**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?**
- 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

**SAMPLE STUDENT ACTIVITIES**
- 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)

**ACTION VERBS**
- Calculate
- Define
- Identify/Select
- Memorize/Recall
- Notice
- Paraphrase
- State

**SAMPLE INSTRUCTIONAL STRATEGIES**
- Direct Instruction
- Lectures
- Graphic organizers
- Teacher demonstrations
- Note taking
- Feedback; corrections

### MEANING

**WHAT IS IT?**
- 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

**SAMPLE STUDENT ACTIVITIES**
- Data analysis activities
- Demonstrations
- Using models to support explanations
- Using evidence to support explanations and thinking
- Applying previous knowledge

**ACTION VERBS**
- Analyze/Synthesize
- Compare/Contrast
- Critique/Evaluate
- Defend/Justify/Prove
- Explain/Support
- Generalize
- Summarize

**SAMPLE INSTRUCTIONAL STRATEGIES**
- Facilitating
- Concept Attainment
- Problem Based Learning
- Formative Assessment
- Rethinking and Reflection Activities
- Analogies

### TRANSFER

**WHAT IS IT?**
- 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

**SAMPLE STUDENT ACTIVITIES**
- Performance Tasks
  - Inquiry Investigations
  - Persuasive Tasks
  - Debates
  - Role Plays
  - Simulations
  - Interviews
  - Portfolios

**ACTION VERBS**
- Adapt/Adjust
- Apply
- Create/Design
- Innovate
- Solve
- Self-Assess
- Perform

**SAMPLE INSTRUCTIONAL STRATEGIES**
- Coaching
- Ongoing Formative Assessment
- Providing Specific Feedback
- Conferencing
- Prompting
- GRASPS Tasks

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