Transitions Supports Literacy

How is literacy supported?

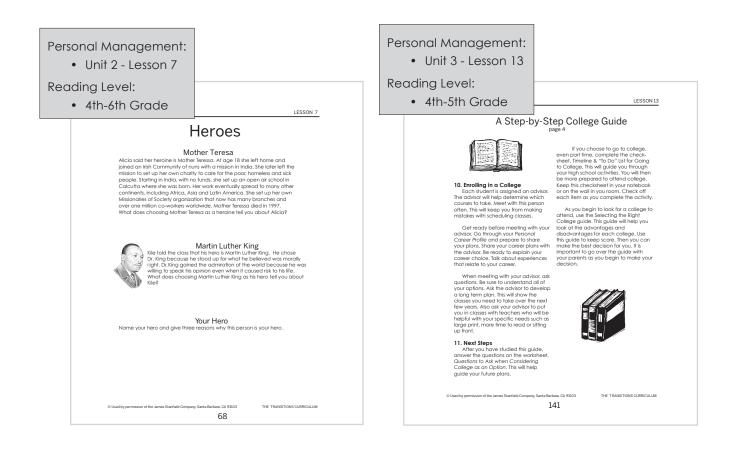
Students who advance through school with the New State Standards/Common Core Standards become literate individuals mastering skills and abilities to increase success in college, career and adult life. According to the Common Core State Initiative (2012),¹ young people will be able to:

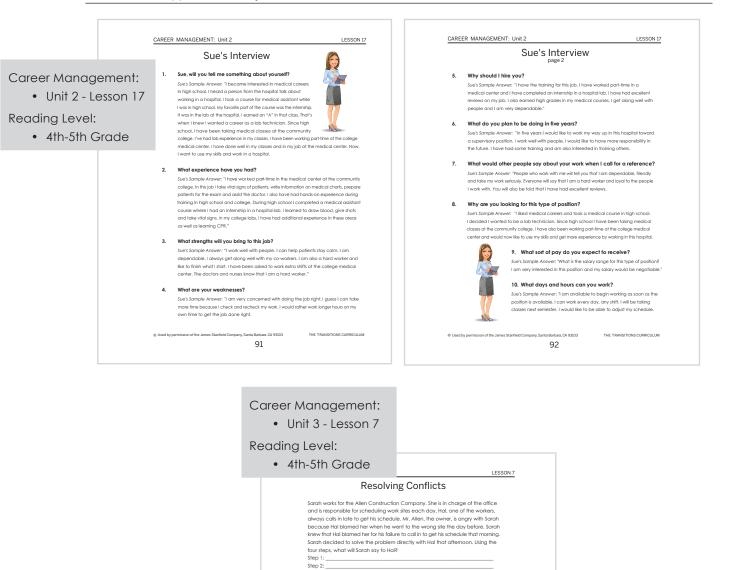
- 1. Demonstrate independence by becoming self-directed learners who comprehend and evaluate complex texts and use a wide-ranging vocabulary.
- 2. Build strong content knowledge across a wide range of subjects through research and study demonstrated through writing and speaking.
- 3. Respond to various audiences by adapting their communication based on the task, purpose and topic.
- 4. Comprehend and critique through reading and listening with an open mind to discern what the author is communicating.
- 5. Value evidence by citing specific information from text in either a written or oral interpretation.
- 6. Use Technology and digital media to enhance learning through reading writing speaking listening and use of language.
- 7. Understand other perspectives and cultures by appreciating those who represent divergent cultures as well as diverse experiences and beliefs.

The Transitions Curriculum reinforces all seven of these skills and abilities. So, to reach a higher level of performance, students should have the advantage of both the standards and *The Transitions Curriculum*. Transitions employs core academic skills, but it also imparts its own core skills such as responsibility, self-esteem and self-management centered on learning how to function as an effective adult whether in college, career or community.

To support literacy skills that provide access to college and career skills, *The Transitions Curriculum* provides informational texts with typical ranges from 4th to 6th grade based on the Common Core State Standards "Stretch" Lexile Band.² A variety of examples have been selected from all three volumes of curriculum to demonstrate the 4th to 6th grade level range.

	PERSONAL MANAGEMENT: Unit 1 LESSON 9	PERSONAL MANAGEMENT: Unit 1 LESSON 9
	Eddy Takes Control	Eddy Takes Control Page 2
Personal Manageme • Unit 1-Lesson • Reading Level:	work harder, here feelings caused him to feel depressed. The kinger he fell depressed and discussing fit everant is hitting become. Eddy compared himself to offiers of home and at school, too. In his ophicin. Anther, his younger sitter, received all of the attention from his parents. She was only live, but here fitted at all here had to day and yourd himself gave her	He duo learned not to say thrings lile. "There I go again," If an even learn to tage comparing." If led and purpting himmed for thrinking negatively, interact, when he norlicated three thoughts, he would stop himmed and thrink doot score/thring else. After several weeks, Edsly hadcut down on comparing himmed to others and was beginning to feet better adout himmed. After working on his growth god for two months, this hilting improved and he went out on a dobt. By his line, Edsly relation were before! It is existen thought clobul comparing himself with others. He even started howing fun with his life site:
• 4th-5th Grade	what the wated. At school Eddy also felt a step behind the others. He ddw't feet his close water and the school and behave an an circ, his hair cut was out of shipe and the fielt went on. Eddy spent a large amount of fime comparing himself with others, thinking he was not an approximate down.	Directions: Discuss the following questions: 1. What effect did the comparing behavior have on Eddy?
	When Eddy started thinking about a behavior he could change, he became aware of his "comparing" behavior. With	2. Why would this behavior be hard for Eddy to change?
	the help of his teacher and work group, Eddy wrote a personal growth goal about this behavior. It wasn't	3. How did Eddy give away his control over his own feelings?
	easy for him to look at his behavior and admit to himself that he needed to change.	4. How did Eddy's life change after he took control of his problem?
	Once Eddy worke his god, he began to notice each firme he was comparing in inneal with someone. A the noticed the behavior, he would stop and say to firme! "Mark it interesting", or "I	5. Why was it important for Eddy to take control and solve his problem?
	wonder why I'm thinking about that." Then he would drop the thought.	6. What would you do about this problem if you were Eddy?
	6 land by permission of the James Starfield Company, Santa Rations, Ol 30203 THE TRANSITIONS CURRECLUM 31	6 band by permission of the zeroes Stanfold Company, Santa Baltans CA 19253 32





Step 3: Step 4:

Step 1: ____ Step 2: ____ Step 3: ____ Step 4: ____

Step 1: Step 2: Step 3: Step 4:

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Angelo works for ABC Groceries as a cashier. She is disappointed with Laura, a box person, because the destri't help when it's buys at the checkout counter. Laura destri't watch to see when things are buys and will collect cards in the lot. Angelo wants to talk to Laura before it turns into a problem with the other cashiers. Using the four steps, what will Angela say to Laura?

Marcus has been working at UPS for four months. He started driving a delivery truck two weeks ago and has a problem with Tim, one of the loaders. Tim is not stacking the boxes correctly and they shift when Marcus drives his route. Two days ago, three boxes foll on Marcus when he opened the door. He wants to talk to Tim. Using the four stacs, who will Marcus avo to Tim?

> a Barbara, CA 93103 153

THE TRANSITIONS CURRICULUM

		LIFE MANAGEMENT: Unit 2	LESSON 15	
		8 Steps for M	Managing Time	
		Stephen Covey states that in order to m life. To do this, decide what you believe in if you died today, what would you want y would they say about how you treated off	, the Seven Habits of Highly Effective People, anage your time, you must first manage your a nad what you want out of tile. In other words, our family and friends to say about you? What her people? Or how you acted? Your next step ou. Cavey calls this your mission statement.	
	Life Management: • Unit 2 - Lesso	2 Determine Your Roles: When deciding v roles you play in your life. First, you are you grandson or grandaughter, student and fir		
	Reading Level:	3 Develop Your Relationships: We plan an friends, teachers, classmates, teammates	id prepare to build our relationships with family, s, and co-workers. This includes being caring, s, sisters and brothers, friends and others we	
	 4th-6th Grad 	C 4 Define Your Responsibilities: In each of y act. You also have responsibility for how It is important to define your responsibility	your roles, you have responsibilities for how you you treat others and what you do for others. ties in each role.	
		can begin to manage your time based	ss determine how your spend your time. You on your mission in life and your responsibilities your mission statement and your roles and ne more effectively.	
		6 Set Your Goals: In this step, you will set g Look at your mission statement, your role goals.	oals to make your life what you want it to be. es, responsibilities and priorities. Now, set your	
		into planning and preparation. To make a	ork Is for fun activities help others	
		8 Review Your Progress: To be successful, Pat yourself on the back for things you did Plan your schedule so that you will be sure	you need to look at your progress each week. d well. Change the things that did not go well. ccessful in all your roles.	
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