



3rd Trimester: Learning Intentions and Success Criteria

What is it?

For our core subject areas, each grade level has identified instructional priorities using the language of “learning intentions” and “success criteria”. These terms are described below.

Each grade level has identified up to 4 instructional priorities in ELA and Math. These priorities guide the curriculum materials we use and the activities and assignments we provide.

What should I look for?

Learning Intention: *This is the content standard that will be the focus of the trimester. Each learning intention for the trimester is broken down into essential vocabulary and success criteria.*

Essential Vocabulary

This is the vocabulary that is required for students to understand and master the success criteria and ultimately the learning intention(s) for the lesson or unit.

Success Criteria

These are the individual skills that make up the learning intention. As students build these skills through practice and application, the skills combined will help the student reach the learning intention.

English Language Arts (ELA)

includes reading, writing, language and foundational skills.

Foundational skills are the phonics, phonemic awareness, and vocabulary skills that we teach throughout all grade levels

Math *includes numbers in base ten, operations and algebraic thinking, number sense, fractions, and geometry.*

English Language Arts

Learning Intention #1:

I will read words with:

bossy 'r' (ar, er, ir, ur, or)

soft 'c' and soft 'g' (ce, ge)

vowel sounds of 'y' (long 'e' or long 'i')

contractions ('re, n't, 'll, 's, 've)

long 'a' sound (ai, ay)

long 'o' sound (ow, ou)

long and short 'e' sound (ea)

long 'i' sound (ie, igh)

long 'u' sound (ue, ew)

1.RF.1.3b Decode regularly spelled one-syllable words

Essential Vocabulary

Contraction

Hard and soft sounds

Long vowel
Short vowel

Digraph

Success Criteria

Level 2: With prompting, I can read regularly spelled one-syllable words with each of the spelling patterns listed above.

Level 3: I can read words with regularly spelled one-syllable words with each of the spelling patterns listed above.

Level 4: I can read multisyllabic words with the spelling patterns listed above.

Learning Intention #2: I can write a narrative with 2 events, transition words, and a closing

W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Essential Vocabulary

Transition
Closure
Event

Success Criteria

Level 2

- With prompting, I can write a narrative with 2 sequenced events using transition words and provide a conclusion.

Level 3

- I can write a narrative with 2 sequenced events using transition words and provide a conclusion.

Level 4

- I can write a narrative with more than 2 sequenced events using transition words and provide a conclusion.

English Language Arts

Learning Intention #3: I can write about a topic to teach people about something I know using facts and providing a closure.

W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Essential Vocabulary

Explanatory
Facts
Closure

Success Criteria

Level 2: With support, writes an explanatory text which names a topic, supplies facts, and has a sense of closure

Level 3: Writes an explanatory text which names a topic, supplies facts, and has a sense of closure

Level 4: In addition to Level 3 criteria, writing includes attempts at advanced writing not taught (question as an introduction or conclusion, paragraphing, etc.)

Learning Intention #1: I can add a two digit and one digit number with and without regrouping.

1.NBT.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Essential Vocabulary

Digit

Tens

Ones

Success Criteria

Level 2: I can add two single digit numbers with totals under 20.

Level 3: I can add within 100 including two-digit and one-digit number

Level 4: I can add beyond 100 including including three-digit and two-digit numbers.

Learning Intention #2: I can measure objects directly (using paperclips, toothpicks, cubes, etc.) or indirectly by comparing which one is longer/shorter.

1.MD.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1. MD. 2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Essential Vocabulary

- Measure, shorter, longer, compare

Success Criteria

Level 2: I can identify longer and shorter objects.

Level 3: I can order three objects by length. I can compare lengths of two objects indirectly by using a third object. I can express the length of an object as a whole number of length units by using a shorter unit (unit length) end to end.

Level 4: I can order more than three object by length, I can express the length of an object using a standard unit of measurement (inch/cm)

Learning Intention #3: I can tell time on a digital and analog clock to the hour and half hour.

1. MD. 3

Tell and write time in hours and half-hours using analog and digital clocks.

Essential Vocabulary

- Analog
- Digital
- Hour
- Half hour
- Minute hand
- Hour hand

Success Criteria

Level 2: I can write time and tell time to the hour on a digital clock.

Level 3: I can write time and tell time in hours and half-hours using analog and digital clocks.

Level 4: I can tell and write time from digital and analog clocks to the nearest 5 minutes.

Learning Intention #4: I can use defining attributes to talk about shapes. I can compose and decompose 2D and 3D shapes.

1.G.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn the formal names such as "right rectangular prism.")

Essential Vocabulary

- Two-Dimensional
- Three-Dimensional
- Composite Shape,
- rhombus,
- trapezoid,
- hexagon,
- Prism
- Compose
- Decompose

Success Criteria

Level 2: I can identify regular and irregular shapes; identify basic shapes (circle, square, triangle)

Level 3: I can build and draw shapes possessing defining attributes

Level 4: I can compare and contrast the defining attributes of shapes.