

ACQUISITION, MEANING & TRANSFER

Teaching and learning for understanding requires the consideration of three **interrelated** learning goals (acquisition, meaning and transfer)

A = acquiring basic knowledge & skills/**M** = making meaning/**T** = transfer

Different types of learning events support different goals; identify which goals supported in which lessons (Code with A, M, T). Integrating these three goals promotes a gradual release of responsibility in students with regards to their learning

ACQUISITION	WHAT IS IT?	SAMPLE STUDENT ACTIVITIES	ACTION VERBS	SAMPLE INSTRUCTIONAL STRATEGIES
	<ul style="list-style-type: none"> • Related to Stage One, where what specific knowledge and skills students will acquire and recall, are identified • Not the long term learning goal; what students need to support making meaning, developing understanding and transfer • Lessons to support what students need to know and do 	<ul style="list-style-type: none"> • Using mnemonic devices • Listing facts • Identifying correct answers • Fast recall activities (e.g. timed drills) • Information retrieval activities (e.g. low level comprehension questions; finding definitions) 	<ul style="list-style-type: none"> • Calculate • Define • Identify/Select • Memorize/Recall • Notice • Paraphrase • State 	<ul style="list-style-type: none"> • Direct Instruction • Lectures • Graphic organizers • Teacher demonstrations • Note taking • Feedback; corrections
MEANING	WHAT IS IT?	SAMPLE STUDENT ACTIVITIES	ACTION VERBS	SAMPLE INSTRUCTIONAL STRATEGIES
	<ul style="list-style-type: none"> • Related to the Big Ideas, Unit Understandings and Essential Questions identified in Stage One • Lessons to support what the students will come to understand and allow them to construct their own meaning of important ideas and processes 	<ul style="list-style-type: none"> • Data analysis activities • Demonstrations • Using models to support explanations • Using evidence to support explanations and thinking • Applying previous knowledge 	<ul style="list-style-type: none"> • Analyze/Synthesize • Compare/Contrast • Critique/Evaluate • Defend/Justify/Prove • Explain/Support • Generalize • Summarize 	<ul style="list-style-type: none"> • Facilitating • Concept Attainment • Problem Based Learning • Formative Assessment • Rethinking and Reflection Activities • Analogies
TRANSFER	WHAT IS IT?	SAMPLE STUDENT ACTIVITIES	ACTION VERBS	SAMPLE INSTRUCTIONAL STRATEGIES
	<ul style="list-style-type: none"> • Related to Stage Two, where Performance Tasks are created that require students to transfer their learning to new situations, as evidence of their learning • Lessons to support students' ability to transfer knowledge, skills and understanding to other disciplines or the real world • Opportunities to practice groups of skills, not just in isolation • Provide on-going feedback 	<ul style="list-style-type: none"> • Performance Tasks <ul style="list-style-type: none"> ○ Inquiry Investigations ○ Persuasive Tasks ○ Debates ○ Role Plays ○ Simulations ○ Interviews ○ Portfolios 	<ul style="list-style-type: none"> • Adapt/Adjust • Apply • Create/Design • Innovate • Solve • Self-Assess • Perform 	<ul style="list-style-type: none"> • Coaching • Ongoing Formative Assessment • Providing Specific Feedback • Conferencing • Prompting • GRASPS Tasks