

*Thank you*

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt on I Can and We Can Statements. You'll explore strategies and learning intentions on how to develop these statements.

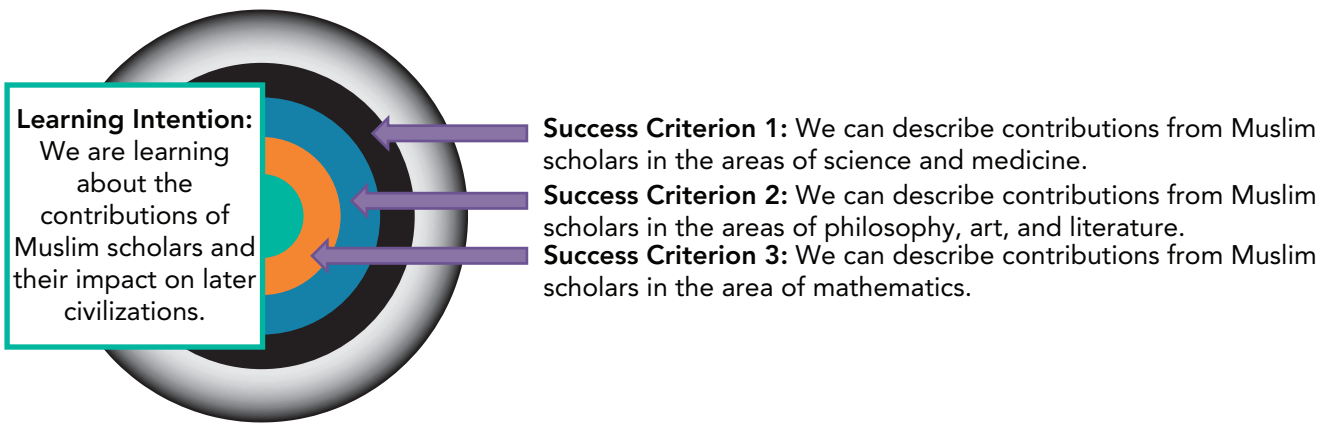
**LEARN MORE** about this title, including Features, Table of Contents, and Reviews.

## HOW DO WE GENERATE I CAN AND WE CAN STATEMENTS?

Now we turn our attention to how we develop *I can* or *We can* statements. These statements come from the deconstruction of the learning intention. In other words, what are the necessary

components or steps that lead to the learning intention? Return to the image of the target in Module 1 (see Figure 1.1 on page 17). Notice that each success criterion moves learners closer to the bull's-eye or targeted learning intention. As we pointed out earlier, there are often multiple success criteria for each learning intention. This is how we should generate success criteria. Consider the following examples.





In these examples, the success criteria not only move learners closer to the targeted learning intention, but they also move toward a higher level of complexity or greater depth of knowledge. In the math example, a similar progression from solving and representing to explaining and analyzing emerges as learners move closer to the target. In the science example, listing different animal behaviors requires a different level of thinking than constructing an explanation about specific behaviors in specific habitats. In the English language arts example, students move from identifying details to comparing those details to integrating them into their written responses. And in social studies, learners should progress from describing the contributions of Muslim scholars to analyzing and evaluating their impact on later civilizations.

When we deconstruct the learning intention to generate success criteria, we should develop a pathway for the learner that guides them toward the bull's-eye. This progression begins with a **foundational idea** (e.g., division problems can

When we deconstruct the learning intention to generate success criteria, we should develop a pathway for the learner that guides them toward the bull's-eye.

have quotients and remainders, animals have behaviors, text structures, general contributions of Muslim scholars), then moves to **multiple ideas** (e.g., quotients and remainders can be represented in multiple ways, animals have specific behaviors, text structures provide information, Muslim scholars contributed to science and medicine). From there, the progression should move learners toward **relational thinking** and then **application of the concept and thinking** (e.g., construct an explanation, justify a strategy, use text structures to organize notes, evaluate or analyze the impact of Muslim scholars). Like hitting a target, you only get some of the “points” if you hit one of the outside circles. When you hit the bull's-eye, you get all of the “points”; in this case, you have met all of the success criteria.