

# **Going Beyond the Basics Reading & Writing**

**Research, Development, and Presentation**

**Bonnie Goonen**

**[bv73008@aol.com](mailto:bv73008@aol.com)**

**Susan K. Pittman-Shetler**

**[skptvs@aol.com](mailto:skptvs@aol.com)**

# Quick Review

- Over 142 million people are currently employed in the American workplace
- 40% of new jobs nationwide will require training/education beyond high school
- 60% of new jobs nationwide will not require post-secondary education, but will require higher-level skills in order to be successful

## Going Beyond the Basics

*“We should be educating all students according to a common academic expectation, one that prepares them for both postsecondary education and the workforce.”*  
*(ACT, 2006)*

# Type of Companies Adding Most Jobs

- Elementary & Secondary Schools, Public/Private
- Full-service Restaurants
- Employment Services
- Home Health Care Services
- Local Government, City and County
- Limited-service Dining
- Business Support Services
- All General Medical & Surgical Hospitals
- Offices of Physicians and Group Practices
- All Colleges, Universities, and Professional Schools

# Top 10 High Demand Jobs

- Home Healthcare and Personal Aides
- All Food and Beverage Prep and Services, except Wait Staff
- Retail Sales
- Customer Services Representatives
- Wait Staff: Waiters and Waitresses
- Mainstream Elementary School Teachers
- Registered Nurses (RNs)
- General Office Clerks
- Truck Drivers – Heavy, Tractor-Trailer, similar
- Janitors/Cleaners, Except Housekeeping

# Additional Fast Growing Jobs

- Construction Workers, skilled and unskilled
- Child Care Workers – Service
- Home Health Aides – certified HHAs
- Executive Secretaries & Administrative Assistants
- Restaurant Cooks – New dining places, turnover at old places
- Mainstream Middle and Secondary School Teachers
- Bill & Accounts Collections
- Nursing Aides, Orderlies, similar
- Teacher's Assistants K-12

# What Did Your Students Say?

- How did you introduce the survey to your students?
- How many students responded to your survey?
- What were the results?

## What Did Your Students Say?

- What was the career/job most frequently selected by your students?
- What reading, writing, and math skills would your students need to be successful in that career/job?
- What other skills will your students need?
- How can you help them gain those skills?

# What Strategies Work?

- Provide learning options
- Provide opportunities for students to be included in decision making
- Increase ownership of classroom processes
- Engage students in their learning
- Increase metacognition
- Make connections to real world and students' emotions – use contextualized education
- Keep up with today's students in today's world!

# Contextual Teaching and Learning is . . .

*Teaching and learning that helps teachers relate subject matter content to real-world situations and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers, and to engage in the hard work that learning requires.*



# Ways to Approach Contextualized Instruction

- Use of authentic materials and examples to illustrate concepts
- Develop themes based on the workplace or real-world experiences
- Involve students in the planning process so that their needs and interests provide ideas for appropriate contexts for teaching and learning

# AT

Authentic materials are print, video, and audio materials students encounter in their daily lives.

Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Equipped for the Future

# Are Your Students Prepared for the Future?



## Equipped for the Future (EFF)

The 16 EFF Content Standards define the knowledge and skills adults need in order to successfully carry out their roles as parents and family members, citizens and community members, and workers.

# Equipped for the Future (EFF)

## **Communication Skills**

Read With Understanding  
Convey Ideas in Writing  
Speak So Others Can Understand  
Listen Actively  
Observe Critically

## **Interpersonal Skills**

Cooperate With Others  
Guide Others  
Advocate and Influence  
Resolve Conflict and Negotiate

## **Decision-Making Skills**

Solve Problems and Make  
Decisions  
Plan  
Use Math to Solve Problems and  
Communicate

## **Lifelong Learning Skills**

Take Responsibility for Learning  
Learn Through Research  
Reflect and Evaluate  
Use Information and  
Communications Technology

# Equipped for the Future (EFF)

## Resources for the Classroom

- EFF Content Standards Wheel
- Teaching and Learning Cycle
- Worker Role and Indicators
- The Work Readiness Profile
- EFF Toolkit
  - <http://eff.cls.utk.edu/toolkit/default.htm>



# Reading with Understanding Continuum

- Six levels for Reading with Understanding
- How adults at each level Read With Understanding
- How adults at each level:
  - Use Key Knowledge, Skills, and Strategies
  - Show Fluency, Independence, and Ability to Perform in a Range of Settings
- Examples of Proficient Performance at each level



# Reading with Understanding

<b>EFF RWU Performance Level</b>	<b>NRS for ABE Educational Functioning Level</b>	<b>NRS for ESL Educational Functioning Level</b>
1	Beg. ABE Literacy	Beg. ESL
2	Beg. Basic Education	Low Intermediate ESL
3	Low Intermediate Basic Education	High Intermediate ESL
4	High Intermediate Basic Education	Low Advanced ESL
5	Low Adult Secondary Education	High Advanced ESL
6	High Adult Secondary Education	

# Going Beyond the Basics in Reading

Why do I need to read?

- People who read and understand materials written at the level of People magazine and who can apply basic math to the real world earn \$100 a week more than someone who can only read a comic book and do simple math.
- People who read and understand materials written at the level of the New York Times make 3 times the income as someone who can read directions, such as those on a cereal box.

# Equipped for the Future (EFF)

## **Read With Understanding**

Determine the reading purpose.

Select reading strategies appropriate for the purpose.

Monitor comprehension and adjust reading strategies.

Analyze the information and reflect on its underlying meaning.

Integrate it with prior knowledge to address reading purpose.

## Going Beyond the Basics

What do employers want their employees to read and be able to understand?

# Going Beyond the Basics

## **What Is Workplace Readiness and What Do Employers Want?**

Ability to read and understand:

- Directions
- Memos or letters
- Proposals
- Graphic information such as charts, tables, graphs, and spreadsheets
- Presentation materials
- Newsletters
- Meeting minutes
- Reports
- Surveys
- Procedural manuals or guides and policies
- Press releases
- Contracts, proposal, and grants

# Going Beyond the Basics

## **What Is Workplace Readiness and What Do Employers Want?**

Ability to use technical reading skills - Workers must be able to:

- Follow step-by-step directions
- Comprehend multiple step directions
- Recognize the more technical vocabulary or jargon used within their own fields
- Read concise writing which may be written in short phrases, bullets, or incomplete sentences
- Recognize and use reading as a tool for completing a specific task

# Going Beyond the Basics

## **What Is Workplace Readiness and What Do Employers Want?**

Ability to use technical reading skills - Workers must be able to:

- Read critically and use logic and reasoning skills
- Solve problems that require reading numbers, symbols, or graphics (charts, tables, graphs)
- Use their own personal experiences or knowledge relative to the content being read
- Read text from in a variety of formats
- Interpret abbreviations or acronyms unique to their workplace
- Change reading rate based on the type of text being read

# Reading in the Workplace

To help students increase comprehension

## **Before Reading**

Set purpose for reading

Get ready to read

## **During Reading**

Summarize and ask questions

Monitor comprehension

## **After Reading**

Paraphrase in own words

Interpret and evaluate

# Reading in the Workplace

To be more effective and efficient readers, students need to:

- Know what they need to know, and read appropriately.
- Know how deeply to read the document: skim, scan or study.
- Use active reading techniques to pick out key points and stay focused on the material.
- Use the table of contents for reading magazines, newspapers, and other texts.
- Understand how to extract information from different texts.
- Use indexes, tables of contents, and glossaries to help them understand technical information.

# Reading in the Workplace

Setting the purpose for reading:

- Is the reading for enjoyment or work-related?
- Why do you need to read the text?
- What do you hope to learn?
- Are there specific questions that you need answered?
- Are there specific details that you need to find?
- Will the text provide you with instructions or directions to complete a project or assignment?

*Setting the purpose, helps students determine how closely they need to read the text.*

# Reading in the Workplace

Most students don't realize that there is not a need to read every word in the text.

- *Skimming is used to quickly identify the main ideas of the text.*
  - 3-4 times faster than normal reading
  - Used when a lot of material must be read in a short amount of time
- *Skimming Strategies*
  - Read the first and last paragraphs
  - Read the title, subheadings, and look at the graphics
  - Read the first sentence of each paragraph

# Reading in the Workplace

Most students don't realize that there is not a need to read every word in the text.

• *Scanning is a technique used to locate specific information.*

- Used when someone knows what needs to be found— a date, name, location, answer to a specific question
- Used to check out whether or not a text will actually answer the questions

• *Scanning Strategies*

- Move eyes quickly down the page
- Look for words in bold-face, italics, or different size, font type, or color

# Going Beyond the Basics

Forms, Forms, Forms  
What info do I need?

# Reading in the Workplace

Employers want their employees to use reading skills to solve problems.

To solve problems using reading, students need to be able to:

- Identify the most important information in the text
- Answer the 5 Ws
- Summarize what they have read by:
  - Identifying the problem
  - Identifying what caused the problem
  - Developing solutions

# Going Beyond the Basics

## ***Putting the 5Ws to Work Solving Problems***

- Read the workplace scenario
- Respond to the 5Ws
- Identify the problem
- Add an “H” to the process and identify how the problem can be solved

# Going Beyond the Basics

***Using the 5Ws Problem Solving with  
Preparing Workers***

# Reading in the Workplace

If students understand organizational patterns of text before they begin reading, their minds will make sense of what they are about to read.

Four patterns of organization

- Chronological/sequential order
- Enumeration
- Cause and effect
- Comparison/contrast

What types of text would you expect to find using each of the patterns of organization?

# Reading in the Workplace

## **Chronological/Sequential Order**

- A main idea is supported by details that must be in a particular sequence
- Sample text - directions for assembling a product or for carrying out a specific task
- Signal Words and Phrases – first, next, then, initially, before, after, when, finally, preceding, following, meanwhile, previously, ultimately, shortly, eventually, initially, ever since, not long after, etc.

# Reading in the Workplace

## **Enumeration**

- A main idea is supported by a list of details or examples
- Sample text - a policy manual where the policy is provided and then a list of examples describing how the policy is implemented
- Signal Words and Phrases – for instance, for example, such as, to illustrate, most important, in addition, another, furthermore, first, second, etc.

# Reading in the Workplace

## **Cause and Effect**

- The supporting details give the causes of the main idea or the supporting details are the results produced by the main idea
- Sample text - text structure may be found when reading about a problem that must be solved or what caused the problem
- Signal Words and Phrases – because of, as a result of, in order to, may be due to, effects of, therefore, consequently, for this reason, if...then, thus, it follows that, hence, etc.

# Reading in the Workplace

## **Comparison/Contrast**

- The supporting details of two or more main ideas indicate how those concepts are similar or different
- Sample text - advertisements that compare two products or services
- Signal Words and Phrases – different from, same as, similar to, as opposed to, instead of, although, however, compared with, as well as, either...or, on the other hand, unless, even if, on the contrary, likewise, regardless, etc.

# Going Beyond the Basics

## *What's My Pattern?*

- Read each of the workplace documents.
- Identify each document's organizational pattern.
- Explain why.

# Reading in the Workplace

Students need to understand the importance of distinguishing between fact and opinion.

Students should know that:

- A fact is information that can be proven as true through real and objective evidence
- An opinion is a belief, judgment, or conclusion that cannot be objectively proven to be true

What difference does it make in the workplace whether you base a decision on fact or opinion?

# Reading in the Workplace

## **It's an opinion, if the text includes:**

- Words that interpret, label, or place a value on something, such as: good, bad, evil, honest, disgusting, wonderful
- Words that qualify a statement, such as: probably, perhaps, usually, often, sometimes, every now and then
- “I” expressions, such as: I believe, I think, I feel
- Words that mask the opinion, such as: in point of fact, the truth of the matter
- Words that indicate what must be done or thought by someone else, such as: should, ought to

# Reading in the Workplace

## ***Is it Fact or Opinion? You Decide.***

- Read each of the statements.
- Determine whether the statement is fact or opinion.
- Write down “why” you feel that way.

# Reading: Going Beyond the Basics

**To help students become more effective and efficient readers in class and at work:**

- Use authentic tasks and materials like those used today
- Set a purpose for reading – every time students read
- Have students practice skimming and scanning
- Have students find the 5Ws and H and summarize the text they read
- Provide students with scenarios and let them solve problems
- Help students learn how to identify patterns of organization
- Provide practice in identifying fact and opinion

# Reading: Going Beyond the Basics

## **Reading Lesson Plans**

1. Too Much Information!
2. The 5 Ws
3. Comprehending Technical Texts
4. Information Text: It Reads Differently
5. Fact or Opinion?
6. So What Is The Author Really Saying?
7. Using Graphic Organizers in Reading
8. What Does It Mean To Me?

# Equipped for the Future (EFF)

## Convey Ideas in Writing

Determine the purpose for communicating.

Organize and present information to serve the purpose, context, and audience.

Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.

Seek feedback and revise to enhance the effectiveness of the communication.

## Going Beyond the Basics

What do employers want their employees to write?

# Writing: Going Beyond the Basics

## **What Do Employers Want?**

They want employees who have the ability to:

- communicate effectively verbally and in writing
- select and use formal, informal, literary, or technical language appropriate for the audience
- produce effective work-related texts

# Going Beyond the Basics

## **What Is Workplace Readiness and What Do Employers Want?**

Ability to write:

- Directions
- Memos or letters
- Proposals
- Graphic information such as charts, tables, graphs, and spreadsheets
- Presentation materials
- Newsletters
- Meeting minutes
- Reports
- Surveys
- Procedural manuals or guides and policies
- Press releases
- Contracts, proposal, and grants

# Writing: Going Beyond the Basics

## *Workplace writing*

- *provides information*
- *has a specific purpose*
- *is expected to convey knowledge and an understanding of content and process*
- *is designed to complete a work-related task.*

# Writers in the Workplace Have to . . .

- Plan before they write
- Identify the audience
- Determine the purpose the writing will serve
- Decide what audience needs to read the text
- Have an understanding of what the reader may already know about the topic
- Determine how the audience will use the information
- Decide exactly how much information the audience really needs (general or specific)
- Determine what format to use

# What's My Role?

Yo Chad,

Dude, got serious problems. Lots of red ink on A's report. Brain is fried, could use help. Got time? Let me know when.

TLK2UL8R

Buzz

Mr. Lerner,

I have just completed a review of the accountant's report. Based on an analysis of the data, it appears that the company could face some serious cash flow issues in the third quarter.

I would appreciate an opportunity to discuss this issue with you at your earliest convenience. Please check your calendar and let me know a date and time that would work best for you.

Ben Zepperman

# Writing for the Workplace

To be effective workplace writers, students need to be able to answer the following questions.

- Who is the intended audience?
- What purpose will the writing serve?
- Why does the reader need to read the text?
- What does the reader already know about the topic?
- How will the reader use the information

# Writing for the Workplace

Last but not least, the writer needs to know

- What type of information the reader will need
  - A lot of detail or more general information
- Whether the writer has all he/she needs to put the text together or whether some research is needed
- The format that should be used

# Going Beyond the Basics

*Who are you? What do you want?  
What do you need?*

- Who is your audience? Do you have more than one?
- What do they need to know?
- What do they already know?
- What questions will they have?
- What are the main points that need to be covered?

# Going Beyond the Basics

Workplace writing should be:

- Clear – easy to understand by the audience
- Accurate – factual, correct, and free of bias
- Correct – grammatically and technically
- Comprehensive – includes all of the information the audience needs
- Concise – does not have a lot of excess verbiage
- Accessible – is organized and has appropriate headings and subheadings

# Writing for the Workplace

## **Workplace Scenario**

*Cindi works at a local convenience store. She is the night manager. Last evening, Cindi had some problems at the store. The coffee maker quit working. Cindi knows that coffee is a large part of the store's morning sales. Therefore, the coffee machine needs to be working. Because Cindi cannot fix the machine, she leaves the following note for the morning manager:*

## What's Wrong with This?

*bruce, the coffee machine is not working it needs to be fixed before the morning rush arrives i have tried fixing it but I can't get it to work i am so frustrated i know that John has fixed it in the past please make sure that this is the first thing that John does in the morning before he begins his regular shift i hope that this works for you will you please give me a call to let me know that John was able to fix the machine i would very much appreciate it i am so sorry that I had to leave you with this problem you are always a great help to me thank you*

*Cindi*

# Writing for the Workplace

- In your groups, discuss Cindi's note.
- Identify what is wrong with the note.
- Identify the grammar rules that Cindi needs to know to write a clearer note.
- Determine how you would change the note to make it more effective and appropriate.

# Writing for the Workplace

**Would something as simple as this help Cindi improve her writing?**

## **The Rules of Commas - Using Mnemonics for Editing!**

**L**ists (Use commas to separate lists of three or more items. The comma before the final item is optional.)

**I**ntroductions (Place a comma before elements that precede the subject.)

**E**xtra Information (Divide extra (non-essential) information of all kinds with a comma on each side of extra information.)

**S**entences (Divide independent clauses (sentences) with a comma and a conjunction.)

# Writing for the Workplace

**A** dd words, phrases, or more information to help make your points clear and easy for the reader to understand.

**R** emove words that repeat themselves and information that does not relate to the main idea of your sentence, paragraph, or to the topic of the composition.

**M** ove around words, phrases, sentences, or even whole paragraphs in order to keep your ideas clear and flowing toward a logical conclusion.

**S** ubstitute words with more exact words or phrases that express what you want to say more clearly.

# Writing for the Workplace

## **Students have difficulty**

- Writing material that is appropriate for the audience
- Understanding how to organize their writing so it is easy to understand
- Constructing effective paragraphs

*Students rarely take the time to edit and revise their writing, in class or in the workplace.*

# Writing for the Workplace

- The paragraph is a series of sentences developing one topic.
- The **topic sentence** provides the main idea or thought of a paragraph.
- The **rest of the paragraph** consists of sentences that develop or explain the main idea.
- The **concluding or clincher sentence**
  - Restates the topic sentence in different words
  - Clinches the point made in the paragraph
  - Summarizes the paragraph

# Writing for the Workplace



## Let's Use Mathematical Patterns for Writing Paragraphs

# Writing for the Workplace

- Beginning Paragraph: 1-2-3-4-0
- Detail Paragraph: 1-2-2-2-0 (3 details about the same topic)
- Longer Detail Paragraph: 1-2-2A-2-2B-2-2C-0 (ideas are expanded)
- Chronological Order Paragraph: 1-2-3-4-0 (same format as beginning paragraph, but different organization of thoughts)

# Writing for the Workplace

## **Writing Frame for Five Sentence Paragraph**

### **Pattern 1-2-3-4-0**

- Topic Sentence
- Detail #1
- Detail #2
- Detail #3
- Clincher Sentence

# Writing for the Workplace

Example of 1-2-3-4-0 :

- 1 Looking for a job can be a real challenge.
- 2 First, you have to decide what type of job you really want.
- 3 Then, you look for openings in that area.
- 4 Next you send out resumes, complete applications, and line up interviews.
- 0 Before you know it, you're bringing in the money!

# Writing for the Workplace

## Let's Try It!

### Writing Frame for a Five Sentence Paragraph

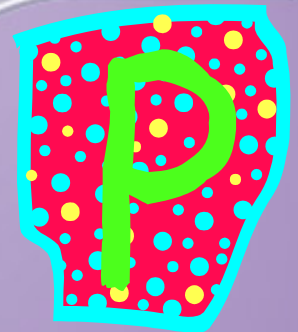
A topic that fits easily is: I am very satisfied/dissatisfied with the product I bought.

#### Pattern 1-2-3-4-0

- Topic Sentence
- Detail #1
- Detail #2
- Detail #3
- Clincher Sentence

# Writing for the Workplace

Pre-Writing First!

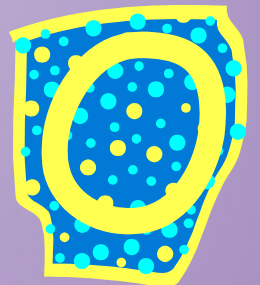


# Writing for the Workplace

Organize – Place your ideas into the writing frame. (no complete sentences yet)

## **Pattern 1-2-3-4-0**

- Topic Sentence Idea
- Detail #1
- Detail #2
- Detail #3
- Clincher Sentence Idea



# Writing for the Workplace

Write! – Use your ideas to write complete sentences in a new frame.

## **Pattern 1-2-3-4-0**

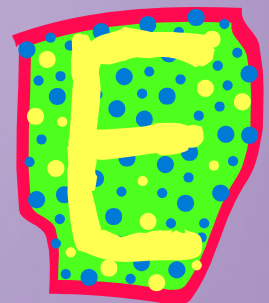
- Topic Sentence
- Detail #1 Sentence
- Detail #2 Sentence
- Detail #3 Sentence
- Clincher Sentence Idea



# Writing for the Workplace

Edit – Use your editing checklist or mnemonic reminders to look for errors in:

- Grammar
- Usage
- Mechanics



# Writing for the Workplace

Revise – Think your sentences could use some revision? You may wish to:

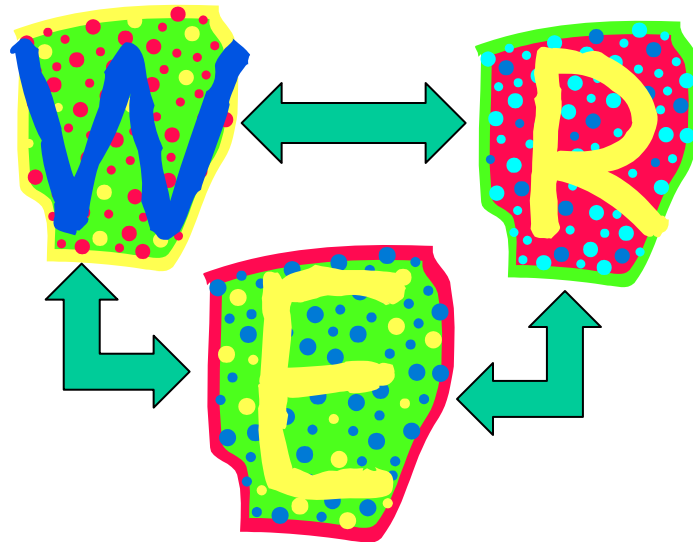
- Add details
- Include transitional words
- Check for unity
- Rewrite your beginning or clincher sentence
- Check that each detail focuses on the central idea



# Writing for the Workplace

Time for a Rewrite!

It's now time to do a final edit and revision of your writing draft by taking your paragraph "out of the frame" and writing it in a paragraph format.



# Writing for the Workplace

From this basic paragraph, a student could

- Write a letter of complaint or satisfaction
- Send an email to a company about a product
- Expand the paragraph to a report on a product

# Writing: Going Beyond the Basics

## Writing Lesson Plans

1. Analyze Your Audience
2. Could You Repeat That in Plain English? The Basics of Plain Language
3. Multiple Personalities – Which One is right for Your Writing?
4. Simplifying Your Writing
5. RAFTS for Writing
6. Using Graphic Organizers to Improve Writing
7. Writing Letters
8. Editing and Revising – What's the Difference?

# Going Beyond the Basics

## **Strategies for Incorporating Writing in the Workplace into the GED Curriculum**

- Use authentic tasks and materials
- Teach students to write to a specific audience and from a different perspective
- Teach patterns of writing
- Use graphic organizers
- Incorporate workplace scenarios
- Have students write instructions
- Practice, practice, practice

## Going Beyond the Basics

*“Surviving and thriving as a professional today demands two new approaches to the written word. First, it requires a new approach to orchestrating information by skillfully choosing what to read and what to ignore. Second, it requires a new approach to integrating information, by reading faster and with great comprehension.”*

*Jim Calano, Real Life 101*

## Going Beyond the Basics

# Checking Your Resources



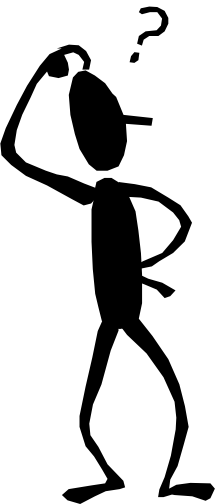
# Mapping Towards the Future

- In our 21st Century, we must continue to:
  - Maintain student interest
  - Instill curiosity
  - Be flexible in how we teach
  - Excite learners to become more resourceful



As you leave us today . . .

Interim Activity



## Next workshop . . .

- a review of the basic components of workplace math
- strategies that can be used to enhance math skills
- a variety of authentic materials that can be used in the classroom to help students improve mathematical skills
- review of how to develop and implement contextualized lessons in the classroom

# Going Beyond the Basics

## Research and Development

Bonnie Goonen  
bv73008@aol.com

Susan K. Pittman-Shetler  
skptvs@aol.com

