

Transitions Integration Framework

*An ATLAS project to advance transitions instruction
for all ABE learners in Minnesota*

*Compiled By: Lia Conklin Olson, ACES Lead, in 2013
Revised by ATLAS in 2016*



atlas ABE Teaching & Learning
Advancement System



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1. Introduction

Overview of Project

The *Transitions Integration Framework* (TIF) was designed to provide guidance to adult basic education (ABE) programs and instructors on the effective integration of transitions skills into instruction at *all levels of ABE*. The TIF defines the academic, career, and employability skills essential for adult learners to successfully transition to postsecondary education, career training, the workplace, and to enrich community involvement. Furthermore, the use of this document to guide ABE instruction is intended to help meet the needs of stakeholders in postsecondary education, the workplace, and community-based organizations.

Rationale for Project

Minnesota ABE's focus on transitioning learners into post-secondary education and training has evolved over the last several years, and it has become clear that all teachers, teaching all levels, need to be part of the important work of preparing learners to move into further education or the workplace. To address that need, in 2011-2012 ATLAS created a new professional development initiative called **ACES** – **Academic, Career and Employability Skills**, under the leadership of the ACES Executive Team: Kim Johnson, ATLAS Director, Betsy Parrish, ATLAS Senior Consultant, Julie Dincau, MDE ABE Transitions Specialist, and Astrid Liden MDE ABE Professional Development Specialist. The goal of ACES is to ensure that ABE programs are providing effective contextualized instruction, integrating post secondary education and training readiness, employability skills, and career readiness at all levels.

A vast repertoire of pre-existing resources was consulted in the development of the TIF, but ultimately the goal of ACES was to produce a skills framework that uniquely fits the ABE context in Minnesota, drawn from Minnesota's own vast repertoire of research, practitioner experience, and expertise in the areas of ABE, post-secondary education, career and workplace readiness, and community involvement. The result is a framework that specifically meets the needs of Minnesota ABE teachers and learners.

TIF Development Process

The ACES Project began in fall 2011 by bringing together an ACES Advisory Group of state transitions leaders. The ACES Advisory Group reviewed research and shared professional wisdom to identify and prioritize categories of critical transitions skills that can be used by all teachers to inform instruction in order to better prepare learners for transitions to education or careers. The resulting document was a working draft of the *Transitions Integration Framework*.

Since then, the TIF has undergone a thorough review and revision process beginning with the ACES Pilot Professional Development (PD) Project that consisted of 24 teachers charged with utilizing the TIF to guide the integration of essential transitions skills into their instruction. In the fall of 2012, the ACES Project Team was established to participate in the revision and refining of the TIF document. The Project Team analyzed the data collected from the pilot PD project and revised the TIF based on that data. In the winter of 2013, the Project Lead gathered feedback from subject matter experts and stakeholders in adult basic education, postsecondary education, the workplace, and community-based organizations and incorporated that feedback into the TIF. The Project Team then added sample activities to the document to help teachers better visualize how to apply the TIF skills to their instruction. Technology experts were consulted and sample technology activities were also incorporated throughout the TIF.

The resulting document, the *Transitions Integration Framework* (TIF) is intended to serve as a guide for integrating essential transitions skills into ABE programming and instructional practice. It is our vision that the TIF will become as visible and essential a tool in the Minnesota ABE classroom as the whiteboard marker we clutch in our hand.

Numeracy and Academic Language and Skills Categories

Since the TIF was first published in 2013, the College and Career Readiness Standards (CCRS) for Adult Education were released at the national level (OCTAE, 2013). In 2015, Minnesota ABE adopted three sets of content standards to define the main content taught in ABE. For basic academic skills, the CCRS for Adult Education is the guiding document. The TIF defines the professional or soft skills taught in Minnesota ABE, and the Northstar Digital Literacy Standards detail the digital literacy skills our students need.

1. Introduction

Originally, the TIF included two additional categories: Numeracy and Academic Language & Skills. Since the CCRS so thoroughly defines the basic skills of math and English, these two categories have now been removed in this 2016 revised TIF. The mathematics section of the CCRS identifies math skills and knowledge by level, eight Mathematical Practices to develop mathematical thinking, and an explanation of the key instructional shifts of focus, coherence, and rigor. The English Language Arts and Literacy section of the CCRS identifies reading, writing, language, and speaking and listening skills by level and includes an explanation of the key instructional shifts of complexity, evidence, and knowledge. Adult educators in Minnesota should look to the CCRS for guidance on the math and literacy content to be taught in their programs.

Find the CCRS here: <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

1. Introduction

Resources Consulted

The following resources were consulted for the development of the TIF:

21st Century Skills

The Partnership for 21st Century Skills. (2009). *P21 Framework Definitions*. Retrieved from <http://www.21stcenturyskills.org>

ATLAS Instructional Practices Alignment Survey

Marchwick, K., Johnson, K. A., & Parrish, B. (2008). *ATLAS Instructional Practices Alignment Survey*.

College and Career Readiness Standards

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and Career Readiness Standards for Adult Education*. Washington, D.C.

Common Core State Standards

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from <http://www.corestandards.org/>

Equipped for the Future

Equipped for the Future. (2000). *EFF Content Standards for Adult Literacy and Lifelong Learning*. Retrieved from <http://empower.terc.edu/pdf/eff7.pdf>

Georgia Adult Education Curriculum

Office of Adult Literacy. (2007). *Georgia Adult Education Curriculum Framework*. Atlanta, GA: Office of Adult Literacy.

Habits of Mind

Costa, A. and Kallick, B. (2000). *Habits of Mind. A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development.

Massachusetts ESOL Framework

Massachusetts Department of Education, Adult and Community Learning Services, the Massachusetts System for Adult Basic Education Support, & the Center for Adult English Language Acquisition. (2011). *The Life Skills, College, and Career Readiness Guide for ESOL learners*. Retrieved from www.sabes.org

1. Introduction: Resources Consulted

Massachusetts Mathematics and Numeracy Framework

Massachusetts Department of Education & Adult and Community Learning Services. (2005). *Massachusetts Adult Basic Education Curriculum Framework for Mathematics and Numeracy*. Retrieved from <http://www.doe.mass.edu/acls/frameworks/>

Northstar Digital Literacy

Northstar Digital Literacy: website- <http://www.digitalliteracyassessment.org/index.php>

Oregon ABS Framework

Oregon Department of Community Colleges and Workforce Development. (2010). *Oregon ABS Read with Understanding Framework*. Retrieved from http://oregonabslearningstandards.org/DOCS/RWU_Framework.pdf

SCANS

The Secretary's Commission on Achieving Necessary Skills. (1991) *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, D.C.: US Department of Labor.

Workforce Education Standards

Workforce Solutions Collaborative. (2011). *Workforce Education Standards for Adult Education Programs*. Philadelphia, PA: United Way of Southeastern PA.

2. Guidelines for Use

The TIF Format:

Categories: The *Transitions Integration Framework* (TIF) is divided into six skills categories: Effective Communication (EC), Learning Strategies (LS), Critical Thinking (CT), Self-Management (SM), Developing a Future Pathway (DFP), and Navigating Systems (NS). A definition of each category is provided. (See p. 7-A)

Skills: Under each category, several related **Skills** are defined in broad terms. The acronym **SWBAT**, **Students Will Be Able To**, precedes each skill, followed by a description of what the performance of that skill looks like. (See p. 7-B)

Sub Skills: These broader skills in turn are broken down into discrete **Sub Skills**, specifically defining what it is learners will be able to do, as prefaced by SWBAT. (See p.7 -C)

Sample Activities: For each skill included in the TIF, sample activities are provided for two selected sub skills. These sample activities are presented in chart form beneath the full listing of sub skills. (See p.7 -D)

Complexity: The sample activities are arranged in a continuum of complexity beginning with simpler activities and progressing to more difficult ones. The activities are designed with a multi-level group in mind, providing a guide for teaching the same sub skill to a multi-level group within the same timeframe. (See p.7 -E)

Contexts: As you read the sample activities, you will notice an asterisk embedded within the description. These asterisks direct you to the bottom of the grid where suggestions are provided for integrating the targeted sub skill into three different contexts: community, school, and work. Teaching the sub skills in context is crucial for effective instruction. (See p. 7-F)

Technology Activities: For each selected sub skill, sample technology activities are included to provide ideas on how to integrate technology into the instruction of the sub skills. Research supports an integrated approach to teaching technology and these activities provide a glimpse at how to do this. (See p. 7-G)

Note: *Parentetical examples are provided throughout the document and do not attempt to represent all possible examples.*

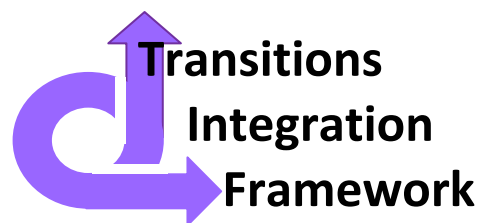
2. Guidelines for Use

A	Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.															
B	Skill 1: <i>SWBAT...</i> Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals															
C	Sub Skills: <ol style="list-style-type: none"> Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications Repair communication breakdowns respectfully and effectively Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions Express expectations and acknowledge an understanding or acceptance of the expectations of others Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team Employ effective strategies for resolving conflict 															
E	EC: Skill 1-Sub Skill a: Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications															
D	Complexity →															
	Sample Activities	Role play basic scenarios* using rote phrases, posted in the classroom to request clarification (e.g., Excuse me? Can you repeat that?) and provide basic clarification as requested (e.g., I said... I meant...).	Role play scenarios* utilizing a variety of phrases, created by students and posted in the classroom, to request and offer clarification as requested.	Discuss situations* in which asking for clarification is crucial. Discuss possible consequences that may result for not getting clarification. Write two contrasting scenarios; one with consequences for not requesting clarification, the other with better results after requesting clarification.												
G	Technology Activities:	Record phrases to request clarification (e.g., Excuse me? Can you repeat that?) using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the phrases and evaluate accuracy and pronunciation (needs work, so-so, good).	Record scenarios to request and offer clarification using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the scenarios and evaluate accuracy and pronunciation (needs improvement, so-so, good, excellent).	Use email or online inquiry form to request clarification or to respond to requests for clarification regarding contextualized topics.*												
F	Contexts	<table border="1"> <tr> <td data-bbox="268 1141 430 1190">Community</td> <td data-bbox="430 1141 945 1190">* Grocery store, bank</td> </tr> <tr> <td data-bbox="268 1190 430 1239">School</td> <td data-bbox="430 1190 945 1239">* Classroom</td> </tr> <tr> <td data-bbox="268 1239 430 1291">Work</td> <td data-bbox="430 1239 945 1291">*Workplace</td> </tr> </table>	Community	* Grocery store, bank	School	* Classroom	Work	*Workplace	<table border="1"> <tr> <td data-bbox="945 1141 1470 1190">* Grocery store, library, bus stop</td> </tr> <tr> <td data-bbox="945 1190 1470 1239">* Classroom</td> </tr> <tr> <td data-bbox="945 1239 1470 1291">*Workplace</td> </tr> </table>	* Grocery store, library, bus stop	* Classroom	*Workplace	<table border="1"> <tr> <td data-bbox="1470 1141 1980 1190">* Banking information, billing issues</td> </tr> <tr> <td data-bbox="1470 1190 1980 1239">* Questions regarding homework, requesting homework extensions</td> </tr> <tr> <td data-bbox="1470 1239 1980 1291">* Paycheck error, clarifying instructions</td> </tr> </table>	* Banking information, billing issues	* Questions regarding homework, requesting homework extensions	* Paycheck error, clarifying instructions
Community	* Grocery store, bank															
School	* Classroom															
Work	*Workplace															
* Grocery store, library, bus stop																
* Classroom																
*Workplace																
* Banking information, billing issues																
* Questions regarding homework, requesting homework extensions																
* Paycheck error, clarifying instructions																

3. Transitions Integration Framework

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3. Transitions Integration Framework (TIF)

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1:
SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals


Sub Skills:

- Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- Repair communication breakdowns respectfully and effectively
- Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- Express expectations and acknowledge an understanding or acceptance of the expectations of others
- Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- Employ effective strategies for resolving conflict

EC Skill 1-Sub Skill a: Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications

Complexity —————→				
	Sample Activities	Role play basic scenarios* using rote phrases, posted in the classroom to request clarification (e.g., Excuse me? Can you repeat that?) and provide basic clarification as requested (e.g., I said... I meant...).	Role play scenarios* utilizing a variety of phrases, created by students and posted in the classroom, to request and offer clarification as requested.	Discuss situations* in which asking for clarification is crucial. Discuss possible consequences that may result for not getting clarification. Write two contrasting scenarios; one with consequences for not requesting clarification, the other with better results after requesting clarification.
	Technology Activities:	Record phrases to request clarification (e.g., Excuse me? Can you repeat that?) using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the phrases and evaluate accuracy and pronunciation (needs work, so-so, good).	Record scenarios to request and offer clarification using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the scenarios and evaluate accuracy and pronunciation (needs improvement, so-so, good, excellent).	Use email or online inquiry form to request clarification or to respond to requests for clarification regarding contextualized topics.*
Contexts	Community	* Grocery store, bank	* Grocery store, library, bus stop	* Banking information, billing issues
	School	* Classroom	* Classroom	* Questions regarding homework, requesting homework extensions
	Work	*Workplace	*Workplace	* Paycheck error, clarifying instructions

3. Transitions Integration Framework (TIF)

EC Skill 1-Sub Skill e: Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team				
Complexity 				
	Sample Activities	Work in a small group to write a short story about a particular topic.* Each group member should contribute at least 1 sentence. Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).	Design a building or room in a building, (using paper or-manipulative materials such as Legos or modeling clay-for a specific place.* Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).	Work in a team to plan (utilizing online resources) and organize a volunteer opportunity or event.* Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).
	Technology Activities:	Complete a simple website scavenger hunt small- group jigsaw activity in which each group member answers 2-3 questions from a different section of the website and then shares it with the group so that all members complete all the answers.	Complete a website scavenger hunt small-group jigsaw activity in which each group member browses a different section of the website, answers a set of questions, and shares the answers with the group so that all members complete all the answers.	Use Google docs or other online collaborative tool to plan an activity or event. Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?) by using the online tool's "comments" function.
Contexts	Community	* The beach, the park, the library, the grocery store	* Your neighborhood, community area	* Read to children at a local school, visit a senior center, collect trash at a local park
	School	* Taking a test, meeting the teacher, using computers, the first day of school	* School	* Student art fair, cultural fair, potluck, open house for new students
	Work	* Going to an interview, asking for help, changing your schedule, requesting vacation	* Workplace	* Job fair, visit to a workforce center, informational interviews with prospective employers

3. Transitions Integration Framework (TIF)

Effective Communication (EC) Continued...				
Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication				
Sub Skills:				
a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately				
b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)				
c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)				
EC Skill 2-Sub Skill a: Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately				
Complexity →				
	Sample Activities	Match pictures of gestures commonly used in a variety of contexts or situations* to corresponding words or phrases (hand shake = Nice to meet you). Demonstrate gestures when cued by words or phrases.	Role-play contrasting contextualized scenarios* in which body language (particular gestures, levels of eye contact, and personal space boundaries) are appropriate or inappropriate. Evaluate the interactions to determine which form of body language is appropriate in which situation. Develop norms for these interactions.	Write about or discuss misunderstandings that have arisen in different contexts* due to unfamiliarity with or the inappropriate use of gestures or body language. Describe why it was a problem, how it was resolved or could have been resolved, and how gestures and body language impact our perceptions of one another and how these perceptions may shape our experience. Use evidence to support your statements.
	Technology Activities:	Watch online videos of interviews and identify the “Do’s” and “Don’ts” of interview body language (e.g., eye contact, squirming, posture). Create a list of “Do’s and Don’ts” regarding interview body language.	Watch online videos of interviews and evaluate the interviewees’ body language (e.g., eye contact, posture). Create a list of “Do’s and Don’ts” regarding interview body language. Demonstrate appropriate body language in a mock interview.	Record one another’s mock interviews. View the videos and evaluate oneself and one’s peers in regards to the body language (e.g., eye contact, posture) demonstrated in the interview. Determine how to improve one’s interview by modifying body language.
Contexts	Community	* Store, bank, talking to a neighbor	* Store, bank, talking to a neighbor	* Store, bank, talking to a neighbor
	School	* Classroom, talking to your classmates or teacher	* Working with a group in the classroom, speaking with the teacher	* Working with a group in the classroom, speaking with the teacher
	Work	* Workplace, talking to a co-worker or supervisor	* Workplace, talking to a co-worker or supervisor	* Workplace, talking to a co-worker or supervisor


3. Transitions Integration Framework (TIF)

EC Skill 2-Sub Skill b: Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)				
Complexity				
	Sample Activities	Identify something one might like to change in a particular setting* and brainstorm who to contact to implement the improvement and how to make contact.	Complete a simple grid with the pros and cons of using a particular form of communication (considering level of formality and direct contact vs. use of technology) to contact a person or group.* Evaluate the best option based on the grid.	Determine a need in the community. Choose the most appropriate form of communication (considering level of formality and direct contact vs. use of technology) and use it to express your suggestions for improvement.*
	Technology Activities:	Compare two simple emails, one to a friend and one to a supervisor, and identify the differences in format and vocabulary (e.g., <i>Hi</i> vs. <i>Dear</i> , <i>See ya</i> vs. <i>Sincerely</i>). Using the emails as a guide, email a friend or one's teacher.	With one's class, examine several emails used for different purposes and develop guidelines and vocabulary appropriate to each level of formality/purpose. In a small group, each member receives a different communication scenario and emails everyone in the group according to his/her scenario. Evaluate one another's emails for appropriate level of formality using the guidelines developed.	Brainstorm multiple purposes for communication. Determine appropriate electronic communication type (e.g., email, text message, chat) for each purpose. Discuss levels of formality and develop guidelines with appropriate vocabulary and format for each. Create a communication scenario and practice appropriate e-communication with a partner. Evaluate one another's communications using the guidelines developed.
Contexts	Community	* Cleaner parks, more street lights, story time at the library	* Community leader	* Cleaner parks, more street lights, story time at the library
	School	* Different school schedule, more books, more computers, more tutors	* Teacher, admissions officer	* Different hours, more books, more computers, more tutors
	Work	* Better break room, more vacation, better benefits	* Manager, human resources	* Better break room, more vacation, better benefits, higher pay

3. Transitions Integration Framework (TIF)

Effective Communication (EC) Continued...				
Skill 3: SWBAT... Utilize a variety of technologies for communication				
Sub Skills: <ol style="list-style-type: none"> Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) 				
EC Skill 3-Sub Skill a: Evaluate and use appropriate technology tools (e-mail, texting, Skype, social media, cell phone) for clear and meaningful interactions to suit purpose and audience				
Complexity →				
Sample Activities	Match names of technology tools to physical examples or pictures (e.g., email, text, Skype). Compare technology examples to other modes of communication (e.g., email = letter, text = phone call replacement). Evaluate one’s perception of these tools (like/don’t like, easy/hard) and decide which tool is best for communications in specific situations.*	List tools one has used for communication including technology-based and non-technology-based tools. Use a Venn diagram to compare two similar technology tools from that list (e.g., text vs. email). Using this comparison, choose a tool and use it given a communication scenario.*	Create a timeline of communication tools beginning with the year 2000 by conducting online research. Cite the web sites used by listing the URLs. List the most current technology tools used for communication and decide which communication purposes and/or contexts* are most suited for each tool. Provide rationale for one’s decisions.	
Technology Activities:	In a small group, read a simple communication scenario and choose which technology tool—email, texting, or calling—to use. Visit the classroom station set up to practice that tool and use the tool to respond to the scenario. Repeat with another scenario.	In a small group, read several communication scenarios. Choose one and decide which technology tool—email, texting, calling, Skype, or Facebook—to use. Visit the classroom station set up to practice that tool and use the tool to respond to the scenario. Repeat with another scenario.	Brainstorm multiple tools (e.g., email, texting, chat, Skype, Facebook) used for electronic communication. Create a chart that outlines appropriate purposes for each communication type. Create a scenario with clear communication purpose. Choose an appropriate communication tool and practice using it with a partner.	
Contexts	Community	* Contact a neighbor, banker	* Contact a friend to say you’ll be late, find out about library hour	* Banking transactions, questions about community events, store hours
	School	* Contact a classmate, teacher	* Contact a teacher about assignment due date	* Questions regarding homework, contacting child’s teacher
	Work	*Contact a co-worker, supervisor	* Contact a co-worker to cover a shift, communicate with supervisor	* Paycheck error, clarifying instructions

3. Transitions Integration Framework (TIF)

EC Skill 3-Sub Skill c: Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)			
Complexity 			
Sample Activities	Classify actions (turning phone off, sending a text, playing a computer game) as appropriate or inappropriate in different situations.* Discuss how others might react to one of these situations.	Search for online or print guidelines surrounding the appropriate use of technology in different situations or contexts. Discuss the guidelines and make suggestions for changes or additions.	Create and publish (PowerPoint, podcast, <i>Pinterest</i>) a set of guidelines for using technology appropriately in a chosen situation or context.*
Technology Activities:	Classify actions around cell phone use in class as appropriate or inappropriate. Create guidelines for cell phone use in class and follow these guidelines on a daily basis.	Given technology guidelines above, follow these guidelines in class on a daily basis.	Given technology guidelines created above, follow these guidelines in class on a daily basis.
Contexts	Community	* Meeting with a community leader, waiting in line at the post office, studying at the library	* A variety of community settings
	School	* In a meeting with one's teacher, during a class lecture, studying in the student lounge	* At school
	Work	* Meeting with one's boss, in the employee break room, at one's work station	* At work
			* Meeting with a community leader, waiting in line at the post office, studying at the library
			* In a meeting with one's teacher, during a class lecture, studying in the student lounge
			* Meeting with one's boss, in the employee break room, at one's work station

3. Transitions Integration Framework (TIF)

Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.


Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)

- Sub Skills:**
- Make use of background knowledge to understand new information
 - Make predictions before and during reading and listening
 - Use context clues to understand new information (formatting, pictures, surrounding text)
 - Identify main ideas or themes when reading or listening
 - Scan written text or listen to oral text for specific information and details
 - Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
 - Make inferences and logical guesses (read and listen between the lines)


LS Skill 1- Sub Skill d: Identify main ideas or themes when reading or listening

Complexity			
Sample Activities	Read or listen to a short context-based passage* and match with the main point of the passage given several choices.	Read or listen to a context-based passage* and summarize the main point of the passage in one’s own words. Cite evidence from the text to support why one feels that is the main point.	Read or listen to an extended context-based text* and summarize the main point of the text in one’s own words. Examine paragraphs (or sections) of the text and determine the main point of each and discuss how they connect to form the main idea of the full text. Cite evidence from the text to support one’s choice of main point.
Technology Activities:	Read a simple online story. Copy the text into <i>wordle.net</i> and create a word map. Discuss how words that appear more often in the text are larger in the word map. Determine the main point of the story using the word map to help.	Read an online story. Copy the text into <i>wordle.net</i> and create a word map. Discuss how words that appear more often in the text are larger in the word map. Determine the main point of the story using the word map to help.	Copy sections of an extended text into <i>wordle.net</i> to create word maps of each section. Using the word maps, write a sentence to summarize the main point of each section. Compile this information and write the main point of the entire text.
Contexts	Community	* Community announcement, public health notice	* Newspaper article or podcast regarding community topics
	School	* School announcement, memorandum from one’s child’s school	* Newspaper article or podcast regarding educational topics
	Work	*Workplace	* Employee handbook, work memorandum


3. Transitions Integration Framework (TIF)

LS Skill 1-Sub Skill g: Make inferences and logical guesses (read and listen between the lines)			
Complexity 			
Sample Activities	Listen to a brief conversation involving a contextualized problem* and choose a picture depicting the feelings of the people involved (e.g., angry, happy). Alternatively, read a short story (print or online) of a problem and complete same task.	Listen to a conversation involving a contextualized problem* and while listening choose statements depicting the feelings of the people involved (e.g., X is angry because..., Y is happy because...). Alternatively, read a short story (print or online) of a problem and complete same task.	Listen to an extended conversation involving a contextualized problem.* Take note of each person's feelings at each stage of the conversation (e.g., angry, frustrated, satisfied) and report to others how one perceived those feelings. Alternatively, read a short story (print or online) of a problem and complete same task.
Technology Activities:	Do the activity above and complete an online interactive character map such as <i>readwritethink.org</i> to describe the characters and how they look and feel.	Do the activity above and complete an online interactive character map such as <i>readwritethink.org</i> to describe the characters and how they look and feel. Share the character map with others and explain why one chose to describe the characters in that way involved (e.g., X is angry because..., Y is happy because...).	Do the activity above but before reporting one's ideas to others, complete an online opinion graphic organizer such as <i>greatsource.com/iwrite</i> to describe your opinion of how the characters feel at various points in the story. Support your opinions with evidence from the text used to populate the graphic organizer. Write an opinion paragraph using an online template provided on this website.
Contexts	Community	* Overcharged at the store, a problem with a bill, talking to a noisy neighbor	* Overcharged at the store, a problem with a bill, talking to a noisy neighbor
	School	* A problem with an assignment or due date, an attendance problem	* A problem with an assignment or due date, an attendance problem
	Work	* A poor performance evaluation, a problem with one's supervisor	* A poor performance evaluation, a problem with one's supervisor

3. Transitions Integration Framework (TIF)

Learning Strategies (LS) Continued...				
Skill 2: SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall				
Sub Skills: <ol style="list-style-type: none"> Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons) Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast) Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes) Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points) 				
LS Skill 2-Sub Skill b: Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)				
Complexity 				
	Sample Activities	Read or listen to a short topical narrative* and put key events into a linear string.	Read a short text or listen to a brief online talk about a topic* and choose between 2-3 graphic organizer options that best represent the text (e.g., <i>description</i> – use word web, <i>narrative</i> - use timeline).	Read an article or listen to a podcast about a topic of interest.* Create a graphic organizer that best represents the organization of the information and use it to takes notes.
	Technology Activities:	Read a topical narrative* and put key events into a linear string using an easy to use online graphic organizer such as <i>readwritethink</i> webbing tool.	Read a short text about a topic* and choose an online graphic organizer from a website such as <i>exploratree</i> to best represent the text (e.g., <i>description</i> – use word web, <i>narrative</i> - use timeline).	Read an article or listen to a podcast about a topic of interest.* Create an online graphic organizer that best represents the organization of the information and use it to takes notes.
Contexts	Community	* Community topic	* Community topic	* Community topic
	School	* School or educational topic	* School or educational topic	* School or educational topic
	Work	*Workplace topic	*Workplace topic	*Workplace topic

3. Transitions Integration Framework (TIF)

LS Skill 2-Sub Skill c: Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)				
Complexity 				
	Sample Activities	Fill in a partially completed grid with words from a word bank while listening to a short announcement or presentation.*	Take notes by filling in a partially completed outline with key information while listening to an announcement or presentation.*	Complete extended notes (choose Cornell, outline) while listening to an announcement, online talk (Ted Talk, YouTube), or mini-lecture on a topic of interest.*
	Technology Activities:	Read a story in a word document and use the “comment” function to highlight words and write teacher/peer/reference-provided definitions.	Use stickies or sticky notes application to take notes on online readings and pdfs.	Use an online note taking application such as <i>ubernote</i> or <i>evernote</i> to take and maintain notes on class lectures, presentations, online talks or podcasts. Use stickies or sticky notes application to take notes on online readings and pdfs.
Contexts	Community	* Safety or health announcement, community presentation	* Safety or health announcement, community presentation	* Safety, health, community issue
	School	* School announcement or memorandum, school presentation	* School announcement or memorandum, school presentation	* Educational issue, class lecture
	Work	* Work announcement or memorandum, work presentation	* Work announcement or memorandum, work presentation	* Workplace topic


3. Transitions Integration Framework (TIF)

Learning Strategies (LS) Continued...			
Skill 3: SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge Sub Skills: <ol style="list-style-type: none"> Ask for repetition and clarification of unknown language and concepts Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) Use context and what you know to figure out or guess meaning of language Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search) 			
LS Skill 3-Sub Skill b: Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)			
Complexity →			
Sample Activities	Role play describing contextualized items* through gesture, miming, and simple circumlocution (e.g., It's used for..., It's something for...) in different contexts or situations.	Match challenging sentences from a text* with appropriate paraphrases then use those paraphrases to help explain the meaning of the challenging sentences to a partner.	Identify challenging sentences within a text* and use references (online dictionary, thesaurus) to construct paraphrases of these sentences. Share paraphrases with others to see if they can match them to the original sentences.
Technology Activities:	Use basic circumlocution phrases to describe computer or other technology terms (It's the thing you use to listen. You put it on your head....headphones!)	After the above activity, use an online flashcard maker such as scholastic.com to create online flashcards with the challenging sentence on the front and the paraphrase on the back. Practice these flashcards using the "quiz" mode on the website.	After the above activity, use an online flashcard maker such as scholastic.com to create online flashcards with the challenging sentence on the front and the paraphrase on the back. Practice these flashcards using the "quiz" mode on the website.
Contexts	Community	* Household appliances and tools, foods, clothing items	* Community bulletin or notice, notifications, fictional texts with community themes
	School	* School supplies, classroom items	* School memo or notice, fictional texts with educational themes
	Work	*Workplace tools, machines, forms	*Workplace memo, handbook, or instructions, fictional text with workplace theme


3. Transitions Integration Framework (TIF)

LS Skill 3-Sub Skill d: Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)			
Complexity —————→			
Sample Activities	Role play polite requests asking for help regarding an issue or problem with language in a particular context* (What does “pedestrian” mean? I don’t understand what you mean by “benefits”.)	Conduct online scavenger hunt for relevant resources* and present findings to class.	Keep an on-going learning log of unknown words, phrases, and expressions seen or heard in different settings.* Use an online dictionary to find definitions to create a weekly glossary.
Technology Activities:	Open a simple online story in one tab and a translator in another. Read the story and identify unknown words. Switch to the other tab to translate unknown words after reading. Re-read the text after finding translations.	Open an online story in one tab and an online dictionary, thesaurus, or translator in another. Read the story and switch to the other tab(s) as needed to reference unknown words.	Use an online dictionary, thesaurus, or translator in an ongoing fashion to identify meanings of words found in written and oral discourse and strengthen word choice in writing and speech.
Contexts	Community	* Speaking with a police officer, bank teller, neighbor	* Community libraries, summer activities, housing resources, childcare
	School	* Speaking to a principal, teacher, classmate	* School websites, student database, available schools
	Work	* Speaking to a supervisor, co-worker, customer	* Job search websites, company websites, training program options
			* On TV, from bills or other mail, on the news, from community postings
			* In class, in educational texts, from school notices
			* From workplace texts, conversations with co-workers, supervisor instructions

3. Transitions Integration Framework (TIF)

Learning Strategies (LS) Continued...				
Skill 4: SWBAT... Articulate awareness of what helps one learn language and content Sub Skills: <ol style="list-style-type: none"> Identify preferences for learning styles/modalities (learning through reading, writing, listening) Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning) Articulate one's strengths and areas for growth as a learner 				
LS Skill 4-Sub Skill a: Identify preferences for learning styles/modalities (learning through reading, writing, listening)				
Complexity 				
Sample Activities	Stand next to posted photos of people engaged in varying tasks* in different learning contexts that best represent what helps one learn English best.	Stand on a continuum from strongly disagree to strongly agree in response to a variety of statements* pertaining to different contexts for learning. Explain how that helps one learn.	Take an online learning styles survey and share results with the class. Or, interview classmates regarding learning techniques used in a variety of learning settings.* Use questions like the following: What do you do to remember things you hear? Which do you prefer: writing what you hear or repeating what you hear? Do you prefer to talk in groups or spend time alone?	
Technology Activities:	Take a simple online survey, such as <i>SurveyMonkey</i> , about one's preferences for varying learning tasks and contexts.* This is a good follow-up to the above activity.	Take an online survey, such as <i>SurveyMonkey</i> , about learning preferences. Analyze the graphs (projected by the teacher) with the class results for the different survey questions. Discuss how to accommodate the variety of student preferences within the classroom.	Take an online learning styles survey and share results with the class. Create an electronic survey to capture class results, such as <i>SurveyMonkey</i> or <i>polleverywhere</i> . Analyze the graphs of the class results and discuss how to accommodate the variety of student preferences within the classroom.	
Contexts	Community	* At the library, watching TV, reading a newspaper	* E.g., I like to practice English with my neighbors. I like to read the newspaper.	* A home and in the community
	School	* Reading, listening, writing, working in a group, working alone	* E.g., I like to write what I learn. I like to talk in groups. I like to work alone.	* In the classroom
	Work	* Listening to a co-worker, reading instructions, watching a training video	* E.g., I like to work with my hands. I like to work with a team. I like to work with customers.	* At work


3. Transitions Integration Framework (TIF)

LS Skill 4-Sub Skill c: Articulate one's strengths and areas for growth as a learner			
Complexity 			
Sample Activities	Sort pictures of literacy activities in different contexts* and sort by: Easy, So-So, Difficult; or Do not need to do, Need to do, Want to do.	Identify challenges with daily literacy tasks in different contexts.* Track one's successes and challenges in a learning journal and use this information to set goals in class each week.	Keep an on-going learning log of literacy challenges and successes in different settings.* Set weekly learning goals based on findings and report regularly in class.
Technology Activities:	Take a simple online survey, such as <i>SurveyMonkey</i> , about one's proficiency (easy for me, so-so, difficult for me) in different literacy activities*in different contexts. Note: This is a good follow-up to the above activity.	Take an online survey, such as <i>SurveyMonkey</i> , evaluating one's proficiency in different literacy activities in different contexts.* Analyze the graphs (projected by the teacher) with the class results for the different survey questions. Discuss appropriate learning goals for the class as a whole.	Create an electronic survey (<i>SurveyMonkey</i> or <i>polleverywhere</i>) for one's classmates regarding their literacy and learning challenges and successes*in different contexts. Analyze the graphs of the class results and discuss appropriate learning goals for the class as a whole.
Contexts	Community	* Reading the mail, reading a newspaper, reading email	* Difficulties interacting with community members, understanding community-based literacy tasks
	School	* Reading a book, writing, taking notes	* Difficulties interacting with classmates or teachers, understanding extended discourse
	Work	* Working with electronic parts, sewing, cooking, helping customers	* Difficulties interacting with co-workers, reading, writing or understanding work-related documents

3. Transitions Integration Framework (TIF)

<p>Critical thinking: Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.</p>			
<p>Skill 1: SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas</p> <p>Sub Skills:</p> <ol style="list-style-type: none"> Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological) Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion) Synthesize information, ideas, and components in a meaningful and structured way Support positions using prior knowledge and supporting evidence 			
<p>CT Skill 1- Sub Skill a: Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)</p>			
<p>Complexity →</p>			
Sample Activities	Sequence events* in chronological order using pictures with dates or simple contextualized sentences with dates.	Sequence events* in chronological order by examining verb tenses, context clues, or sequence words in sentences.	Recall and sequence events* from a multi-paragraph reading passage.
Technology Activities:	Read a topical narrative and put key events into a linear string using an easy to use online graphic organizer such as <i>readwritethink</i> webbing tool.	Read a short text about a topic and choose an online graphic organizer from a website such as <i>exploratree</i> to best represent the text (e.g., <i>description</i> – use word web, <i>narrative</i> - use timeline).	Read an article or listen to a podcast about a topic of interest. Create an online graphic organizer that best represents the organization of the information and use it to take notes.
Contexts	Community	* E.g., Abdi moved to the US in 2007. Abdi rented an apartment in 2008. Abdi voted in 2012.	* E.g., Abdi moved to the US in 2007 after he had applied for a visa. Abdi was overjoyed when he received his visa.
	School	* E.g., Maria started ESL in 2010. Maria moved to level 2 in 2011. Maria is now in level 3.	* E.g., Finally, Maria started her first English class. First, Maria registered for ESL classes at the adult school.
	Work	* E.g., Toua applied for a job on Monday. Toua had an interview on Wednesday. Toua was hired on Friday.	* E.g., Toua will begin his training on the first day of the month. Toua needed to find a full-time job. Toua got a full-time job.
* Community and family-related events			
* Events regarding education or schooling			
* Employment-related events			


3. Transitions Integration Framework (TIF)

CT Skill 1-Sub Skill b: Categorize items or ideas (positive vs. negative, fact vs. opinion) and articulate rationale for categorization			
Complexity 			
Sample Activities	Use a graphic organizer (T-chart) to categorize true and false statements.*	Generate fact and opinion statements* for classmates to categorize in a graphic organizer (T-chart). Categorize classmate's statements into fact and opinion and explain one's rationale.	Choose and highlight fact and opinion statements from a multi-paragraph contextualized reading passage* and explain one's rationale for these categorizations.
Technology Activities:	Use a Word chart or SmartArt graphic or online graphic organizer to organize true and false statements.*	Use a Word chart or SmartArt graphic or online graphic organizer to organize fact and opinion statements* from the above activity. Discuss why each statement is fact or opinion.	Use a Word chart or SmartArt graphic or online graphic organizer to organize fact and opinion statements from the above activity. Discuss why each statement is fact or opinion.
Contexts	Community	* E.g., I live in Bloomington. Today is Saturday. It is raining. I take the bus to the doctor.	* E.g., It is a beautiful day. Yesterday was the last day of the month. The hospital is on Main Street. * Community or family-related
	School	* E.g., This is an English class. I study math. I am in level 4.	* E.g., Our teacher is the best teacher in the school. Math class is too difficult. * Educational or school-related
	Work	* E.g., I work full-time. I have a job. I know how to apply for a job online.	* E.g., Applying for a job online is easy. There are four job openings at that restaurant. A job with benefits is the best type of job. * Workplace-related

3. Transitions Integration Framework (TIF)

Critical Thinking (CT) Continued...			
Skill 2: SWBAT... Solve problems Sub Skills: <ol style="list-style-type: none"> Identify barriers to accomplishing a task or solving a problem Clearly articulate the component parts of a problem Identify information needed to solve a problem Identify and evaluate potential solutions and possible consequences of those solutions Identify, prioritize, and apply steps to solve problems 			
CT Skill 2-Sub Skill a: Identify barriers to accomplishing a task or solving a problem			
Complexity →			
Sample Activities	Match goal statements* to corresponding pictures. Choose a goal one wants to accomplish and write the goal statement onto a graphic organizer or visual provided by the teacher. Match barrier statements* to corresponding pictures. Choose a barrier one has to reaching the goal (if any) and write it on the visual.	Read a contextualized narrative* describing a person’s goals and barriers and identify those goal(s) and barrier(s). On a graphic organizer or visual, write down character’s goal and barriers to accomplishing that goal. Using the narrative and corresponding visual as a model, fill out a visual and write one’s own narrative describing one’s goals and barriers.	Read stories of real-life individuals who rose above their barriers to accomplish their goals.* Discuss what their goals and barriers were. Discuss how they overcame them. Write about one’s own goals and challenges and describe how one is similar or different to the individual in the story.
Technology Activities:	Google search images for one’s identified goals and barriers in above activity. Create a visual in Word.	Using an online “wall” such as <i>linoit</i> , <i>padlet</i> , or <i>pinterest</i> , create a collage of images and notes that reflect one’s goals and barriers.	Using an online “wall” such as <i>linoit</i> , <i>padlet</i> , or <i>pinterest</i> , create a collage of images and notes that reflect one’s goals and barriers. Write (using word processing) about one’s goals and barriers.
Contexts	Community	* E.g., Goal= I want to buy a car. Barrier= I don’t have a driver’s license.	* Community or family-related
	School	* E.g., Goal= I want to get my GED. Barrier= I don’t know how to read English well.	* Educational or school-related
	Work	* E.g., Goal= I want to get a better job. Barrier= I don’t know how to speak English well.	* Workplace-related


3. Transitions Integration Framework (TIF)

CT Skill 2-Sub Skill d: Identify and evaluate potential solutions and possible consequences of those solutions			
Complexity 			
Sample Activities	Match pictures of problems to solutions.* Respond in words or phrases to the questions: “What’s the problem?” and “How can you fix it?”	Read brief scenarios/narratives about problems* and three possible solutions. In small groups, rank the solutions from best to worst and describe rationale by using if-then statements.	In a small group, brainstorm problems* related to specific contexts. Choose one problem from the group and, using a cause and effect graphic organizer, write two or three possible solutions for the problem. For each solution, identify at least one possible advantage and/or disadvantage.
Technology Activities:	Take an online teacher-provided survey that requires choosing the best solution for a given problem. (Note: This is a good follow up to the above activity.)	Read brief scenarios/narratives about problems* and three possible solutions. As a class, create a survey in Google drive (forms). (Note: The teacher must choose the template, title it, and share it with students before the activity.) In a small group, create one survey item for one scenario (each group will be assigned a different scenario), that lists the three possible solutions for the class to rank. Take the survey and discuss the results.	For the above activity, use the online graphic organizer for cause and effect provided by <i>greatsource/iwrite</i> . Write two or three possible solutions for the problem. For each solution, identify at least one possible advantage and/or disadvantage.
Contexts	Community	* E.g., A leaking faucet= problem; a tenant calling building manager= solution	* A leaking faucet, not knowing how to get to the bank
	School	* E.g., A flustered student and disorganized folder= problem; a student with an organized folder= solution	* A student who can’t find her class handouts, a student who doesn’t understand the teacher’s instructions
	Work	* E.g., A ladder lying on its side= problem; someone putting a ladder upright= solution	* Someone tripping over a ladder lying on its side, water spilled on the floor
			* A landlord that doesn’t respond to tenant issues, safety issues in one’s neighborhood
			* Not being able to attend consistently due to seasonal work, issues with childcare
			* Back pain from hours of standing, a co-worker who is taking advantage of the company

3. Transitions Integration Framework (TIF)

Critical Thinking (CT) Continued...			
Skill 3: SWBAT... Use information to draw conclusions and make decisions			
Sub Skills: <ol style="list-style-type: none"> Articulate criteria for decision making as it pertains to a specified goal or purpose Identify information needed to accomplish a task or meet a purpose Evaluate the quality and validity of information (new reports, gossip, online resources) Identify and evaluate options and consequences 			
CT Skill 3-Sub Skill c: Evaluate the quality and validity of information (new reports, gossip, online resources)			
Complexity			
Sample Activities	Use a graphic organizer (T-chart) to sort and distinguish between images of primary (true) and secondary (maybe true) source documents.*	Use a graphic organizer (T-chart) to sort and distinguish between primary (true) and secondary (maybe true) source documents.*	Conduct online research to find and distinguish between primary and secondary source documents.* Write an extended response on which source is more valid and why.
Technology Activities:	Discuss where information on the Internet comes from. If anyone can put information on the Internet, how do you know if it is true?	Research a basic fact or statistic online. Look for at least three different online sources that give the same information. Discuss the results and how checking with several sources is one way to check the validity of the information.	Research a topic. Write source information (e.g., web address, author/organization, date published) in a chart. Discuss trustworthiness of different sources.
Contexts	Community	* People talking about health insurance form (maybe true) vs. a real health insurance form (true)	* Copy of health insurance form in an ESL text (secondary) vs. a real health insurance form (primary)
	School	* People saying there is no school next Monday (maybe true) vs. the real school calendar (true)	* A story on how to apply to college (secondary) vs. an application to a college (primary)
	Work	* People talking about possible job openings (maybe true) vs. an actual job advertisement (true)	* Copy of W2 form in an ESL text (secondary) vs. a real W2 form (primary)
			* Online blog on new health insurance changes (secondary) vs. health insurance company's website (primary)
			* Neighbor explaining how to apply to college (secondary) vs. the college's online application process (primary)
			* Newspaper article on hiring trends (secondary) vs. an HR department's hiring process (primary)


3. Transitions Integration Framework (TIF)

CT Skill 3-Sub Skill d: Identify and evaluate options and consequences				
Complexity 				
Sample Activities	Rank (best, so-so, worst) pictures of options or scenarios showing how to accomplish a particular goal or task.*	Discuss options or scenarios for accomplishing a particular goal or task* using modals (should and shouldn't) and rationale (why/why not) to describe choices.	Research options, using online resources, for accomplishing a particular goal or task.* Note important information and evaluate each option to determine which is best and why.	
Technology Activities:	Take an online teacher-provided survey that requires ranking possible options for completing a task. (Note: This is a good follow up to the above activity.)	Given scenarios of different tasks/goals and options for accomplishing them, create a survey in Google drive (forms). (Note: The teacher must choose the template, title it, and share it with students before the activity.) In a small group, create one survey item for one scenario (each group will be assigned a different scenario), that lists three possible options for the class to rank. Take the survey and discuss the results.	After researching given scenarios of different tasks/goals and options for accomplishing them (above activity), create a survey in Google drive (forms). (Note: The teacher or class as a whole must choose the template, title it, and share it with all students before the activity.). In a small group, create one survey item for one scenario (each group will be assigned a different scenario), that lists three possible options for the class to rank. Take the survey and discuss the results.	
Contexts	Community	* Riding a bus, walking, biking, driving to get to a community place	* Getting directions from a friend or online map to get to a community place	* Going in person or applying online for a volunteer position in the community
	School	* Riding a bus, walking, biking, driving to get to school	* Getting directions from a friend or online map to get to school	* Going in person or applying online for a college or training program
	Work	* Riding a bus, walking, biking, driving to get to work	* Getting directions from a friend or online map to get to work	* Going in person or applying online for a job

3. Transitions Integration Framework (TIF)

Critical Thinking (CT) Continued...				
Skill 4: SWBAT... Recognize bias, assumptions and multiple perspectives Sub Skills: <ol style="list-style-type: none"> Recognize a speaker or writer’s intent or purpose Identify and compare perspectives/points of view of self and others Identify and evaluate bias and assumptions of self and others Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery 				
CT Skill 4-Sub Skill a: Recognize a speaker or writer’s intent or purpose				
Complexity →				
	Sample Activities	Respond in words or phrases to the questions “What is this?” and “What is it for? What is its purpose?” regarding particular items.*	Read brief contextualized texts* and respond to questions like “What is this?” and “What is its purpose?”	Read an article (print or online) regarding an issue in a particular context* and participate in structured academic conversations to ask and respond to questions such as “What was the purpose of this article?” and “Why did the author write this?” Write a purpose statement for the article and refine as needed, referring to evidence in the text.
	Technology Activities:	Using an online flashcard maker such as <i>scholastic.com</i> , create flashcards with the word of a tool on one side and its purpose on the other. Use the “quiz” mode on the website to practice. (Note: This is a good follow up to the above activity.)	Visit websites from different domains (.org, .gov, .com). Look at what kind of information is contained in each and determine what the main purposes of the different domains are.	Read an online article regarding an issue of interest. Use the guiding question “What is the purpose of this article?” to find evidence from the text that supports a particular purpose. Use online note taking application such as stickies or sticky notes to note evidence. Use these notes to write a paragraph about the purpose of the article.
Contexts	Community	* Credit for Rent Paid (CRP) form, grocery circular	* Credit for Rent Paid (CRP) form, online circulars	* Community or family-related
	School	* Community Education offerings, free lunch application	* An attendance policy, free lunch application	* Educational or school-related
	Work	* A W2 form, a check stub	* An excerpt from an employee handbook, written instructions	* Workplace-related


3. Transitions Integration Framework (TIF)

CT Skill 4-Sub Skill b: Identify and compare perspectives/points of view of self and others			
Complexity 			
Sample Activities	Read two, short contrasting narratives (3 to 5 sentences each) about a particular topic.* State the opinion of the main character of each text. Define “opinion” and then survey classmates about their opinions on a particular topic.* Find someone who has a different opinion. Together, write an opinion statement for each opinion.	Read two contrasting narratives or articles about a particular topic.* Answer why the characters have different opinions about the topic using evidence from the texts. Define “opinion,” “perspective,” and “point of view.” Survey classmates about their opinions on a particular topic.* Find someone who has a different opinion and together, write two, short contrasting narratives on that topic.	Read two contrasting articles about a controversial topic. Discuss why the authors have different opinions about the topic using evidence from the texts. Write a summary sentence defining the point of view of each. Survey classmates about their opinions on a controversial topic.* Find someone who has a different opinion than one’s own and form a partnership for peer-editing. Write an opinion paper, share it with one’s partner and peer-edit one another’s writing.
Technology Activities:	Take an online survey such as <i>SurveyMonkey</i> (provided by the teacher) regarding one’s opinions on particular topics. Look at graphs of the results and discuss. Find someone with a different opinion. Together, write an opinion statement for each opinion in a Google doc shared with the class.	Take an online survey such as <i>SurveyMonkey</i> (provided by the teacher) regarding one’s opinions on particular topics. Look at the graphs of the results and discuss. Find someone who has a different opinion and together, write two, short contrasting narratives on that topic in a Google doc shared with the class.	Read two, contrasting articles about a controversial topic. Use an online graphic organizer for opinions such as <i>greatsource/iwrite</i> to compile what the opinions are and what evidence from the texts support those opinions. Using one’s notes as support, write a summary paragraph (using word processing) defining the point of view of each.
Contexts	Community	* Snow, pizza, driving	* Gated communities, increased police presence in communities
	School	* Taking tests, doing homework, writing, speaking English	* Strict attendance policy, homework requirements, online learning
	Work	* Construction jobs, farming, being a bus driver, being a manager	* Increasing the minimum wage, mandating healthcare benefits, affirmative action
		* Buying a house, buying a car, having a smart phone, doing housework	
		* Taking tests, doing homework, going to college	
		* Working full-time, working the night shift, being a manager, being a childcare worker	

3. Transitions Integration Framework (TIF)

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.				
Skill 1: SWBAT... Set realistic goals and work independently to achieve them				
Sub Skills:				
<ul style="list-style-type: none"> a. Identify steps to achieve a goal b. Identify potential obstacles c. Use strategies and resources to overcome obstacles d. Monitor progress in achieving one’s goal and make adjustments as needed e. Persevere and stick with a task until completion f. Evaluate the quality of the outcome or product of a task 				
SM Skill 1- Sub Skill a: Identify steps to achieve a goal				
Complexity				
	Sample Activities	Match goal statements* to corresponding pictures. Choose a goal one wants to accomplish and write a goal statement. Scan resources, provided by the teacher, related to that goal for mitigating factors (e.g., cost, schedule, experience) to obtaining/pursuing the goal. Write down three action steps one must take to obtain that goal (I need to ___).	Identify a goal* in a particular area of life. Scan resources (provided by the teacher and related to that goal) for mitigating factors (e.g., cost, schedule, pre-requisite skills) to obtaining/pursuing the goal. Write down action steps one must take to obtain that goal. Discuss with others how one can complete the action steps.	Identify a goal* in a particular area of life. Conduct an online search of resources (related to that goal) to find mitigating factors (e.g., cost, schedule, test scores) to obtaining/pursuing the goal. Write down action steps one must take to obtain that goal. Create a timeline for action steps. Discuss with others the feasibility of pursuing that goal.
	Technology Activities:	Identify what is needed (services and hardware) to get home Internet access using pictures. Sequence these pictures and identify resources (people, organizations) who can help at each step.	Identify what is needed (services and hardware) to get home Internet access. Create an individualized step-by-step plan.	Research different service plans for home Internet access. Determine the best plan based on individual needs and create a step-by-step plan.
Contexts	Community	* Learn to sew, bake a cake, drive a bus	* Hobbies, community involvement	* Hobbies, community involvement
	School	* Learn more English, take a college class	* Education, occupational training	* Education, occupational training
	Work	* Find a job, learn new skills at work	* Career	* Career

3. Transitions Integration Framework (TIF)

SM Skill 1-Sub Skill c: Use strategies and resources to overcome obstacles				
Complexity 				
	Sample Activities	Match a picture of an obstacle* to a picture or simple phrase depicting an individual or service that could help. Write sentences about solutions to problems (E.g., When my car is broken down, I can take the bus.).	Brainstorm possible obstacles* and identify possible resources, individuals, or services that could help overcome an obstacle. Read obstacle scenarios and write possible solutions for each scenario.	Identify obstacles* one and one's classmates are facing or have faced in the past as they pertain to accomplishing everyday tasks. Discuss how students overcame or could overcome these obstacles. Develop a list of possible resources, individuals, or services that could help overcome each obstacle listed. Choose the best option for each and defend your choice by explaining how and why you choose that option, as well as how that strategy could help someone meet a short term or long term goal.
	Technology Activities:	As a class, generate phrases that can be used to get and give help during computer-based tasks. Create phrases that ask for help and define what one wants to do. Create phrases that explain simple steps that can be taken (e.g., click 'undo', click the backspace, click the volume button). In small groups, create a poster or cheat-sheet to use as a future problem-solving reference. Use these phrases routinely to get "unstuck" during computer-based tasks.	As a class, generate sentences that can be used to get help from others during computer-based tasks. Create sentences that define what one wants to do, what one has already tried, and ideas on what to do next. In small groups, create a poster or cheat-sheet to use as a future reference. Use these phrases routinely to get "unstuck" during computer-based tasks.	Given computer-based learning tasks, routinely find answers to technology questions through the "help" feature or online searches.
Contexts	Community	* Broken down car, childcare issue	* Broken down car, childcare issue	* Broken down car, childcare issue
	School	* Class too hard, absent from class	* Class too hard, absent from class	* Class too hard, absent from class
	Work	* Not enough hours on work schedule, issue with co-worker	* Not enough hours on work schedule, issue with co-worker	* Not enough hours on work schedule, issue with co-worker

3. Transitions Integration Framework (TIF)

Self-Management (SM) Continued...				
Skill 2: SWBAT... Manage information and materials for one’s own learning and goals				
Sub Skills:				
a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)				
b. Select and use appropriate organizational tool for given task (personal planner, online calendar)				
c. Evaluate effectiveness of organization strategy				
SM Skill 2-Sub Skill a: Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)				
Complexity				
	Sample Activities	Establish an organizational system for different kinds of information and materials.* Choose tools (a binder, folders, a box, dividers, tags) in which to organize materials for efficient access. Maintain ongoing organization of materials.	Brainstorm methods to maintain organization of different kinds of information and materials.* Choose a method and explain one’s choice. Organize one’s materials using this method.	Brainstorm effective ways, including digital options, to organize different kinds of information and materials*. Choose a method and tools (e.g., online calendar, folder system, three-ring binder) that work best and describe them and why they are preferred. Create a chart/log for on-going one-stop-shop record keeping.
	Technology Activities:	Save digital documents to and retrieve digital documents from the desktop, ‘my documents,’ or portable storage device.	Create folders for digital documents on a desktop, in ‘my documents,’ in class travel folder, or on a portable storage device. Save documents to and retrieve documents from these folders.	Create folders for digital documents in email, Google drive, on a desktop, in ‘my documents,’ in class travel folder, or on a portable storage device. Save documents to and retrieve documents from these folders.
Contexts	Community	* For family health information, file by family member or dates of visit	* Organize household bills alphabetically, chronologically, or categorically	* Organize household bills alphabetically, chronologically, or categorically
	School	* Organize classroom materials chronologically, categorically	* Organize classroom materials chronologically, categorically	* Organize classroom materials chronologically, categorically
	Work	* Organize job search information by job title, application due date	* Organize job search information by job title, application due date	* Organize job search information alphabetically, categorically


3. Transitions Integration Framework (TIF)

SM Skill 2-Sub Skill b: Select and use appropriate organizational tool for given task (personal planner, online calendar)				
Complexity				
	Sample Activities	Given folders with label stickers and markers and binders with dividers, evaluate which tool (folder or binder) will work best for organizing documents.* Circle pros/cons of each from a provided list (e.g., Pro of folders = the papers don't need to be hole-punched; Con of folders = papers might fall out). Use the chosen organizational tool routinely.	Given folders with label stickers and markers and binders with dividers, evaluate which tool (folder or binder) will work best for organizing documents.* In pairs list pros/cons of each (e.g., Pro of folders = the papers don't need to be hole-punched; Con of folders = papers might fall out) and discuss with the class. Use the chosen organizational tool daily.	Explore online digital document organization (Google drive, favorites, etc.) and compare it to flash drive or hard drive storage. Compare which option will work best for organizing digital files* by developing a list of pros and cons for each. Choose which option is preferred and write a paragraph (word- processed) to persuade others to use that option. Use the chosen organizational tool routinely.
	Technology Activities:	Explore digital calendar options (Google calendar, email-based, phone-based) for recording weekly obligations and appointments. Compare these digital options to paper-based options. Circle the pros and cons of each from a provided list (has space to write, shows the whole month, is on my phone, is online, etc.). Choose a calendar and use it routinely.	Explore digital calendar options (Google calendar, email-based, phone-based) for recording weekly obligations and appointments. Compare these digital options to paper-based options. In pairs, list pros/cons of each calendar and discuss with the class. Choose a calendar and use it routinely.	Explore digital calendar options (Google calendar, email-based, phone-based) for recording weekly obligations and appointments. Compare these digital options to paper-based options by developing a list of pros and cons for each. Choose which option is preferred and write a paragraph (word- processed) to persuade others to use that calendar option. Use the chosen calendar routinely.
Contexts	Community	* Health documents, household bills	* Health documents, household bills	* Health documents, household bills
	School	* School handouts, homework	* School handouts, homework	* School handouts, homework
	Work	* Incident reports, insurance forms, performance reviews	* Incident reports, insurance forms, performance reviews	* Incident reports, insurance forms, performance reviews

3. Transitions Integration Framework (TIF)

Self-Management (SM) Continued...			
Skill 3: SWBAT... Manage time effectively to complete tasks Sub Skills: <ol style="list-style-type: none"> Identify time demands Utilize tools for time management (planner, calendar) Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence Estimate time needed to complete tasks Set deadlines Evaluate progress and adjust accordingly 			
SM Skill 3-Sub Skill a: Identify time demands SM Skill 3-Sub Skill c: Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence			
Complexity			
Sample Activities	Fill in a weekly calendar with known obligations and appointments.* Given scenarios of additional obligations, determine which, if any, could be attended based on the completed weekly schedule.	Fill out a monthly calendar with known obligations.* Select three events or opportunities of interest from a particular resource (community section of a local paper, course catalog, job fair brochure). Determine if one could attend or not, based on one's availability. If there are conflicts, can something be re-scheduled to accommodate both activities?	Fill out an online calendar with one's school and work tasks, due dates, and other obligations. Add other time demands* from other areas of life. Identify where there are conflicts and determine how to prioritize time demands and adjust lower-priority demands to accommodate higher-priority ones.
Technology Activities:	Access and use a class shared calendar such as Google calendar to follow through on class events/obligations. Answer daily questions about upcoming assignments and due dates and plan how to meet commitments.	Given upcoming events/obligations, add them to a digital calendar (online or phone-based). Use the calendar to follow through on obligations.	Search online resources for interesting community activities. Collectively post events to an online classroom calendar (e.g., Google calendar, blog calendar).
Contexts	Community	* Personal appointments, commitments	* Personal appointments, commitments to family and friends, entertainment
	School	* School schedule, assignments	* School schedule, assignments
	Work	* Work schedule, appointments	* Work schedule, interview appointments

3. Transitions Integration Framework (TIF)

SM Skill 3-Sub Skill b: Utilize tools for time management (planner, calendar)				
Complexity 				
	Sample Activities	Fill out and maintain a weekly calendar with known obligations.* Given scenarios where one must add additional time commitments, decide how to adjust one's time.	Fill out and maintain a monthly calendar with known obligations.* Color-code (with highlighters) obligations into categories: personal/family, school, and work. Look at which area requires more time. Look at which area(s) one should spend more time on. Given scenarios where one must add additional time commitments, decide how to adjust one's time.	Discuss the concept of time management. Fill out and maintain a weekly calendar with known obligations* and other plans. Color-code (with highlighters) obligations into categories: personal/family, school, work, entertainment, etc. Create a pie chart representing the percentage of time spent in each area. Analyze the information to determine which area(s) one spends the most time in, where one should spend more time, and where one could spend less time. Write a time management plan and using that plan routinely evaluate and adjust one's weekly schedule.
	Technology Activities:	Access and use a class shared calendar such as Google calendar to follow through on class events/obligations. Answer daily questions about upcoming assignments and due dates and plan how to meet commitments.	Given upcoming events/obligations, add them to a digital calendar (online or phone-based). Use the calendar to follow through on obligations.	Search online resources for interesting community activities. Collectively post events to an online classroom calendar (e.g., Google calendar, blog calendar).
Contexts	Community	* Current appointments and commitments	* Current appointments and commitments	* Current appointments and commitments, community events, family events
	School	* Current school schedule	* Current school schedule	* Current school schedule, daily homework assignments, independent study
	Work	* Current work schedule	* Current work schedule	* Current work schedule, interview appointments, job search activities

3. Transitions Integration Framework (TIF)

Developing a Future Pathway (DFP): Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future.


Skill 1:
SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway

- Sub Skills:**
- Recognize and use vocabulary related to skills, values and beliefs
 - Identify personal interests
 - Reflect on successes and challenges to identify skills and aptitudes
 - Recognize how one's values and beliefs impact choices regarding a future pathway

DFP Skill 1- Sub Skill b: Identify personal interests

Complexity —————→				
	Sample Activities	Categorize pictures of different kinds of activities* into: Things I like to do/Things I don't like to do.	Respond to Likert scale questions on an online survey, indicating for each activity* how much one does/does not like the activity (strongly dislike, somewhat dislike, like, somewhat like, and strongly like).	Brainstorm activities they like/dislike and create a "profile" of their interests that could be shared in a variety of ways*.
	Technology Activities:	Use an online image search to find and print pictures of activities one likes. Write sentences about each picture and create a collage.	Use an online image search to find pictures of activities one likes and copy and paste them into a Word document. Write sentences about each picture.	Survey a partner about their personal interests. Find three websites he/she might like based on their interests and share them with the partner.
Contexts	Community	* Hobbies, household tasks	* Hobbies, household tasks	* Social media
	School	* Pair work, group work, taking a test	* Pair work, group work, taking a test	* Personal interest section of school application
	Work	* Working outside, sitting at a desk, working with children	* Working outside, sitting at a desk, working with children	* Skills and interest section of work application or resume


3. Transitions Integration Framework (TIF)

DFP Skill 1-Sub Skill c: Reflect on successes and challenges to identify skills and aptitudes				
Complexity 				
	Sample Activities	Brainstorm individual skills* and label them with a skill level (I do this well, I do this very well, I do this the best). Identify how one knows this information from a provided list of possibilities (e.g., my parents told me, it is very easy for me, I like it the most, I was very good at this job). Match these skills to different activities, tasks, or jobs.	Brainstorm individual strengths and weaknesses* and rank them in order of skill level (I don't do this well, I do this mediocre, I do this well, I do this very well, I do this the best). Discuss how one knows this information by citing life experiences (e.g., my parents told me, it is very easy for me, I like it the most, I was very good at this job, I failed at this in high school). Determine how to build on weaknesses or utilize strengths (e.g., take a class, help others).	Brainstorm individual strengths and weaknesses in regards to a particular context.* Choose one strength and one weakness and write (using word processing) about the life experiences that helped determine whether it was a weakness or strength. Write a goal statement on how you plan to build on that weakness and utilize that strength (e.g., take a class, work on a promotion, volunteer) given available resources and opportunities.
	Technology Activities:	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed.	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) and teacher's assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Determine action steps for improving problem areas.	Create a digital learning log to charts one's self-assessment and other assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Determine action steps for improving problem areas.
Contexts	Community	* Wood working, cooking, sewing, music, art	* Wood working, cooking, sewing, music, art	* Wood working, cooking, sewing, music, art
	School	* Reading, writing, math, computers	* Reading, writing, math, computers	* Reading, writing, math, computers
	Work	* Customer service, math, computers, machine operating	* Customer service, math, computers, machine operating	* Customer service, math, computers, machine operating

3. Transitions Integration Framework (TIF)

Developing a Future Pathway (DFP) Continued...				
Skill 2: SWBAT... Explore available options in order to identify one’s future pathway Sub Skills: <ol style="list-style-type: none"> Link personal skills and interests to various careers or community opportunities Explore the job market and current employment trends Conduct research on community resources, education, and training options 				
DFP Skill 2-Sub Skill a: Link personal skills and interests to various careers or community opportunities				
Complexity				
	Sample Activities	Match jobs* to skills needed to perform those jobs. Identify one’s own skills from a checklist of skills. Decide which jobs fit best with one’s skill set.	Research a job of interest* on a website such as <i>mymn-careers.org</i> to find the skills and qualifications for the job. Watch the video of that job and note three skills needed for that job.	Research two to three jobs of interest* on a website such as <i>mymn-careers.org</i> or <i>iseek.org</i> to find the skills and qualifications for the job. Watch the video of that job and note the skills and qualifications needed. Write a list of one’s skills and qualifications and compare it to one’s research. Decide which jobs are a good fit and which are not.
	Technology Activities:	After the above activity, research one job on <i>mymn-careers.org</i> that fits one’s skill set. Fill out a chart with the job title, salary, and education needed.	See above activity...	See above activity...
Contexts	Community	* Jobs or volunteer opportunities in the community	* Jobs or volunteer opportunities in the community	* Jobs or volunteer opportunities in the community
	School	* School-related jobs	* School-related jobs	* School-related jobs
	Work	* Common entry-level jobs	* Common entry-level and mid-level jobs	* Entry-level and mid-level jobs

3. Transitions Integration Framework (TIF)

DFP Skill 2-Sub Skill c: Conduct research on community resources, education, and training options				
Complexity 				
	Sample Activities	Match pictures of community resources or occupations* to corresponding words and then to phrases that describe each community resource or occupation. Choose one community resource or occupation of interest and research it by looking at a teacher-provided print resource or website. Answer simple questions about key information and share answers with the class.	Conduct online research on one website* with information on community resources, education, or training options. Identify key information (e.g., contact information, salary) and record it in a chart.	Conduct online research* on one or more community resources, community colleges, or occupations. Students identify, record and compare key information (e.g., contact information, salary, requirements) on a graphic organizer.
	Technology Activities:	After the above matching activity, research one community resource or occupation of interest by visiting a teacher-provided website. Answer simple questions about key information and share answers with the class.	See above activity...	See above activity...
Contexts	Community	* Food support, childcare assistance, housing assistance	* <i>GPSlifeplan.org</i>	* <i>GPSlifeplan.org</i>
	School	* Food prep worker, certified nursing assistant, child care worker	* School website, <i>mymncareers.org</i>	* School website, <i>mymncareers.org</i>
	Work	* Food prep worker, certified nursing assistant, child care worker	* Company website, <i>mymncareers.org</i>	* Company website, <i>mymncareers.org</i>

3. Transitions Integration Framework (TIF)

Developing a Future Pathway (DFP) Continued...				
Skill 3: SWBAT... Effectively complete the steps needed to enter into a selected pathway				
Sub Skills: <ol style="list-style-type: none"> Research and outline the process needed to enter into a volunteer opportunity, educational program, or career Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information) Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews) 				
DFP Skill 3-Sub Skill a: Research and outline the process needed to enter into a volunteer opportunity, educational program, or career				
Complexity				
	Sample Activities	As a class, discuss the steps one took to get into adult classes. Write the steps in order using simple imperative sentences. Compare these steps to the process needed to enter into other community, educational, or employment opportunities.* Choose one opportunity of interest and write out the steps one thinks will need to be taken.	In a small group, discuss the steps one took to get into adult classes. Write the steps in order using imperative sentences. Share with the class and reach a consensus on the steps. In a small group, choose another community, educational, or employment opportunity* from a teacher-provided list. Hypothesize the steps needed to enter into that opportunity and write out the steps.	In a small group, discuss the steps one took to get into adult classes. Write the steps in order using imperative sentences. Compare these steps to the process needed to enter into other community, educational, or employment opportunities* generated by the group. Choose an opportunity of interest, hypothesize the steps needed to enter into that opportunity and write them.
	Technology Activities:	After the above activity, populate a teacher-provided digital template or graphic organizer with the steps. Share the document with the class.	After the above activity, go to a website provided by the teacher and research the actual steps needed. Compare these steps to those written by the group and adjust them accordingly.	After the above activity, research online the actual steps needed and adjust one's hypothesized steps accordingly.
Contexts	Community	* Volunteer positions, leadership opportunities	* Volunteer positions, leadership opportunities	* Volunteer positions, leadership opportunities
	School	* Class offerings, occupational training	* Class offerings, occupational training	* Class offerings, occupational training
	Work	* Available jobs	* Available jobs	* Available jobs

3. Transitions Integration Framework (TIF)

DFP Skill 3-Sub Skill c: Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews).				
Complexity —————→				
	Sample Activities	Ask prepared informational interview questions related to a particular topic* to invited guest speakers (e.g., city official, college instructor, job counselor).	Develop and ask informational interview questions related to a particular topic* to invited guest speakers (e.g., city official, college instructor, staffing specialist). Use a graphic organizer such as a KWL chart to record and report back on the interview.	Research a particular topic* online, develop follow-up questions, and perform an informational interview with an expert (e.g., city official, college instructor, human resources representative). Report back on the interview in a written or oral format.
	Technology Activities:	Ask prepared informational interview questions to guest speaker on Skype.	Develop and ask informational interview questions related to a particular topic* to guest speakers on Skype. Use a graphic organizer such as a KWL chart to record and report back on the interview.	Research a particular topic* online, develop follow-up questions, and use Skype perform an informational interview with an expert on that topic. Report back on the interview in a written or oral format.
Contexts	Community	* Community services	* Community services	* Community services
	School	* Course offerings, volunteer opportunities, trainings	* Course offerings, volunteer opportunities, trainings	* Course offerings, volunteer opportunities, trainings
	Work	* Career and career training	* Career and career training	* Career and career training

3. Transitions Integration Framework (TIF)

<p>Navigating Systems (NS): Navigating Systems is the ability to successfully operate within the institutions and organizational structures (such as school, workplace, or community organizations) in one’s life. Successful learners are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.</p>				
<p>Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems</p>				
<p>Sub Skills:</p> <ul style="list-style-type: none"> a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) b. Recognize, develop, and maintain relationships that may provide further or future assistance c. Demonstrate appropriate self-advocacy when faced with barriers 				
<p>NS Skill 1- Sub Skill a: Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services)</p>				
<p>Complexity →</p>				
	<p>Sample Activities</p>	<p>Develop a list of questions to ask when visiting a particular place of interest* for the first time. Brainstorm a list of resources for finding answers to the questions. Choose one of those resources and explore it with a partner.</p>	<p>Role play calling a particular place* and asking questions about the services they offer. Produce follow-up questions to gain more information.</p>	<p>Contact (by phone, online, or in person) a particular place of interest* in order to learn more about the services they offer. Summarize the information gathered for a larger audience.</p>
	<p>Technology Activities:</p>	<p>Scan printed web pages and circle the information needed. Visit the actual website and match circled information on print handout to actual information on website.</p>	<p>Find a phone number for a particular place* through a simple online search.</p>	<p>Find a phone number for a particular place* through a simple online search or the ‘contact’ page of the place’s website. Contact that place to learn more about the services they offer. Summarize the information gathered for a larger audience.</p>
<p>Contexts</p>	<p>Community</p>	<p>* Grocery store, bank, library</p>	<p>* Grocery store, bank, library</p>	<p>* Bank, county services, healthcare provider</p>
	<p>School</p>	<p>* Child’s school, a community college</p>	<p>* Child’s school, a community college</p>	<p>* Child’s school, a community college</p>
	<p>Work</p>	<p>* A workforce center, staffing agency</p>	<p>* A workforce center, staffing agency</p>	<p>* A workforce center, staffing agency</p>


3. Transitions Integration Framework (TIF)

NS Skill 1-Sub Skill c: Demonstrate appropriate self-advocacy when faced with barriers				
Complexity				
	Sample Activities	Brainstorm problems* one has faced given a particular setting. Make polite requests to talk to a manager or supervisor given these different scenarios.	Read a narrative about someone facing a particular problem.* Brainstorm ways to solve the problem and develop a script (for speaking) or letter/email to address the problem with the appropriate person in a professional yet assertive way.	Discuss or write (using word processing) about a frustrating situation* when one was “given the run-around.” What happened? Who couldn’t or wouldn’t help? What did you try to do? What happened in the end? Brainstorm ways to handle a situation like this in a professional yet assertive way. Develop a strategy for documenting the steps taken to solve a problem (e.g., I talked to <i>name</i> on <i>date</i> . I was referred to <i>name</i> at <i>phone #.</i>)
	Technology Activities:	Using a list of phrases, request help from peers during any computer activity: Can you help me? Can you show me that again? How did you _____. I’m having problems. I’m getting frustrated.	Politely request help from peers during any computer activity when needed: Can you help me? Can you show me that again? How did you _____. I’m having problems. I’m getting frustrated.	Politely request help from peers and others regarding technology use when needed: Can you help me? Can you show me that again? How did you _____. I’m having problems. I’m getting frustrated.
Contexts	Community	* Overcharged at store, fines for library books, an undeserved parking ticket	* Overcharged at store, fines for library books, an undeserved parking ticket	* Overcharged at store, fines for library books, an undeserved parking ticket
	School	* Confusing homework, problems with one’s child’s teacher	* Confusing homework, problems with one’s child’s teacher	* Confusing homework, problems with one’s child’s teacher
	Work	* Error on paycheck, problems with a co-worker or supervisor, unsafe work environment	* Error on paycheck, problems with a co-worker or supervisor, unsafe work environment	* Error on paycheck, problems with a co-worker or supervisor, unsafe work environment

3. Transitions Integration Framework (TIF)

Navigating Systems (NS) Continued...				
Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures				
Sub Skills:				
<ul style="list-style-type: none"> a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages) c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations d. Actively reflect on personal performance and seek feedback e. Acknowledge mistakes, recognize consequences for them, and offer options for redress 				
NS Skill 2-Sub Skill c: Differentiate formal and informal speech, dress, and communication and apply appropriately to various situations				
Complexity —————>				
	Sample Activities	Choose pictures from print or online sources of appropriate clothing for a particular setting/purpose.*	Recommend clothing changes based on a picture of inappropriate clothing for a particular setting/purpose.*	Create and publish online written guidelines for making a positive impression during a particular task or event.*
	Technology Activities:	Compare two simple emails, one to a friend and one to a supervisor, and identify the differences in format and vocabulary (e.g., <i>Hi</i> vs. <i>Dear</i> , <i>See ya</i> vs. <i>Sincerely</i>). Using the emails as a guide, email a friend or one's teacher.	With one's class, examine several emails used for different purposes and develop guidelines and vocabulary appropriate to each level of formality/purpose. In a small group, each member receives a different communication scenario and emails everyone in the group according to his/her scenario. Evaluate one another's emails for appropriate level of formality using the guidelines developed.	Brainstorm multiple purposes for communication. Determine appropriate electronic communication type (email, text message, chat) for each purpose. Discuss levels of formality and develop guidelines with appropriate vocabulary and format for each. Create a communication scenario and practice appropriate e-communication with a partner. Evaluate one another's communications using the guidelines developed.
Contexts	Community	* Meeting with a community professional (e.g., banker, teacher, lawyer)	* Meeting with a community professional (e.g., banker, teacher, lawyer.)	* Meeting with a community professional (e.g., banker, teacher, lawyer)
	School	* Class presentation	* Class presentation	* Class presentation
	Work	* Interview for a specific job	* Interview for a specific job	* Interview for a specific job


3. Transitions Integration Framework (TIF)

NS Skill 2-Sub Skill d: Actively reflect on personal performance and seek feedback			
Complexity 			
Sample Activities	Complete a simplified self-assessment of a particular area of one's life.*	Keep a log (paper or online) of activities, tasks, or measures related to performance.* Identify areas for improvement and ask peers for suggestions and advice.	Role-play asking a professional* for feedback on work related to accomplishing a particular goal or task:* e.g., How am I doing? Is this what you had in mind? How does this look? Describe steps for improvement based on feedback received.
Technology Activities:	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) and teacher's assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.	Create a digital learning log to charts one's self-assessment and other assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.
Contexts	Community	* Healthy lifestyle (eats healthy food, exercises, doesn't smoke)	* Healthy and unhealthy activities, places where one practices English
	School	* School performance (comes to school on time, finishes assignments, works with others, asks for help)	* School tests, study habits, homework completed/not completed
	Work	* Job performance (comes to work on time, finishes work, works with others, asks for help)	* Job activities, performance issues or successes, job search activities
			* Health professional; ask about a wellness goal
			* Teacher; ask about a completed assignment
			* Supervisor; ask about a completed work task or project

3. Transitions Integration Framework (TIF)

Navigating Systems (NS) Continued...			
Skill 3: SWBAT... Identify and follow norms of an organizational structure Sub Skills: <ol style="list-style-type: none"> Identify the hierarchy or chain of command of an institution Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation) Recognize one’s rights and processes for appeals within an organization Identify opportunities for advancement within an organization 			
NS Skill 3-Sub Skill b: Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)			
Complexity →			
Sample Activities	Identify problems within a particular context.* Match community problems with the correct contact person or organization. Practice a simple dialogue that addresses a problem.	Listen to a conversation about a contextualized issue.* Identify what the next step would be to begin to solve the problem. Create and perform a conversation addressing that next step.	Read a scenario about a community, school or work setting with a significant problem and set a goal* to improve that setting. Develop a communication plan on how to involve others in achieving that goal. Whose input do you need? How do you get them on board? What communication tools do you use? Present plan to class.
Technology Activities:	After the above activity, record the dialogue using online technology (e.g., <i>vocaroo, audacity</i>).	After the above activity, record the conversation using online technology (e.g., <i>vocaroo, audacity</i>).	Develop a digital presentation (PowerPoint, Prezi) that illustrates your communication plan.
Contexts	Community	* Noisy neighbor, illegal activity, dirty park, overcharged at a store	* Noisy neighbor, illegal activity, dirty park, overcharged at a store
	School	* Noisy classmates, dirty bathrooms, disagreement with a teacher	* Noisy classmates, dirty bathrooms, disagreement with a teacher
	Work	* Unsafe environment, illegal activity, dirty cafeteria, low wages	* Unsafe environment, illegal activity, dirty cafeteria, low wages
			* Make the neighborhood safer, have cleaner parks, meet our community leaders
			* Coffee should be available in the morning, the student lounge needs to be more inviting
			* Cashiers need more training, create a safer work environment, employees need higher pay

3. Transitions Integration Framework (TIF)

NS Skill 3-Sub Skill d: Identify opportunities for advancement within an organization.			
Complexity 			
Sample Activities	Identify leadership and other important roles in a particular setting.* Match leadership roles with sample responsibilities. Determine one's level of interest in becoming involved in this manner (like, not sure, don't like).	Generate a flow chart of roles/positions in a particular setting* from prior knowledge. Visit a website to fill in gaps in knowledge and to answer questions about the roles of each position and how to become involved in that setting. Determine one's level of interest in becoming involved in this manner.	Conduct online research of a particular organization or company of interest* to see what opportunities they have. Create a career pathways diagram or flow chart to illustrate advancement within that organization/company. Note required education and training for each position (volunteer or paid) along the career pathway. Note contact information and process for obtaining these opportunities.
Technology Activities:	Identify jobs within a key career cluster (health, construction, hospitality, sales, etc.). Match jobs with sample job duties. Organize a given set of jobs within one career cluster on a career pathway diagram (1. home health aide, 2. nurse, 3. doctor; 1. teacher's aide, 2. teacher, 3. principal, etc.). Visit <i>mymncares.org</i> to learn more about specific entry-level jobs within key clusters.	Explore one career cluster on <i>mymncares.org</i> and complete a career pathways chart listing in the order of advancement the specific jobs under each of the 3 educational levels. Record the salary and training required for each. Discuss the concept of career pathways and how one can advance from one level to the next.	Conduct online research of a company of interest to see what career opportunities they have. Create a career pathways diagram or flow chart to illustrate advancement within that company. Note salaries and required education and training for each job along the career pathway. Note contact information and process for obtaining employment with that company.
Contexts	Community	* Parent, community center director, council member, mayor	* City council member, mayor
	School	* Taking a test, meeting the teacher, using computers, the first day of school	* Parent, volunteer, teacher, principal
	Work	* Going to an interview, asking for help, changing your schedule, requesting vacation	* City council member, mayor
			* Community organizations
			* A specific school or school district
			* A specific company/employer of interest

4. TIF at a Glance

Introduction:

The following document is an abbreviated version of the TIF, showcasing the TIF categories, skills, and sub skills without the sample activities. Check boxes have been added to the left to facilitate the use of this version as a checklist to use with individual students, for lesson planning, or for curriculum development.

4. TIF at a Glance

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1:

SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:

- a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- b. Repair communication breakdowns respectfully and effectively
- c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- f. Employ effective strategies for resolving conflict

Skill 2:

SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

Sub Skills:

- a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Skill 3:

SWBAT... Utilize a variety of technologies for communication

Sub Skills:

- a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)
- b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)
- c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

4. TIF at a Glance

Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

Skill 1:

SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)

Sub Skills:

- a. Make use of background knowledge to understand new information
- b. Make predictions before and during reading and listening
- c. Use context clues to understand new information (formatting, pictures, surrounding text)
- d. Identify main ideas or themes when reading or listening
- e. Scan written text or listen to oral text for specific information and details
- f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- g. Make inferences and logical guesses (read and listen between the lines)

Skill 2:

SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3:

SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge

Sub Skills:

- a. Ask for repetition and clarification of unknown language and concepts
- b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
- c. Use context and what you know to figure out or guess meaning of language
- d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

4. TIF at a Glance

Learning Strategies (LS) Continued...

Skill 4:

SWBAT... Articulate awareness of what helps one learn language and content

Sub Skills:

- a. Identify preferences for learning styles/modalities (learning through reading, writing, listening)
- b. Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning)
- c. Articulate one's strengths and areas for growth as a learner

4. TIF at a Glance

Critical thinking: Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

Skill 1:

SWBAT... Organize, analyze and illustrate relationships between components, items, and ideas

Sub Skills:

- a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)
- b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)
- c. Synthesize information, ideas, and components in a meaningful and structured way
- d. Support positions using prior knowledge and supporting evidence

Skill 2:

SWBAT... Solve problems

Sub Skills:

- a. Identify barriers to accomplishing a task or solving a problem
- b. Clearly articulate the component parts of a problem
- c. Identify information needed to solve a problem
- d. Identify and evaluate potential solutions and possible consequences of those solutions
- e. Identify, prioritize, and apply steps to solve problems

Skill 3:

SWBAT... Use information to draw conclusions and make decisions

Sub Skills:

- a. Articulate criteria for decision making as it pertains to a specified goal or purpose
- b. Identify information needed to accomplish a task or meet a purpose
- c. Evaluate the quality and validity of information (new reports, gossip, online resources)
- d. Identify and evaluate options and consequences

Skill 4:

SWBAT... Recognize bias, assumptions and multiple perspectives

Sub Skills:

- a. Recognize a speaker or writer's intent or purpose
- b. Identify and compare perspectives/points of view of self and others
- c. Identify and evaluate bias and assumptions of self and others
- d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery

4. TIF at a Glance

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

Skill 1:

SWBAT... Set realistic goals and work independently to achieve them

Sub Skills:

- a. Identify steps to achieve a goal
- b. Identify potential obstacles
- c. Use strategies and resources to overcome obstacles
- d. Monitor progress in achieving one's goal and make adjustments as needed
- e. Persevere and stick with a task until completion
- f. Evaluate the quality of the outcome or product of a task

Skill 2:

SWBAT... Manage information and materials for one's own learning and goals

Sub Skills:

- a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
- b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
- c. Evaluate effectiveness of organization strategy

Skill 3:

SWBAT... Manage time effectively to complete tasks

Sub Skills:

- a. Identify time demands
- b. Utilize tools for time management (planner, calendar)
- c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
- d. Estimate time needed to complete tasks
- e. Set deadlines
- f. Evaluate progress and adjust accordingly

4. TIF at a Glance

Developing a Future Pathway (DFP): Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future.

Skill 1:

SWBAT... Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway

Sub Skills:

- a. Recognize and use vocabulary related to skills, values and beliefs
- b. Identify personal interests
- c. Reflect on successes and challenges to identify skills and aptitudes
- d. Recognize how one's values and beliefs impact choices regarding a future pathway

Skill 2:

SWBAT... Explore available options in order to identify one's future pathway

Sub Skills:

- a. Link personal skills and interests to various careers or community opportunities
- b. Explore the job market and current employment trends
- c. Conduct research on community resources, education, and training options

Skill 3:

SWBAT... Effectively complete the steps needed to enter into a selected pathway

Sub Skills:

- a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career
- b. Gather and organize requisite information and documents needed for a particular step in the process (e.g. ., work history, awards and certificates, financial information)
- c. Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

4. TIF at a Glance

Navigating Systems (NS): Navigating Systems is the ability to successfully operate within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1:

SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:

- a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services)
- b. Recognize, develop, and maintain relationships that may provide further or future assistance
- c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2:

SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Sub Skills:

- a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
- b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)
- c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
- d. Actively reflect on personal performance and seek feedback
- e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3:

SWBAT... Identify and follow norms of an organizational structure

Sub Skills:

- a. Identify the hierarchy or chain of command of an institution
- b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
- c. Recognize one's rights and processes for appeals within an organization
- d. Identify opportunities for advancement within an organization

5. College and Career Readiness Standards Alignment

The College & Career Readiness Standards (CCRS) for Adult Education identify the basic academic skills (Math and English Language Arts & Literacy) for Minnesota ABE. Complementing these academic skills are the harder-to-define, yet make-or-break professional or soft skills students need to succeed in postsecondary opportunities, career training, workplaces, and within our communities. While academic skills are largely distinct from professional or soft skills, there is some overlap. The chart below outlines the alignment of these two documents.

<u>TIF Abbreviations:</u>	<u>CCRS Abbreviations:</u>
Effective Communication (EF) Learning Strategies (LS) Critical Thinking (CT)	<u>ELA/Literacy Domains</u> Reading (R) Writing (W) Speaking and Listening (SL) Language (L)

TIF and CCRS Alignment Chart

TIF Skills	CCRS Standards
EC.2	SL.6
LS.1c	L.4
LS.1d	R.2, SL.2
LS.1g	R.1
LS.3a	SL.1
LS.3c	L.4
LS.3d	L.4

TIF Skills	CCRS Standards
CT.1d	W.1
CT.3	R.8
CT.3c	W.8
CT.4	R.8
CT.4a	R.6, SL.3, W.9

6. Bibliography of Technology Resources

The following online and computer-based resources were referenced in the TIF sample activities.

Career Readiness

Mymncareers.org

lseek.org

Interviewing Do's/Don'ts videos: http://www.ricdwyer.com/ABE/Interviews_LQ.html

Collaboration

Dropbox.com

Google Docs: Google.com (Under Google Drive)

Communication

Skype.com

Gmail.com

Facebook.com

Graphics

Smart Art: Microsoft Word Tool

Greatmathsteachingideas.com, 3D templates:

<http://www.greatmathsteachingideas.com/2010/11/04/making-3d-shapes-net-this-great-resource/>

Graphic Organizers

Wordle.net (Word map tool)

Readwritethink.org

Greatsource.com/iwrite

Exploratree.com

Graphing

Createagraph: <http://nces.ed.gov/nceskids/createagraph/>

Microsoft Excel Graphing Tool

Google.com

Google search, images, Gmail, calendar, etc.

Google drive: Google docs, forms, presentations, etc.

6. Bibliography of Technology Resources

Listening

Podcasts (available on many different websites)
Ted Talks: ted.com/talks

Notetaking

en.linoit.com
Stickies: zhornsoftware.co.uk/stickies; portableapps.com; etc.
Sticky notes: Microsoft Windows 7, Android application, etc.
Ubrnote.com
Evernote.com

Presentations

PowerPoint: Microsoft Office Program
Google Presentation (Google.com, under Google Drive)

Reading

Marshall ABE Timed Readings: <http://www.marshalladulthoodeducation.org/reading-skills-for-todays-adult/group-1>
Starfall.com (phonics)

Recording

Vocaroo.com
Audacity Audio Recorder: audacity.sourceforge.net

Reference Resources

Merriam-Webster's Learner's Dictionary: learnersdictionary.com
Google Translator: translate.google.com

Study Tools

Scholastic.com (flashcards)
Quia.com (games, quizzes, surveys, etc.)

Search Engines

Google.com
Bing.com

Surveys

Surveymonkey.com
Polleverywhere.com (Text answers)
Quia.com

Walls (Boards)

Linoit.com
Padlet.com
Pinterest.com

7. Bibliography of Supporting Documents

The following is a list of curriculum support documents to use in conjunction with the *Transitions Integration Framework* for effective ABE instruction, lesson planning, and curriculum development.

College and Career Readiness Standards

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and Career Readiness Standards for Adult Education*. Washington, D.C.

Habits of Mind

Costa, A. and Kallick, B. (2000). *Habits of Mind. A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development.

Massachusetts Mathematics and Numeracy Framework

Massachusetts Department of Education & Adult and Community Learning Services. (2005). *Massachusetts Adult Basic Education Curriculum Framework for Mathematics and Numeracy*. Retrieved from <http://www.doe.mass.edu/acls/frameworks/>

Northstar Digital Literacy

Northstar Digital Literacy: website- <http://www.digitalliteracyassessment.org/index.php>