THE GRADUATE™

INFINITY LEARNING CYCLE

Journey Selections and Destination Selections

A Teacher-Facing Guide for Integrating Teach BIG™ Instruction with Any Adopted Core Curriculum

G	R	A	D	U	A	T	E
Gather	Reveal	Attempt	Discuss	Use	Award	Target	Explain

GRAD — JOURNEY SELECTIONS
Teach BIG™ passages, prompts, models, and examples

UATE — DESTINATION SELECTIONS
Core curriculum passages, prompts, drafts, and tasks

"Teach the process through the Journey. Prove transfer at the Destination."

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Purpose of This Guide

A practical framework for using Teach BIG™ examples without competing with the adopted core curriculum.

The central design decision

Use Teach BIG™ materials to teach the transferable process, then use the core curriculum to demonstrate authentic application.

The GRADUATE™ Infinity Learning Cycle is divided into two purposeful halves. GRAD uses Teach BIG™ Journey Selections to establish the knowledge, model, practice, and discussion students need. UATE uses Destination Selections from the adopted core curriculum so students can apply, evaluate, refine, and explain the same skill in authentic grade-level work.

This structure allows teachers to use carefully designed samples for writing process instruction, grammar, editing, revising, prompt analysis, evidence, and genre development without needing to know every passage or prompt a classroom will encounter. The content may change from program to program; the transferable process remains consistent.

GRAD: The Journey	UATE: The Destination
Students learn the transferable process through intentionally designed Teach BIG™ selections.	Students apply the same process within the passage, prompt, draft, or task already assigned in the core curriculum.
• Controlled and concise • One clearly named skill • Teacher modeling and supported practice • Content chosen to make the skill visible	• Authentic grade-level work • Original core prompt and rigor preserved • Independent or increasingly independent use • Evidence of genuine transfer

What teachers should be able to do after using this guide

- Select or create a focused Journey Selection that makes one transferable skill visible.
- Connect that skill to the exact passage, prompt, draft, or task in the current core curriculum lesson.
- Use the Transfer Bridge to move students deliberately from supported practice to authentic application.
- Collect evidence from UATE to determine feedback, next targets, scaffold removal, reteaching, and enrichment.

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The Framework at a Glance

The first four stages teach the process; the final four stages prove and deepen transfer.

G	R	A	D	U	A	T	E
Gather	Reveal	Attempt	Discuss	Use	Award	Target	Explain

GRAD — JOURNEY SELECTIONS
Teach BIG™ passages, prompts, models, and examples

UATE — DESTINATION SELECTIONS
Core curriculum passages, prompts, drafts, and tasks

The dividing point is intentional: Discuss completes the Journey by naming what must transfer. Use begins the Destination by requiring students to apply that same process in the current core curriculum selection.

Stage	Name	Selection	Instructional Purpose	Student Thinking
G	**Gather**	Journey	Build the knowledge, language, rules, and success criteria needed for the skill.	*What do I need to know?*
R	**Reveal**	Journey	Make the expert thinking, decisions, and strategy visible through a model and think-aloud.	*What does a successful wri notice and decide?*
A	**Attempt**	Journey	Try the skill in a controlled example with structured support.	*Can I try the process with support?*
D	**Discuss**	Journey	Analyze attempts, compare choices, and name the process that must transfer.	*Why did the strategy work?*
U	**Use**	Destination	Apply the same skill in the current core curriculum passage, prompt, draft, or task.	*Can I use it in authentic wo*
A	**Award**	Destination	Recognize the exact strategy, decision, or growth that led to success.	*What should I repeat?*
T	**Target**	Destination	Identify one precise next step based on evidence from the authentic task.	*What is my next most important step?*
E	**Explain**	Destination	Articulate what was learned, how it transferred, and where it can be used again.	*Can I explain it well enough use it again?*

ore principle

he Journey Selection provides clarity. The Destination Selection provides authenticity. Both are required for complete learning cycle.

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Why the Journey-and-Destination Model Works

A controlled teaching example and an authentic application task serve different—and equally important—purposes.

Journey Selections: designed for instruction

Journey Selections are Teach BIG™ passages, prompts, sentences, paragraphs, models, mentor examples, or intentionally flawed samples selected because they make a specific skill easy to see. They reduce unnecessary content barriers so students can focus on what a writer or reader notices, decides, and does.

Destination Selections: designed for transfer

Destination Selections come from the adopted core curriculum or the authentic writing already expected in the classroom. A Destination may be a passage, prompt, student draft, constructed response, grammar application, performance task, science explanation, social studies response, or assessment.

Design Principle	Why It Matters	Teacher Evidence
Focus before complexity	A short Journey Selection allows students to see one writing or language move without competing content demands.	Students can name the target skill and recognize its features.
Explicit thinking	Reveal makes the teacher's decisions visible rather than showing only a finished answer.	Students can describe what a successful reader or writer notices and decides.
Protected practice	Attempt gives students a safe place to try, compare, revise, and receive feedback.	Errors become instructional evidence rather than final-product penalties.
Planned transfer	Discuss and the Transfer Bridge prevent the example and the core assignment from feeling unrelated.	Students can identify where and how the same process applies next.
Authentic proof	Use requires application in the actual grade-level task already expected by the core curriculum.	The teacher can distinguish imitation from genuine transfer.
Responsive next steps	Award, Target, and Explain turn the Destination Selection into formative evidence for the next cycle.	Students know what worked, what to improve, and how to reuse the skill.

Important distinction

The Teach BIG™ sample is the teaching text—not the final destination. The core curriculum selection is where students demonstrate whether the process can travel.

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GRAD: The Journey Selections

Teach BIG™ materials are used to build the process before students enter the core curriculum task.

G
GATHER
JOURNEY

Build the knowledge, language, rules, and success criteria students need before attempting the target skill.

Teacher actions

- Activate prior knowledge and clarify essential vocabulary.
- Identify the rule, pattern, structure, or decision students will use.
- State the learning target and what success will look like.

Student actions

- Connect new learning to what they already know.
- Collect the vocabulary, steps, or features needed for the task.
- Restate the target in student-friendly language.

Look for: Students can identify what they need to know before using the skill.

Teacher language: *"Before we use this skill, let's gather the knowledge and language a successful writer needs."*

R
REVEAL
JOURNEY

Make invisible expert thinking visible through a Teach BIG™ model, demonstration, or think-aloud.

Teacher actions

- Model what you notice, ask, decide, and check.
- Compare a weak and strong example when useful.
- Explain why the strategy fits the task rather than simply giving the answer.

Student actions

- Observe the decision process.
- Annotate or label the model.
- Explain what changed and why the change matters.

Look for: Students can describe the cues and decisions that produce a successful response.

Teacher language: *"Watch what I notice, what I ask myself, and how I decide what to do next."*

Journey design reminder

The example should be short enough to study closely, accessible enough that content does not hide the skill, and structurally similar enough to prepare students for the core task.

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GRAD: Practice and Meaning-Making

Attempt creates visible student work; Discuss turns that work into a transferable process.

A — ATTEMPT JOURNEY

Give students a supported opportunity to use the newly revealed process in a second Teach BIG™ Journey Selection.

Teacher actions

- Choose an appropriate grouping structure: whole class, partner, small group, or guided independent practice.
- Provide only the scaffolds needed to make a productive attempt possible.
- Observe decisions and misconceptions without requiring immediate perfection.

Student actions

- Apply the same steps to a new controlled example.
- Use oral rehearsal, color coding, a checklist, or a frame as needed.
- Produce work that can be compared and discussed.

Look for: Students produce an observable attempt that reflects their current understanding.

Teacher language: *"Use the same process with this new Journey example. Your goal is a thoughtful attempt, not instant perfection."*

D — DISCUSS JOURNEY

Analyze attempts, compare decisions, resolve misconceptions, and name the process students must carry into the Destination Selection.

Teacher actions

- Invite students to explain why they made particular choices.
- Compare more than one approach or product.
- End by naming the transferable skill and the cue for using it.

Student actions

- Defend, revise, or refine their decisions.
- Identify what made one response stronger.
- State the strategy in content-neutral language.

Look for: Students can explain why the strategy works and where it will be needed next.

Teacher language: *"Let's name the thinking move we are carrying with us. The topic may change, but this process will not."*

The handoff point

Discuss is not merely a review of answers. It is the formal preparation for transfer. The lesson should not move to Use until students can name the process they are about to apply.

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The Journey-to-Destination Transfer Bridge

The bridge makes the connection explicit so students do not experience the two selections as unrelated assignments.

The teacher should complete four actions immediately after Discuss and before Use. This can take less than a minute, but it is one of the most important moments in the cycle.

1	2	3	4
NAME THE SKILL	**MATCH THE LOCATION**	**STATE THE ACTION**	**DEFINE THE PROOF**
State the transferable writing, reading, revision, or editing move in content-neutral language. *"We learned how to connect evidence to an answer with clear reasoning."*	Point to the exact place the skill appears in the current core curriculum lesson. *"In today's core response, this skill belongs immediately after each piece of evidence."*	Tell students precisely what to do in the Destination Selection. *"Underline one piece of evidence and revise the sentence after it so the connection is explicit."*	Name the observable evidence that will demonstrate successful transfer. *"I will look for a sentence that explains how the evidence proves the answer."*

A complete transfer statement

Teacher script

"In the Journey Selection, we learned how to replace repetition with deeper explanation. In today's core curriculum response, find two sentences that communicate the same idea. Keep the stronger sentence and replace the repeated idea with reasoning that helps the reader understand why the evidence matters."

When the exact core selection is not known in advance

Teach BIG™ materials can remain fully general by including a Destination Connection Box. The classroom teacher supplies the current program, unit, passage or task, exact prompt, and the place where the target skill will be applied.

Core program / unit / lesson	_____
Destination passage, prompt, draft, or task	_____
Where the target skill appears	_____
Exact student action	_____
Evidence of successful transfer	_____

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UATE: The Destination Selections

Students now use the same process in the passage, prompt, draft, or task from the adopted core curriculum.

U
USE
DESTINATION

Apply the newly learned skill within the authentic core curriculum selection while preserving the original prompt, content, and level of rigor.

Teacher actions

- Identify the exact location for transfer.
- Reduce support so students make the key decisions.
- Observe whether students recognize and use the strategy beyond the practice example.

Student actions

- Apply the skill to the current core passage, prompt, draft, or assignment.
- Use the strategy in one focused portion or the full product, depending on readiness.
- Produce evidence that can be evaluated for transfer.

Look for: Students use the process in authentic grade-level work rather than copying the Journey example.

Teacher language: *"Open today's core curriculum selection and use the same strategy in the place we identified."*

A
AWARD
DESTINATION

Recognize the exact strategy, decision, self-correction, or growth that produced success in the Destination Selection.

Teacher actions

- Give feedback that names an observable action and its impact.
- Reinforce productive struggle, revision, and increased independence.
- Avoid vague praise that does not tell students what to repeat.

Student actions

- Identify what they did successfully.
- Connect the successful action to the quality of the product.
- Choose the behavior or strategy they should repeat.

Look for: Students can name what worked and why it strengthened their response.

Teacher language: *"You returned to the noun and verb of importance before writing your thesis. That kept your answer aligned to the prompt."*

Award feedback formula

Observable action + strategy or decision + impact on the work. Example: "You selected evidence that directly matched your answer. That made your reasoning easier for the reader to follow."

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UATE: Growth and Reflection

Target identifies the next instructional need; Explain converts the experience into reusable knowledge.

T

TARGET

DESTINATION

Use evidence from the core curriculum task to select one precise, actionable next step.

Teacher actions

- Diagnose the point where transfer weakened.
- Choose one target instead of correcting every feature at once.
- Match the target to a cue and a strategy students can use.

Student actions

- Review feedback and select the next most important improvement.
- State the target in specific language.
- Use the target during the next attempt or writing cycle.

Look for: The target identifies a specific behavior, location, and strategy—not a broad command such as “write better.”

Teacher language: *“Your next target is to explain how each piece of evidence proves the answer. Use the question “How does this show my point?” after every evidence sentence.”*

E

EXPLAIN

DESTINATION

Articulate what was learned, how the skill transferred, why it improved the work, and where it can be used again.

Teacher actions

- Require students to describe both the process and its impact.
- Invite oral, written, partner, or teach-back explanations.
- Use explanations to determine whether learning is independent and flexible.

Student actions

- Name the strategy and the cue that triggered it.
- Explain the change or decision made in the Destination Selection.
- Identify a future context where the skill will be useful.

Look for: Students can explain the strategy without relying on the Journey topic or teacher wording.

Teacher language: *“Explain what you used, why you chose it, how it helped, and where you can use it again.”*

Why the cycle is infinite

The targets and explanations produced at the Destination determine what students need to Gather next. Each new Journey begins with better evidence about readiness, misconceptions, and independence.

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Connection to Gradual Release and Thinking Levels

The cycle moves from teacher modeling to visible student thinking, independent application, and reflective transfer.

Stage	Selection	Gradual Release	Thinking Level	Primary Evidence
G — Gather	Journey	I Do	**Foundational**	Build background, vocabulary, rules, and success criteria.
R — Reveal	Journey	I Do	**Foundational**	Observe the teacher's thinking, decision-making, and model.
A — Attempt	Journey	We Do	**Emergent**	Try the strategy with prompts, partners, or guided support.
D — Discuss	Journey	We Do	**Visible**	Make thinking visible by comparing, defending, and revising choices.
U — Use	Destination	You Do	**Visible**	Apply the same strategy in the current core curriculum task.
A — Award	Destination	You Do with feedback	**Independent**	Identify what was successful and why it should be repeated.
T — Target	Destination	You Do and grow	**Independent**	Select one precise next step and a strategy for reaching it.
E — Explain	Destination	Reflect / Teach	**Reflective**	Explain the learning, transfer, impact, and future use.

How the progression should feel in the classroom

- Gather and Reveal are teacher-led but cognitively active: students are collecting and noticing, not passively receiving.
- Attempt and Discuss make student thinking visible while support is still available.
- Use is the first true proof point because the content and context have changed to the core curriculum selection.
- Award and Target help students internalize the quality criteria and regulate their own next steps.
- Explain reaches the reflective level when students can teach the process, justify it, and identify future applications.

Important transition

D and U sit on opposite sides of the Journey–Destination boundary. Discuss names the transferable thinking; Use proves that the thinking can travel.

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Flexible Scheduling and Classroom Use

The eight stages are consistent; the amount of time allocated to them may change.

Recommended four-day integration model

Day	Stages	Selection	Instructional Emphasis	Evidence
Monday	**G + R**	Journey	Introduce the skill; build prerequisite knowledge; model the thinking and product.	Students can identify the skill, rule, or decision process.
Tuesday	**A**	Journey	Students attempt the process through a Teach BIG™ passage, prompt, model, game, partner task, or guided example.	Students produce a supported attempt that can be analyzed.
Wednesday	**D → Bridge → U**	Journey to Destination	Discuss the attempt, name the transferable process, then apply it in the current core curriculum selection.	Students use the same process in authentic grade-level work.
Thursday	**A + T + E**	Destination	Provide precise feedback, set a next target, and require students to explain the learning and future use.	Students identify succes next steps, and evidence of transfer.

Other ways to organize the cycle

Model	Best Use	How the Cycle Fits
10–20 Minute Mini-Lesson	Best for grammar, editing, sentence construction, or one revision move.	G/R in 4–6 minutes; A/D in 4–6 minutes; U in the student's current draft; A/T/E during rapid feedback or closure.
One Class Period	Best for prompt analysis, thesis construction, evidence selection, or paragraph development.	GRAD occurs in the first half; the Transfer Bridge marks the handoff; UATE occurs in the core task during the second half.
Four-Day Weekly Cycle	Best for sustained writing and repeated practice.	Use the Monday–Thursday sequence shown above, with Wednesday serving as the explicit Journey-to-Destination transition.
Extended Writing Cycle	Best for ECRs, research products, narratives, and multi-source tasks.	Different GRADUATE™ cycles may address planning, drafting, revising, and editing; each cycle must reach a Destination Selection before a new skill begins.

Scheduling rule

Do not measure fidelity by the number of days. Measure it by whether students experience both halves: explicit instruction through GRAD and authentic transfer through UATE.

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Planning a GRADUATE™ Lesson

Begin with the transferable decision students need, not with the topic of the Journey Selection.

1	**Name the transferable skill**	Write the skill without naming the Journey topic. Example: “Explain how evidence supports an answer,” not “Write about bees.”
2	**Choose or create the Journey Selection**	Select a short Teach BIG™ passage, prompt, sentence, model, or intentionally flawed example that makes the skill easy to see.
3	**Preview the core Destination Selection**	Identify the exact passage, prompt, draft, question, or task where students will need the same skill.
4	**Design the Transfer Bridge**	State the skill, point to its location, specify the action, and define the proof of successful transfer.
5	**Plan the UATE evidence**	Decide what students will produce, what feedback will be awarded, what target may emerge, and how students will explain transfer.
6	**Plan the next cycle**	Use evidence from Target and Explain to select the next Journey Selection, adjust scaffolds, or increase independence.

Selection criteria

A strong Journey Selection

- Is brief and easy to study closely.
- Highlights one primary skill or decision.
- Contains the features, strengths, or errors needed for modeling.
- Is structurally related to the Destination without duplicating its content.
- Allows students to practice without requiring extensive background knowledge.

A strong Destination Selection

- Comes from the current core curriculum or authentic classroom writing.
- Requires the same transferable skill.
- Preserves the original grade-level prompt and rigor.
- Produces observable evidence of application.
- Allows the teacher to distinguish prompted use from independent transfer.

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Classroom Example 1: Prompt Analysis and Thesis Construction

The Journey teaches the decoding process; the Destination uses the exact prompt from the adopted core curriculum.

Worked Sequence

Transferable target	Decode a prompt and construct a thesis that includes the topic, charge, and answer.
Journey Selection	A short Teach BIG™ passage and WHY prompt about a familiar topic, selected only to make prompt decoding visible.
Destination Selection	The exact passage and prompt assigned in the current core curriculum lesson.

Stage	Teacher and Student Work	Evidence / Product
G — Gather	Review noun of importance, verb of importance, prompt type, and the three thesis components: topic, charge, and answer.	Students label the parts of a simple Teach BIG™ prompt.
R — Reveal	Model how to decode a WHY prompt and turn the answer into a complete thesis. Think aloud about alignment to the prompt.	Annotated prompt and teacher model thesis.
A — Attempt	Students decode a second Teach BIG™ prompt and draft a thesis with a partner or organizer.	Supported thesis attempt.
D — Discuss	Compare thesis options. Identify which one most directly answers the noun and verb of importance. Name the process to transfer.	Class-generated thesis success criteria.
U — Use	Students apply the same decoding steps to the current core curriculum prompt and write their own thesis.	Thesis for the authentic core response.
A — Award	Recognize exact prompt alignment, specificity, and a complete answer.	Specific feedback tied to the thesis criteria.
T — Target	Select one need: noun/verb alignment, completeness of answer, specificity, or sentence construction.	One precise thesis target.
E — Explain	Students explain how prompt decoding helped them create an aligned thesis and when they will use the process again.	Written or oral transfer explanation.

Implementation note: *The Journey topic should not supply content that students can copy into the Destination. The process should transfer; the answer should be newly constructed from the core selection.*

Transfer Bridge script

“We used the noun of importance, the verb of importance, and our answer to build a thesis in the Journey Selection. Now mark those same three parts in today’s core prompt and use them to write a thesis that directly answers this new task.”

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Classroom Example 2: Evidence and Explanation

The Journey clarifies the difference between evidence and reasoning; the Destination proves that students can build the connection in a new text.

Worked Sequence

Transferable target	Explain how or why textual evidence supports an answer, thesis, or claim.
Journey Selection	A short Teach BIG™ informational passage with one answer, one evidence sentence, and contrasting weak/strong explanations.
Destination Selection	A text-dependent response from the current core curriculum lesson.

Stage	Teacher and Student Work	Evidence / Product
G — Gather	Define evidence as what the text shows and explanation as how or why the evidence supports the answer.	Students identify the two distinct jobs.
R — Reveal	Compare a weak explanation (“This shows…”) with a strong explanation that explicitly connects evidence to the answer.	Annotated weak/strong model.
A — Attempt	Students write an explanation for a second piece of evidence from the Teach BIG™ passage.	Supported explanation sentence.
D — Discuss	Compare explanations and identify the language that creates a logical connection. Name the question: “How does this prove my point?”	Transferable explanation checklist.
U — Use	Students locate one evidence sentence in the current core response and draft or revise the explanation that follows it.	Revised explanation in authentic writing.
A — Award	Recognize reasoning that clearly links the evidence to the answer rather than repeating either one.	Feedback names the connection made.
T — Target	Choose the next need: specificity, inference, cause-and-effect reasoning, or significance.	One explanation target.
E — Explain	Students describe how the added reasoning helps a reader understand why the evidence matters.	Transfer explanation with future use.

Implementation note: *Students may first transfer the skill to only one evidence-and-explanation pair. The amount of writing can increase after the reasoning is secure.*

Transfer Bridge script

“In the Journey Selection, evidence told what the text showed, but explanation told how that evidence proved the answer. In your core response, underline one piece of evidence and use the question “How does this prove my point?” to strengthen the sentence that follows.”

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Classroom Example 3: Revision

A controlled Journey sample teaches students to notice and improve meaning before they revise authentic core writing.

Revision Focus: Replace Repetition with Deeper Reasoning

Transferable target	Recognize repeated meaning and replace it with explanation, inference, analysis, or significance.
Journey Selection	An intentionally repetitive Teach BIG™ paragraph written to make the revision need obvious.
Destination Selection	The student's current paragraph or extended response from the core curriculum.

Stage	Teacher and Student Work	Evidence / Product
G — Gather	Define the difference between repetition and deeper explanation.	Students identify repeated meaning.
R — Reveal	Model keeping the strongest sentence and replacing repetition with reasoning or significance.	Before-and-after paragraph.
A — Attempt	Students revise a second Teach BIG™ paragraph.	Partner or guided revision.
D — Discuss	Explain which idea was removed, what replaced it, and why the paragraph improved.	Named revision decision.
U — Use	Students locate one repeated idea in the current core draft and revise it.	Authentic revision in student writing.
A — Award	Recognize revisions that deepen meaning rather than merely swap words.	Specific revision feedback.
T — Target	Identify the next revision need: clarity, connection, sequence, word choice, or depth.	One revision target.
E — Explain	Students explain what they removed, what they added, and how the revision helped the reader.	Revision reflection.

Transfer Bridge script

"In the Journey Selection, we kept the strongest statement and replaced repetition with deeper reasoning. In your current core draft, locate one repeated idea, keep the clearest sentence, and replace the repetition with a sentence that adds explanation, analysis, or significance."

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Classroom Example 4: Editing

The Journey isolates a sentence-boundary rule; the Destination requires students to notice and correct it in their own core curriculum writing.

Editing Focus: Correct Sentence Fragments

Transferable target	Recognize and correct sentence fragments in authentic writing.
Journey Selection	Teach BIG™ sentences designed to isolate dependent-clause fragments.
Destination Selection	The student's current core curriculum response or draft.

Stage	Teacher and Student Work	Evidence / Product
G — Gather	Review independent and dependent clauses and common subordinating conjunctions.	Students identify complete/incomplete thoughts.
R — Reveal	Model why "Because the character wanted to help" is incomplete and how to attach or complete the thought.	Annotated correction.
A — Attempt	Students correct controlled fragments in Teach BIG™ sentences.	Corrected practice sentences.
D — Discuss	Explain why each original sentence was incomplete and which correction created a complete thought.	Rule stated in student language.
U — Use	Students scan the current core response for sentences beginning with because, although, when, while, since, before, or after.	Self-edited authentic response.
A — Award	Recognize independent identification and correction of sentence boundaries.	Specific editing feedback.
T — Target	Select one sentence-boundary pattern for continued attention.	Editing target.
E — Explain	Students explain why the original was incomplete and how the correction fixed it.	Editing explanation.

Transfer Bridge script

"In the Journey Selection, we checked whether sentences beginning with subordinating conjunctions contained a complete thought. Now scan your core response for because, although, when, while, since, before, and after. Correct any sentence that leaves the reader waiting for the rest of the thought."

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Differentiation Without Changing the Destination

Students may receive different access supports while working toward the same transferable skill and authentic core task.

Level of Support	Possible Supports	What Must Remain Constant
High support	Teacher think-aloud, color coding, completed model, oral rehearsal, sentence frames, evidence choices.	Students still complete the same core task, but the access path is explicit.
Moderate support	Prompting questions, checklist, partner rehearsal, partially completed organizer, targeted conference.	Students make more decisions while using a limited scaffold.
Light support	General success criteria, brief reminder of the strategy, self-check tool.	Students recognize when the skill is needed and apply it with minimal prompting.
Independent transfer	No content-specific scaffold; student selects and explains the strategy.	Students use the skill accurately in a new passage, prompt, genre, or content area.
Extension	Multiple evidence sources, counterclaim, author's craft, cross-content application, teaching the strategy to others.	Students adapt the skill flexibly and justify their choices.

How to judge transfer

Evidence Level	What the Teacher Sees	Instructional Response
1. Imitation	Student can reproduce the skill only in the original Journey example.	Return to Reveal and make the decision process more visible.
2. Prompted Transfer	Student uses the skill in the Destination Selection after direct cues or step-by-step reminders.	Keep a light scaffold and repeat Use with a new core example.
3. Independent Transfer	Student recognizes where the skill is needed and applies it accurately in the core task.	Award the strategy and increase the distance or complexity of transfer.
4. Flexible Transfer	Student adapts the skill to a new genre, prompt type, or content area and explains why it works.	Use Explain to extend the strategy and invite the student to teach others.

Scaffold-fading principle

The purpose of support is to make successful thinking possible—not permanent. As students recognize the cue and select the strategy more independently, remove content-specific prompts before removing the authentic task.

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Using UATE as Formative Assessment

The Destination Selection is both an application task and a source of evidence for the next instructional decision.

What each stage tells the teacher

Stage	Formative Question
Use	Can the student recognize where the skill belongs and apply it when the topic, text, or prompt changes?
Award	Which successful behavior is ready to be reinforced and repeated?
Target	Where did the transfer break down, and what is the smallest high-leverage next step?
Explain	Does the student understand the strategy well enough to describe, justify, and reuse it?

Possible next-cycle decisions

- Repeat the same skill with a different Journey Selection because the process is not yet clear.
- Keep the skill but reduce scaffolds because students are ready for greater independence.
- Increase transfer distance by moving to a different genre, prompt type, or content area.
- Select a new target that emerged from the Destination Selection.
- Provide a small-group Journey for students who need reteaching while others continue to enrichment or flexible transfer.

Data-to-instruction connection

Target is not the end of feedback. It is the beginning of the next Gather. The infinity cycle becomes responsive when the next Journey Selection is chosen from actual Destination evidence.

Quick instructional response guide

Observed Evidence	Recommended Next Move
Successful in Journey, weak in Destination	Revisit the Transfer Bridge and use a closer near-transfer task before increasing complexity.
Successful only after direct prompting	Keep one cue or checklist, but remove one other scaffold during the next Use.
Successful independently	Increase the transfer distance through a new genre, prompt type, or content area.
Can explain and teach the strategy	Extend through peer modeling, multiple sources, or a more complex decision.

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Teacher Language Bank

Consistent language helps students hear the difference between learning the process and applying it independently.

Stage	Ready-to-Use Teacher Language
ıer	*"Before we use this skill, let's gather the knowledge and language a writer needs."*
eal	*"Watch what I notice, what I ask myself, and how I decide what to do next."*
mpt	*"Use the same steps with this new Journey example. Your goal is to make a thoughtful attempt, not t be perfect."*
uss	*"Let's compare the decisions we made and name the process we will carry into our core work."*
sfer Bridge	*"The topic is changing, but the thinking move is not. Here is exactly where you will use it next."*
	"Open today's core curriculum selection and apply the same strategy in the place we identified."
rd	*"You used ___ when you noticed ___. That strengthened your work because ___."*
et	*"Your next target is ___. Use ___ when you notice ___."*
ain	*"Explain what you used, why you chose it, how it helped, and where you can use it again."*

Student explanation frame

Reusable reflection

"In the Journey Selection, I learned to _____. In the Destination Selection, I used the same process when _____. It improved my work because _____. My next target is _____. I can use this skill again when _____."

Specific feedback formulas

Award	*You [observable action] when you noticed [cue]. That [strategy/decision] strengthened [specific effect].*
Target	*Your next target is [precise skill]. Use [strategy] when you notice [cue or location].*
Explain	*I used [strategy] because [cue]. It improved [result]. Next time I will use it when [future context].*

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Implementation Look-Fors and Non-Negotiables

The framework is flexible in timing and materials, but the Journey-to-Destination transfer must remain intact.

Implementation Look-For	What It Means in Practice
Preserve the core destination	Use the exact core passage, prompt, assignment, or student draft whenever possible. Do not replace the authentic task with a second practice task.
Name one primary target	A lesson may support several standards, but the Journey Selection should make one transferable decision or skill unmistakably clear.
Build an explicit bridge	Do not assume students will make the connection. State the skill, location, action, and proof before Use begins.
Protect productive thinking	Scaffolds should clarify the process, not supply the content answer or eliminate the grade-level cognitive demand.
Award the process precisely	Feedback identifies an observable decision and its impact; avoid praise that does not tell students what to repeat.
Target narrowly	Select one next step that can guide the next attempt. “Improve your writing” is too broad to be actionable.
Require explanation	Students should explain not only what they changed, but why the strategy improved the work and where it can be used again.
Complete the full cycle	GRAD without UATE produces practice without proof. UATE without GRAD may demand transfer before students have a clear process.

What the model is—and is not

The model is…

- an instructional overlay for any core curriculum;
- a consistent process for making writing and language decisions visible;
- a bridge from controlled practice to authentic application;
- a method for collecting formative evidence and planning next steps.

The model is not…

- a replacement for the adopted core curriculum;
- a requirement to use a second passage instead of the core passage;
- a reason to lower the original prompt or standard;
- a fixed eight-day schedule or one-size-fits-all script.

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Teacher Planning Template

Use this page to connect a Teach BIG™ Journey Selection to the core curriculum Destination Selection currently in use.

Core curriculum / program		**Unit / module / lesson**	
Grade / course		**Date(s)**	

Planning Element	Teacher Notes
Transferable skill *What process, rule, or decision should students use beyond the Journey topic?*	
Journey Selection *Which Teach BIG™ passage, prompt, sentence, paragraph, model, or example will make the skill visible?*	
Destination Selection *Which exact core passage, prompt, student draft, or task will receive the transfer?*	
Success criteria *What will students know, do, and produce when the skill is used successfully?*	

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Teacher Planning Template (continued)

Complete the instructional sequence, evidence plan, and next-cycle decisions.

Planning Element	Teacher Notes
GRAD plan *How will students Gather, observe the Reveal, Attempt, and Discuss the skill?*	
Transfer Bridge *How will you state the skill, location, action, and proof?*	
UATE plan *How will students Use the skill, receive an Award, set a Target, and Explain the transfer?*	
Evidence and next cycle *What will determine scaffold removal, reteaching, enrichment, or the next Journey Selection?*	

Before teaching, confirm

☐ The Journey Selection isolates one primary transferable skill.	☐ The exact core Destination Selection has been identified.
☐ The Transfer Bridge states the skill, location, action, and proof.	☐ UATE will produce evidence for feedback and the next cycle.

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Transfer Tools for Classroom Use

The transfer ticket may be used as a student reflection, conference form, exit ticket, or teacher observation guide.

JOURNEY-TO-DESTINATION TRANSFER TICKET

The skill I practiced in the Journey Selection was:

_____

_____

In the Destination Selection, I used it when:

_____

_____

The action I took was:

_____

_____

Evidence that the strategy worked is:

_____

_____

My next target is:

_____

_____

I can use this skill again when:

_____

_____

One-page quick reference

GRAD — JOURNEY

- **G** Gather what is needed.
- **R** Reveal expert thinking.
- **A** Attempt with support.
- **D** Discuss and name the transfer.

Journey source: Teach BIG™ passages, prompts, examples, models, and intentionally designed practice.

UATE — DESTINATION

- **U** Use in the core task.
- **A** Award the successful process.
- **T** Target one next step.
- **E** Explain and extend the learning.

Destination source: The adopted core curriculum passage, prompt, student draft, assignment, or assessment.

The instructional promise

Students should leave the cycle with more than a completed assignment. They should leave with a process they recognize, can explain, and can use again across passages, prompts, genres, and content areas.

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