regardless of when they are first shared, learning intentions (and success criteria) should be revisited over the course of the lesson, especially during transitions between activities. This approach opens the door for students to explain what they learned from the lesson and compare those discoveries with the stated learning intention. Interesting class discussions about the alignment (or lack of alignment) between their actual learning and the stated intentions can provide a great deal of insight into where students are in the learning progression.

Having said that, we believe that daily learning intentions contribute to student success and efforts to ensure equity and excellence for students. When students do not know what they are expected to learn, the chance that they actually learn it is reduced. Evidence suggests that when students know what they are supposed to

be learning, they are three times more likely to learn it (Hattie, 2012).

Let's make sure we craft and share the daily *what* of learning.

PLC+ CONVERSATIONS

1. How can you develop learning intentions that are student-facing and presented in lesson-sized chunks?
2. Do any of your learning intentions focus more on tasks than on expectations for learning?
3. How should you craft and share learning intentions so students in your grade level understand the learning intentions?





MODELING

In this section, you will find four examples of learning intentions based on one of the previously identified learning progressions.

GRADE 1 – ENGLISH LANGUAGE ARTS

STANDARD(S)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CONCEPTS (NOUNS)

Text features

- Headings
- Tables of contents
- Glossaries
- Electronic menus
- Icons

Key facts

Key information

Text

SKILLS (VERBS)

Know (text features)

Use (text features)

Locate (key facts or information)

LEARNING PROGRESSIONS (UNIT GOALS)

2. Use text features to locate key facts or information.

LEARNING INTENTIONS

1. I am learning about headings.
2. I am learning about tables of contents.
3. I am learning about glossaries.

GRADE 3 – MATHEMATICS

STANDARD(S)

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

CONCEPTS (NOUNS)

Multiplication

Division

Word problems

Situations

- Equal groups
- Arrays
- Measurement quantities

Drawings

Equations

Symbol

Unknown number

Problem

SKILLS (VERBS)

Use (multiplication and division)

Solve (word problems)

Represent (the problem)

LEARNING PROGRESSIONS (UNIT GOALS)

4. Use models and representations to solve multiplication or division word problems within 100.

LEARNING INTENTIONS

1. I am learning about representing a multiplication or division word problem as equal groups.
2. I am learning about representing a multiplication or division word problem as an array.
3. I am learning about representing a multiplication or division word problem as an equation with unknown numbers.
4. I am learning about problem solving with multiplication or division to find an unknown number.

GRADE 8/9 – ALGEBRA

STANDARD(S)

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

CONCEPTS (NOUNS)

Function

Set

Domain

Range

Element of a set

Input/output

Function notation

Statements that use function notation

Relationship between two quantities

Graphs of functions

Tables

Key features of graphs

Key features of tables

Verbal description of a function

SKILLS (VERBS)

Understand (the concept of a function)

Assign (elements from one set to elements of another)

Use function notation

Evaluate functions

Interpret (function notation in terms of a context)

Interpret key features of graphs

Interpret key features of tables

Sketch graphs showing key features

Relate (a domain to a graph)

Relate (a domain to a quantitative relationship)

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LEARNING PROGRESSIONS (UNIT GOALS)

1. Develop an understanding of the concept of a function and how functions can be represented visually, graphically, verbally, and numerically.

LEARNING INTENTIONS

1. I am learning what a function is in mathematics, and how to represent functions verbally and visually.
2. I am learning about graphical and numerical representations of functions. I am also learning to argue whether a relation is a function by using precise mathematical language.
3. I am learning how to use function notation in order to represent functions symbolically and work with them more quickly.

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GRADE 9/10 – ENGLISH

STANDARD(S)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CONCEPTS (NOUNS)

Precise claims

Alternate claims

Opposing claims

Organization with clear relationships

- Claims
- Counterclaims
- Reasons
- Evidence

SKILLS (VERBS)

Introduce (claims)

Distinguish (claims)

Create (organization)

LEARNING PROGRESSIONS (UNIT GOALS)

2. Understand the structure of an argument and the relationship between claims, counterclaims, reasons, and evidence.

LEARNING INTENTIONS

1. I am learning about the relationship between claims and counterclaims in an effective argument.
2. I am learning how valid reasons and sufficient evidence support an argument.
3. I am learning how authors organize an argument to create coherence.

GUIDED PRACTICE



First, identify a logical sequence of learning intentions based on the learning progression from a high school literacy in science and technical subjects standard:

Standard(s)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Learning Progression (One in a Sequence)

2. Determine a logical order of steps in an experiment.

Number these learning intentions in a logical sequence:

- I am learning to order the steps that I need to follow in a multistep procedure to perform an experiment, take measurements, or perform technical tasks.
- I am learning how to analyze a multistep procedure in a text for important information.
- I am learning how to determine the precise steps in a multistep procedure in an experiment.

For the second part of this guided practice, order the learning intentions for the following physical education standard, and then write several learning intentions for another sport that addresses the standard.

Standard(s)

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Learning Progression

Understand and execute a variety of ways to pass the basketball.

Learning Intentions

Number these learning intentions in a logical sequence:

- I am learning how to pass the ball away from the defender.
- I am learning how to pass the ball off the dribble.
- I am learning about the different ways to pass the ball (chest, overhead, lob).
- I am learning the fundamentals of a stationary pass.

Now write learning intentions for a different sport that would also meet the standard.

1. _____
2. _____
3. _____



For suggested answers, please turn to the Appendix (page 169) or visit the companion website at resources.corwin.com/TCP2e.

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INDEPENDENT PRACTICE

Continue by adding the learning intentions based on at least one of the learning progressions that you developed, which are aligned with the standard(s) you selected and analyzed.

NOTE: If you would prefer to work from the full template, you may either download a blank copy or flip to page 153 and complete all end-of-module independent practice there.

LEARNING INTENTIONS

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For a blank version of the independent practice pages in this book, visit resources.corwin.com/TCP2e.