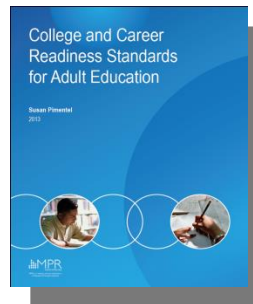


# Connecting Collaborative Classroom Language and Workplace Soft Skills

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# Agenda

- Description of workplace soft skills that are related to collaboration
- Discussion of the importance of collaboration in the CCR (College and Career Readiness Standards)
- Demonstration of five activities that connect academic classroom collaboration and workplace skills
- Demonstration of collaboration classroom language during the five activities
- Reflection and commitment to implement workshop activities in the classroom

## Demonstration of five activities that connect classroom collaboration, workplace skills and academic phrases

1. Reading mixer (practice)
2. Making questions and doing research (practice)
3. Note taking
4. Citation of evidence
5. Oral presentation

# Objectives

**By the end of this session, you will be able to...**

- Describe workplace soft skills that are related to collaboration
- Describe the importance of collaboration in the CCR
- Identify five activities that connect academic classroom collaboration and workplace skills
- Identify collaborative classroom language in different situations

# Workforce Demand Profile

- Profile describes high priority soft skills sought by a variety of businesses and industries in new employees.
- **Soft skills most valued in new employees are related to successful classroom collaboration.**

Kinsella 2012

Smyth County Industry Council Workforce Demand Profile 2004

# Top 10 Workplace Soft Skills Related to Collaboration



Brainstorm with a partner. What do you think the top 10 workplace soft skills related to collaboration are?

# Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Adaptability
- Follow rules
- Good attitude
- Cooperation
- Self-directed

# How important are soft skills?



Darryl Cross: Communication and Listening Skills.  
<https://www.youtube.com/watch?v=0x5S21AKgaM&noredirect=1>



# Collaboration at work and in the classroom: CCR Speaking/Listening Standard Anchor 1

Anchor 1: “Prepare for and participate effectively in a range of **conversations** and **collaborations** with diverse partners, building on others’ ideas and **expressing their own clearly and persuasively.**”

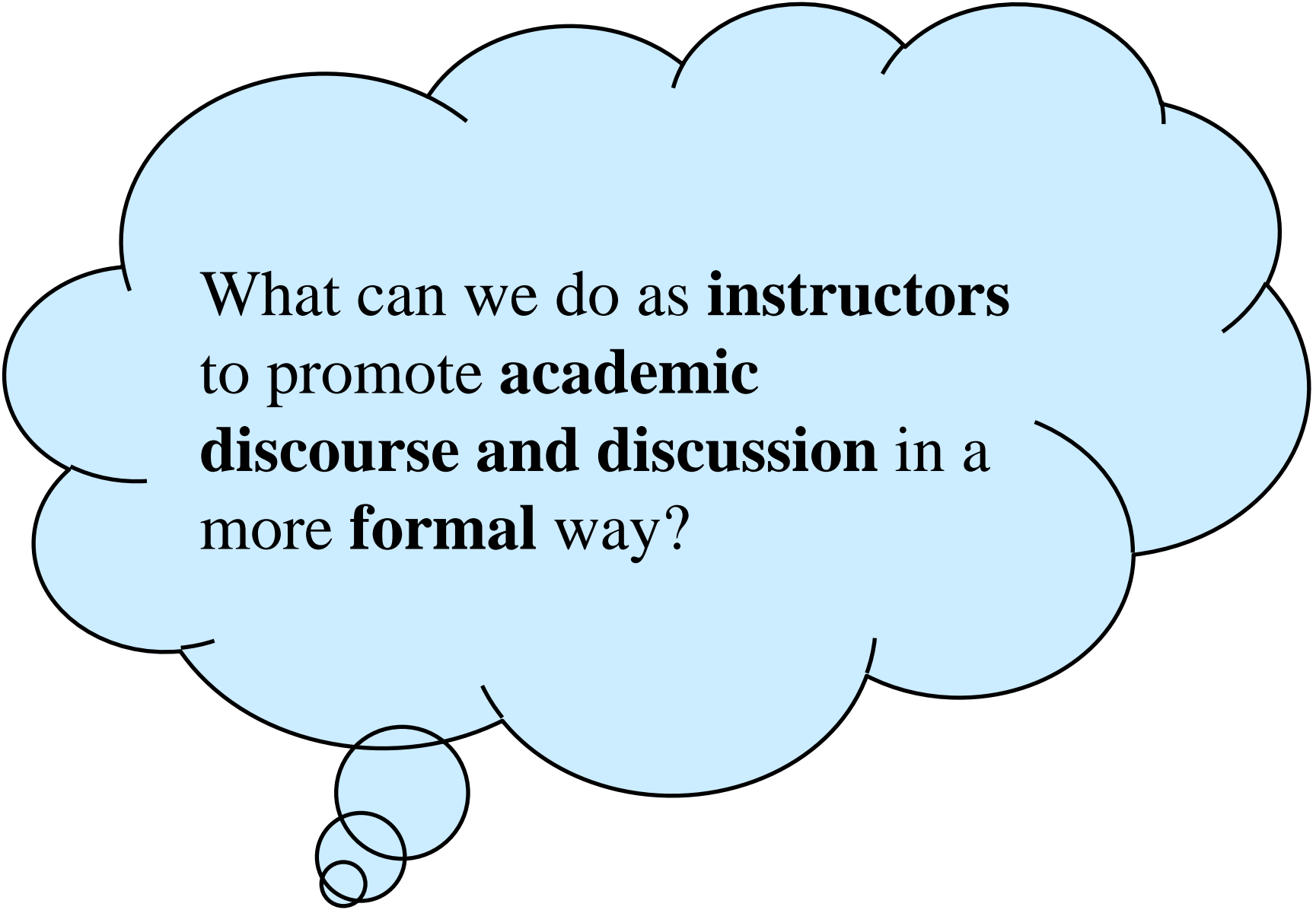


# Emphasis on Collaborative Conversations

**Speaking and Listening Standards** call for students to engage effectively in a range of **collaborative discussions**.

# Major Shifts with CCR in English Language Arts

- Focus on rigorous analysis of **informational text** and **evidence-based** argumentation in formal presentations and writing
- Participation in **academic discourse** and **collaboration** with partners, as well as small and large groups.



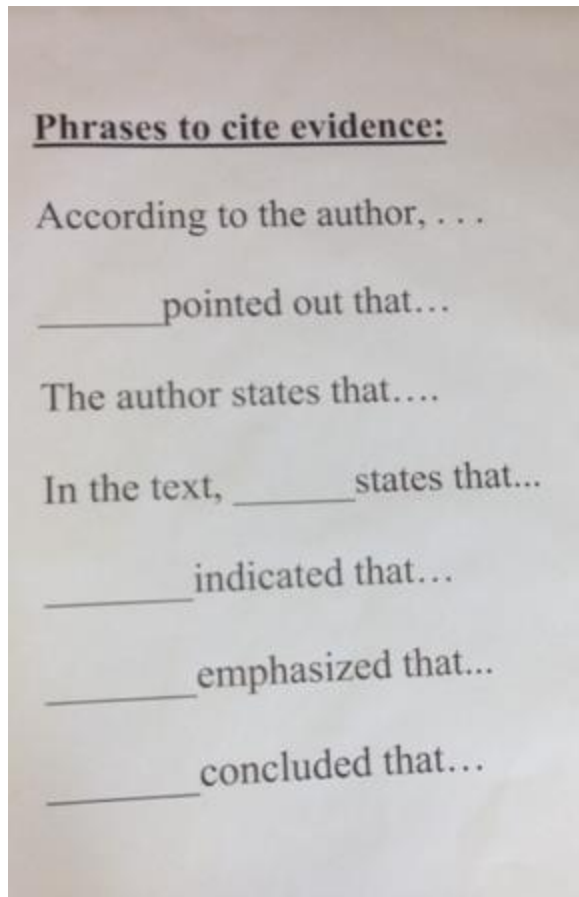
What can we do as **instructors**  
to promote **academic**  
**discourse and discussion** in a  
more **formal** way?

# **Academic Language to Cite Evidence:**

## **Respond to text dependent questions by citing evidence from text**

- According to...
- The author states that...
- \_\_\_\_\_pointed out that...

# Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text



**Poster on classroom wall**

# **Academic Language to Cite Personal Experience: Respond to non-text dependent questions**

- I think...
- Based on my experience...
- From my perspective...

Demonstration of five activities that connect  
classroom collaboration, workplace skills and  
academic phrases

1. **Reading mixer (practice)**
2. Making questions and doing research  
(practice)
3. Note taking
4. Citation of evidence
5. Oral presentation



# Pre-reading



**Ventures Book 4, 2<sup>nd</sup> Ed**  
**Unit 5, Lesson D**

# ***RUNNING WITH ROPES***

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. "Running with Ropes has changed my life," Justin says. "Until I heard about it, I thought I'd never run outside again."



Volunteers at Running with Ropes make a commitment to volunteer two to four hours a week. Scott Liponi, one of the running volunteers, explains what they do. "We use ropes to join ourselves to the blind runners and guide them around and over obstacles, such as holes in the road and other runners." Scott has learned how to keep the rope loose so the blind runner has more freedom. He deeply respects the blind runners' tenacity. "They

are incredibly determined," he says. "It doesn't matter if it's hot, raining, or snowing – they are going to run." Scott says it is gratifying to share in the joy of the runners and to feel that they trust him. "The four hours I spend at Running with Ropes are the most rewarding part of my week," he says. "It's really a worthwhile commitment."

**Ventures Book 4,  
2<sup>nd</sup> Ed  
Unit 5, Lesson D**

# **Mixer Activity:**

## **Give an Answer, Get an Answer**



**Language function: to cite evidence from a text**

# Academic Language to Cite Evidence or Personal Experience

## **Evidence: Text dependent question responses**

- According to, \_\_\_\_\_.
- The author states that\_\_\_\_\_.
- In the text, the author indicated that\_\_\_\_\_.

## **Personal experience: Non-text dependent question responses**

- From my perspective...
- Based on my experience...
- In my opinion...



# Courtesy: Simple Phrases for Leaving

## Casual:

- It was nice talking to you.
- Thanks for your time.
- See you later.



## More formal:

- I look forward to working with you again soon.
- It was a pleasure to work with you.

## Connecting the *Running with Ropes* Reading Activity to the CCR Anchor Standards

When a student reads a text and gives **specific evidence from the text**, which CCR Reading Anchor Standard is being applied?

### ***CCR Reading Anchor Standard 1:***

*Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when **writing or speaking** to support conclusions drawn from the text.*



## Connecting the *Running with Ropes* Reading Activity to the CCR Anchor Standards

When students **collaborate** with different classmates, listening to others and providing their own answers, which CCR Listening and Speaking Anchor Standard is being applied?

**CCR Speaking and Listening Anchor Standard 1:**  
*Prepare for and **participate effectively in a range of conversations and collaborations** with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*



# Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
- Honesty
- Reliability
- Team skills
- Eye contact
- Adaptability
- Follow rules
- Good attitude
- Cooperation
- Self-directed

# Summary of Reading Mixer Activity

- Demonstrated how to use more academic English during interactive activities.
- Integrated soft skills that employers are looking for during collaborative activities, such as courtesy, cooperation and good attitude.

The Career in My Future: Demonstration of four activities that connect classroom collaboration, workplace skills and academic phrases

1. Reading mixer (practice)
- 2. Making questions and doing research (practice)**
- 3. Note taking**
- 4. Citation of evidence**
- 5. Oral presentation**

# Brainstorm

What kinds of jobs have students told you they want to have in the future?

- a. Careers in health care
- b. Working with children
- c. Starting a business
- d. Working in a hotel or store
- e. Fixing cars
- f. Technology



# The Career in My Future: Goal-Setting Phase

- Students work in teams.
- Students decide on a career they want to have in the future.
- They brainstorm a list of questions about that career they would like to investigate.



# Academic Language to Solicit an Opinion


## **Everyday English**

- What do you think?

## **Academic English**

- What are some of your ideas?
- What's your point of view?
- What are your thoughts on this issue?
- How do you see it?





**What questions  
does your group want  
to investigate about  
the job?**

# Academic Language to Report a Pair or Group's Ideas

## Casual English

- We think...
- We said...



## Academic English

- We decided that...      We agreed that...
- We determined that...      We believe that...



# **Oral Presentation**

## **The Career in My Future:**

### **Online Research –Technology Phase**

- **Read** informational texts
- **Gather, summarize, evaluate, and analyze** information
- **Cite** evidence



# The Career in My Future: Research Phase



- **Name of job**
- **Job description**
- **Hourly wage**
- **Yearly wage**
- **Work hours**
- **Working conditions**
- **Skills needed**
- **Education required**
- **Training required**
- **Why I want this job**

# The Career in My Future: Oral Presentation & Note-Taking Phase

**MY FUTURE JOB**

1. Name of Job	
2. Job Description	
3. Hourly Wage	
4. Yearly Wage	
5. Education Required	
6. Training Required	
7. Local Job	
8. Why I want this job	

Refer to handout

# Oral Presentation: Citing Evidence

According to.....  
The author states that.....  
I read about this in.....  
\_\_\_\_\_ pointed out that.....



O\*Net Online Website  
<http://www.onetonline.org>

# The Career in My Future

## Beginning Level

### Provide a Paragraph Frame for the Oral Report

*We researched information about \_\_\_\_\_  
(job). You go to school for \_\_\_\_\_ years to get a  
\_\_\_\_\_ (certificate, diploma). On this  
job you work in a \_\_\_\_\_ (school, hospital,  
factory, store). Most of the time you work \_\_\_\_\_  
(standing up and walking around, sitting down). Your  
pay is \_\_\_\_\_ per hour. We read about  
this in \_\_\_\_\_.*

# **The Career in My Future Summary**

- ✓ **Learner goal setting**
- ✓ **Online research using technology**
- ✓ **Note taking**
- ✓ **Citation of evidence**
- ✓ **Collaboration in teams**
- ✓ **Oral presentation**

# Top 10 Workplace Soft Skills Related to Collaboration

- Courtesy
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- Self-directed

# Connecting the Career in My Future to the CCR Reading Anchor Standards

When a student **reads information on the Internet** to gather information about their job and “**analyzes text**”, which CCR Reading Anchor Standard is being applied?

***CCR Reading Anchor Standard 5:  
Analyze the structure of texts***

***Reading Standard 5B: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.***



# Connecting the Career in My Future to the CCR Writing Anchor Standards

When a student takes notes during online research, which CCR Writing Anchor Standard is being applied?

## ***CCR Writing Anchor Standard 8:***

*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

***Writing Standard 8B: ...take brief notes on sources and sort evidence into provided categories.***

# Connecting the Career in My Future to the CCR Speaking & Listening Anchor Standards

When a student **gives an oral presentation**, which CCR Speaking and Listening Anchor Standard is being applied?

***CCR Speaking and Listening Anchor Standard 4:***  
**Present information, findings, and supporting evidence** such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Reflections on the Objectives of this Workshop

*Can you...*

- Describe workplace soft skills that are related to collaboration?
- Describe the importance of collaboration in the CCR?
- Identify five activities that connect classroom collaboration and workplace skills?
- Identify collaborative classroom language in different situations?

# Make a Commitment

I I I will implement the following two new instructional strategies during the next month. I will.....

- ☐ Provide students with a list of useful academic expressions and practice them in class
- ☐ Create a mixer with text-dependent questions derived from informational texts
- ☐ Use a template to teach students note-taking skills
- ☐ Give students opportunities to do oral presentations
- ☐ Remind students which transferable workplace soft skills they are practicing and learning



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Donna's PowerPoint presentation and handout for this workshop can be found at <http://www.quia.com/pages/donna/workshops>