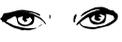


# APPENDIX J

## EXAMPLES OF CFA DESIGN STEP 4

### WRITE UNIT LEARNING INTENTIONS AS STUDENT SUCCESS CRITERIA

**Kindergarten**  
**Connecting Speaking/Writing With Listening**

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary Terms
 How can you show that you DEEPLY understand what you hear or see?   If your <i>lips are sealed</i> , how can you share all that you know?  (Note: Using this idiom is a way to introduce students to multiple-meaning phrases and figurative language.)	<p><b>SL.K.2. CONFIRM <u>understanding of a text read aloud or information presented orally</u> or through other <u>media</u> by <u>ASKING and ANSWERING questions about key details</u> and <u>REQUESTING clarification if something is not understood</u>.</b></p> <p><b>Student-Friendly Version</b> (See explanation section.)</p>  - Listen   -View   -Ask   -Answer   -Request	Define and use the unit vocabulary terms appropriately: <ul style="list-style-type: none"> <li>• text</li> <li>• informative</li> <li>• explanatory</li> <li>• media</li> <li>• ask a question</li> <li>• answer a question</li> <li>• key details</li> <li>• context clues</li> <li>• retelling</li> <li>• request</li> <li>• clarification</li> <li>• compose</li> <li>• topic</li> <li>• supply</li> <li>• determine</li> <li>• clarify</li> <li>• multiple-meaning words</li> <li>• multiple-meaning phrases</li> <li>• illustrations</li> <li>• relationship</li> </ul>

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STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary Terms
 <p>Watching a good movie can make you smarter. How is this possible?</p> <p>(Note: Using this visual introduces students to vocabulary for <i>breaking news</i> associated with media news outlets.)</p>	<p><b>W.K.2. USE</b> a combination of <u>drawing, dictating, and writing</u> to <b>COMPOSE</b> <u>informative/explanatory texts</u> in which they <b>NAME</b> <u>what they are writing about</u> and <b>SUPPLY</b> <u>some information about the topic.</u></p> <p><b>Student-Friendly Version</b></p> <p><b>Sharing What I Know</b></p> <p> -Draw or write</p> <p> -Name topic</p> <p> -Details</p> <p><b>L.K.4. DETERMINE OR CLARIFY</b> the <u>meaning of unknown and multiple-meaning words and phrases</u> based on kindergarten reading and content.</p> <p> What does it mean?</p> <p>New words</p> <p>Words with more than one meaning</p>	

**SAMPLE DIALOGUE TO PRESENT SUCCESS CRITERIA TO STUDENTS**

As the criteria for success are introduced to students, present the icon and record key words or phrases on chart paper that describe the priority concepts and behaviors students will demonstrate in the unit. The chart will be posted in the classroom for the duration of the unit. Additional examples and vocabulary can be posted as the unit of study unfolds.

For example, the teacher might say and do the following:

*“In our new unit we think about **how** we learn from things we hear and see. Sometimes we read books or listen to others, and sometimes we can watch media or videos that can teach us new information or even new words. The important thing to think about is how we learn and know we understand.”*

## STUDENT SUCCESS CRITERIA

- Teacher displays the icons and key words or phrases to reveal the first part of the standard and success criteria (CONFIRM understanding of a text read aloud or information presented orally).



**Learning** how to share that we understand when we listen, read, view



**Listen** to others read books



**View** books, media, video

*“We will be learning the difference between asking and answering questions. These are important skills that help us understand details to make meaning of what we are learning.”*

- Display the icons and key words or phrases:



**Asking** a question



**Answering** a question

*“Sometimes you might be confused or wondering if you understand what you hear or see. It’s always important to request help from a friend, me, or another adult when you are unsure. Asking others—and even yourself—about what is clear or unclear is how we all learn!”*

- Display the icon and key words or phrases:



**Requesting** help

*“Another way to help us learn is to draw and write what we think after reading, listening, or viewing something we call media such as a movie, a show on TV, or a video on our computers.”*

- Display the icon and key words or phrases:



**Write or draw** our ideas

*“It is important for your drawings and writing to stay on topic. That means to draw and write what I ask you, not draw and write something else. Providing lots of detail in your pictures and writing will share all that you know and understand.”*

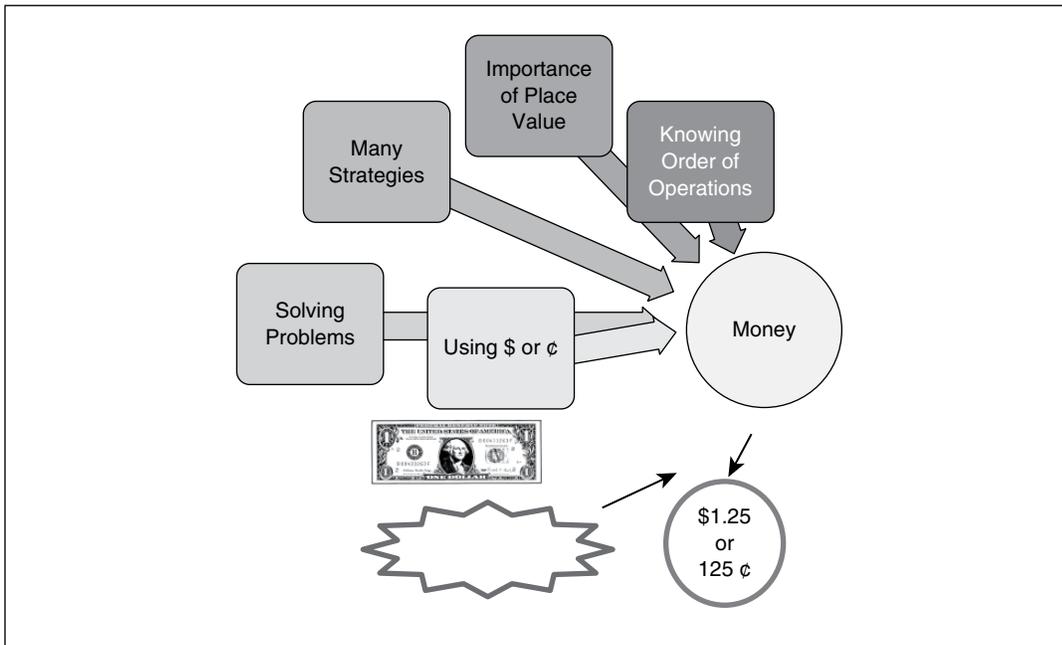
STUDENT SUCCESS CRITERIA		
<p>➤ Display the icon and key words or phrases:</p> <p> <b>Name</b> the topic and <b>stay</b> on topic</p> <p> <b>Draw</b> and <b>write</b> lots of details</p> <p><i>"We will be learning exciting new vocabulary. Some of these new words can have more than one meaning, and you might need to think deeply about what the word means and how it is used."</i></p> <p>➤ Display the icon and key words or phrases:</p> <p> <b>Think</b> about the word and how it is used to expand your vocabulary</p> <p><i>"As we learn together, I will be asking you to talk, draw, and write about your learning. You will have lots of time to think about our three essential questions and will be able to answer the questions I have posted around the room."</i></p> <p>➤ <b>Note:</b> In this example, the teacher elected to share all of the essential questions as she discussed the success criteria.</p>		
		
<p>How can you show that you <b>DEEPLY</b> understand what you hear or see?</p>	<p>If your <i>lips are sealed</i>, how can you share all that you know?</p>	<p>Watching a good movie can make you smarter. How is this possible?</p>

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Grade 2 Math

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary Terms
<p><b>Respond correctly with your Big Ideas to the unit’s four Essential Questions:</b></p> <ol style="list-style-type: none"> <li><i>We measure lots of things. How do we measure money?</i></li> <li><i>When it comes to using dollars or cents, what makes sense to a money manager?</i></li> <li><i>How can expanded notation (200 + 30 + 7) help you determine how much money you have?</i></li> <li><i>Without a calculator or pencil and paper, how can you be sure you will receive the correct change when buying something?</i></li> </ol>	<p><b>Demonstrate your ability to do each of the following:</b></p> <p><b>2.MD.8.</b>  <b>SOLVE word problems involving <u>dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols</u> appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</b></p> <p><b>2.NBT.1.</b>  <b>UNDERSTAND that the <u>three digits of a three-digit number represent amounts of hundreds, tens, and ones</u>; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. UNDERSTAND the following as special cases:</b></p> <ol style="list-style-type: none"> <li><b>100 can be thought of as a <u>bundle of ten tens</u>—called a “hundred.”</b></li> <li><b>The <u>numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</u></b></li> </ol> <p><b>2.NBT.5.</b>  <b>Fluently ADD and SUBTRACT within 100 USING <u>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</u></b></p>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>dollar bills</li> <li>half-dollar</li> <li>quarter</li> <li>dime</li> <li>nickel</li> <li>pennies</li> <li>\$</li> <li>¢</li> <li>bundle</li> <li>expanded notation</li> <li>place value</li> <li>skip counting</li> <li>decimal</li> <li>order of operations</li> </ul>

## LEARNING MAP TO INTRODUCE THE UNIT STUDENT SUCCESS CRITERIA



(Continued)

### Sample Dialogue to Present “Unwrapped” Priority Standards to Students

To introduce the student success criteria, the teacher presents a Learning Map to record on chart paper the key concepts from the standards. The chart will be posted in the classroom for the duration of the unit. As the teacher describes key behaviors and concepts the students will achieve during the unit, examples and vocabulary are added to clarify the meanings of the standards. As the unit unfolds, the teacher and students can continue to add examples of each standard and targeted vocabulary for the unit. In this example, the teacher has included five key concepts (Solving Problems, Many Strategies, Importance of Place Value, etc.) to the Learning Map. This provides a “student-friendly” introduction to the Priority Standards that are to be achieved in the unit. The teacher might also post pictures of coins and dollars or other visuals. A couple of examples are included in this sample teacher introduction:

For example, the following offers an example of what the teacher might do and say:

- The teacher draws a center circle and writes the word MONEY. As each part of the standard is discussed, the teacher continues to add key phrases and vocabulary to the learning map.

*“We are going to begin a new unit on money, and you probably remember we learned how to identify coins and dollars earlier this year. How many of you would like to become a really good manager of your money and see it grow and grow and grow, so you can hardly hold it in your two hands? Becoming a smart money manager will be part of what we will learn in this unit! Smart money managers know lots of ways to solve problems.”*

- The teacher draws a circle and writes **Solving Problems** on the chart.

*"We will be adding to our Learning Map the many ways you choose to solve real money problems. Smart money managers have lots of ways to solve problems even when they don't have a calculator or a piece of paper to write down their problems. As we learn together, I will be asking you to share the many strategies you use to solve problems, and we will add these ideas to our Learning Map."*

- Teacher draws a circle and writes **Using \$ or ¢** and may elect to introduce at this time the Essential Question: When it comes to using dollars or cents, what makes sense to a money manager?
- Note: All or some of the Essential Questions can be introduced with the Learning Map or posted in the classroom and introduced at a different time.
- As this part is introduced, the teacher will post a picture of a dollar bill and quarter. The teacher will also post \$1.25 or 125¢ and draw arrows as shown on the Learning Map to illustrate the connection to the concepts **MONEY** and **Using \$ or ¢**.

*"We also will learn when it might be best to use the dollar or cent sign. Look at the dollar bill and the coin. How much money is shown? We can write \$1.25 or 125¢. Are they both correct? Is one better than the other?"*

- The teacher draws a circle and writes **Knowing Order of Operations**.

*"It is important to know WHEN to add or subtract while solving problems whether we use cents or dollars. This involves understanding the order of operations. Just like a doctor who follows careful procedures in an operating room, knowing how to use our math strategies effectively and doing things in the right order can help us be smart money managers."*

- The teacher draws a circle and writes **Place Value**.

*"We also are going to apply what we know about place value. We have learned how to identify 1s, 10s, and 100s and how to use expanded notation such as  $100 + 20 + 5 = 125$ . These methods can help us accurately add and subtract money, so we measure it accurately. Do you think it is possible to measure money?"*

*"We will learn and use all of the information on our Learning Map to solve real problems with money. For now, think about what you will learn, so you can become a "skilled money manager," and be able to answer this question: **Without a calculator or pencil and paper, how can you be sure to receive the correct change when buying something?**"*

*"We will have other Essential Questions to ponder, and I will post these in our room for you to think about, talk about with each other, and write about. Mathematicians know it is important to communicate their ideas by showing their work and explaining their thinking with great care and detail. We will do the same and look at ways to explain our thinking by using our checklist for Writing a Good Explanation and studying some examples you will produce."*

Grade 5 English Language Arts

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p><b>Respond correctly with your Big Ideas to the unit’s three Essential Questions:</b></p> <ol style="list-style-type: none"> <li><i>Why is it important to understand different points of view?</i></li> <li><i>How can you write a strong opinion piece that communicates your point of view?</i></li> <li><i>Why is an organizational structure necessary to a writer?</i></li> </ol>	<p><b>Demonstrate your ability to do each of the following:</b></p> <p>RI. 5.6 ANALYZE <u>multiple accounts</u> of the <u>same event or topic</u>.</p> <ul style="list-style-type: none"> <li>NOTE important <u>similarities</u> and <u>differences</u> in the <u>point of view</u> they represent.</li> </ul> <p>W.5.1 WRITE <u>opinion pieces</u> on topics or texts.</p> <ul style="list-style-type: none"> <li>SUPPORT a <u>point of view</u> with <u>reasons</u> and <u>information</u>.</li> </ul> <p>W.5.1a, b. INCLUDE:</p> <ul style="list-style-type: none"> <li>An <u>introduction</u></li> <li>A stated <u>opinion</u></li> <li>An <u>organizational structure</u></li> <li>Logically grouped <u>ideas</u> to <u>support writer’s purpose</u></li> <li>Logically ordered <u>reasons supported by facts/details</u></li> <li><u>Concluding statement</u> related to opinion</li> </ul> <p><b>STUDENT-FRIENDLY VERSION:</b></p> <p>You will be able to read two or more different texts on the same topic or event and determine the point of view of each. You will then write an opinion argument that is supported by evidence in each text using an organizational structure and incorporating a conclusion.</p>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>Analyze</li> <li>Similarities and differences</li> <li>Point of view</li> <li>Opinion writing</li> <li>Reasons and information</li> <li>Organizational structures</li> <li>Time order</li> <li>Sequence</li> <li>Compare and contrast</li> <li>Cause and effect</li> <li>Problem and solution</li> </ul>

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## Middle School Life Science—Cells and Body Systems

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p><b>Respond correctly with your Big Ideas to the unit’s four Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>What makes up living things?</i></li> <li>2. <i>What is the relationship between a cell and its parts?</i></li> <li>3. <i>How do cells relate to the systems of the human body?</i></li> <li>4. <i>How does the human body interact with the outside world?</i></li> </ol>	<p>Demonstrate your ability to do each of the following:</p> <p><b>CONDUCT</b> an <u>investigation</u>.</p> <p>To <b>PROVIDE</b> <u>evidence that living things are made of cells; either one cell or many different numbers and types of cells</u>.</p> <p><b>DEVELOP</b> and <b>USE</b> a <u>model</u> to <b>DESCRIBE</b> <u>function of a cell as a whole and ways parts of cells contribute to the function</u>.</p> <p><b>USE</b> an <u>argument</u>.</p> <p><b>SUPPORTED</b> by <u>evidence for how the body is a system of interacting subsystems composed of groups of cells</u>.</p> <p><b>GATHER</b> and <b>SYNTHESIZE</b> <u>information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories</u>.</p> <p><b>STUDENT-FRIENDLY VERSION:</b></p> <ul style="list-style-type: none"> <li>• <i>Conduct an experiment to show that living things are made of cells.</i></li> <li>• <i>Construct a model to show how cells work.</i></li> <li>• <i>Make an argument to prove that body systems are made of cells.</i></li> <li>• <i>Research information about how the brain responds to the outside world through sensory receptors.</i></li> </ul>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>• investigation</li> <li>• argument</li> <li>• model</li> <li>• evidence</li> <li>• cells</li> <li>• nucleus</li> <li>• mitochondria</li> <li>• chloroplasts</li> <li>• cell wall</li> <li>• cell membrane</li> <li>• body systems and subsystems</li> <li>• sensory receptors</li> <li>• stimuli</li> </ul>

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Middle School Social Studies

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p><b>Respond correctly with your Big Ideas to the two Essential Questions:</b></p> <ol style="list-style-type: none"> <li><i>The Roman Empire is dead and gone. Why?</i></li> <li><i>Elements of the Roman Empire still live today. How is this possible?</i></li> </ol>	<p><b>Demonstrate your ability to do each of the following:</b></p> <p><b>EXPLAIN <u>how inner forces</u></b> (including the rise of autonomous military powers, political corruption, and economic and political instability) and <b><u>external forces</u></b> (shrinking trade, attacks, and invasions) <b><u>led to the disintegration of the Roman Empire.</u></b></p> <p><b>DESCRIBE the contribution of Roman civilization to</b></p> <ul style="list-style-type: none"> <li>• law</li> <li>• literature</li> <li>• poetry</li> <li>• architecture</li> <li>• engineering</li> <li>• <b>technology</b> (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).</li> </ul>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>• inner forces</li> <li>• external forces</li> <li>• autonomous military powers</li> <li>• political corruption</li> <li>• economic instability</li> <li>• political instability</li> <li>• shrinking trade invasions</li> </ul> <p>Contributions:</p> <ul style="list-style-type: none"> <li>• civilization</li> <li>• law</li> <li>• literature</li> <li>• poetry</li> <li>• architecture</li> <li>• engineering</li> <li>• technology</li> <li>• aqueducts</li> <li>• sanitation</li> </ul>

Source: Steve Ventura and Tommy Thompson. Reprinted with permission.

## Grade 9 Biology—Mendel Genetics and Human Heredity

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p>Respond correctly with your Big Ideas to the unit’s four Essential Questions:</p> <ol style="list-style-type: none"> <li>Why do some traits from parents get expressed in their children and some don’t?</li> <li>Why are some traits (eye color, height, etc.) expressed differently by siblings of the same parents?</li> <li>Why do some people say that traits often skip generations? Is that statement completely true—why or why not?</li> </ol>	<p><b>Demonstrate your ability to do each of the following:</b></p> <ol style="list-style-type: none"> <li>Distinguish (Dominant and Recessive)</li> <li>Determine (Phenotype of offspring from different combinations of alleles)</li> <li>Describe the following: <ul style="list-style-type: none"> <li><b>Phenotype</b></li> <li><b>Offspring</b></li> <li><b>Dominant (traits)</b></li> <li><b>Recessive (traits)</b></li> <li><b>Co-dominant (traits)</b></li> <li><b>Sex-linked (traits)</b></li> <li><b>Incompletely dominant (traits)</b></li> <li><b>Multiply allelic (traits)</b></li> <li><b>Polygenic (traits)</b></li> </ul> </li> <li>Illustrate (inheritance patterns over multiple generations)</li> <li>Determine (Likelihood of specific trait in an offspring—given parental genetic makeup)</li> </ol>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>allele</li> <li>genotype**</li> <li>phenotype</li> <li>dominance</li> <li>recessive</li> <li>co-Dominant</li> <li>traits</li> <li>expressed</li> <li>pedigree</li> <li>polygenic</li> <li>heterozygous**</li> <li>homozygous**</li> <li>carrier**</li> </ul> <p>** Vocabulary that is not listed in the standard</p>
	<p><b>STUDENT-FRIENDLY VERSION</b></p> <ul style="list-style-type: none"> <li><i>You will be able to examine the expressed or genetic makeup of parents and/or offspring and describe the likely mode of inheritance.</i></li> <li><i>You will be able to describe why certain genetic combinations and trait expressions are likely.</i></li> <li><i>You will be able to refute some common genetic misconceptions people have about trait and gene expression and how they are passed onto future generations.</i></li> </ul>	

Source: Dave Nagel and Diane Wolf. Reprinted with permission.

Grade 11–12 English Language Arts

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p><b>Respond correctly with your Big Ideas to the unit’s four Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What reading skills are needed to analyze a text? What do those skills allow you to do?</li> <li>2. Is a theme of a text stationary? Why or why not?</li> <li>3. Which comes first in reading of a text—summarizing or analysis? Why?</li> <li>4. How does text evidence impact text analysis?</li> </ol>	<p><b>Demonstrate your ability to do each of the following:</b></p> <p><b>RL.11-12.1 CITE</b> strong and thorough <b>textual evidence</b> to <b>SUPPORT analysis of what the text says explicitly</b> as well as <b>inferences drawn from the text</b>, including <b>DETERMINING where the text leaves matters uncertain.</b></p> <p><b>RL.11-12.2 DETERMINE two or more themes or central ideas of a text</b> and <b>ANALYZE their development over the course of the text</b>, including <b>how they interact and build on one another</b> to <b>PRODUCE a complex account; PROVIDE an objective summary of the text.</b></p> <p><b>RL.11-12.4 DETERMINE the meaning of words and phrases</b> as they are used in the text, including <b>figurative and connotative meanings; ANALYZE the impact of specific word choices on meaning and tone</b>, including <b>words with multiple meanings</b> or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>W.11-12.9 DRAW evidence from literary or informational texts</b> to <b>SUPPORT analysis, reflection, and research.</b></p> <p>a. Apply Grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p><b>Define and use the unit vocabulary terms appropriately:</b></p> <ul style="list-style-type: none"> <li>• tone</li> <li>• figurative meaning</li> <li>• connotative meaning</li> <li>• imagery</li> <li>• symbolism</li> <li>• irony</li> <li>• foreshadowing</li> </ul>