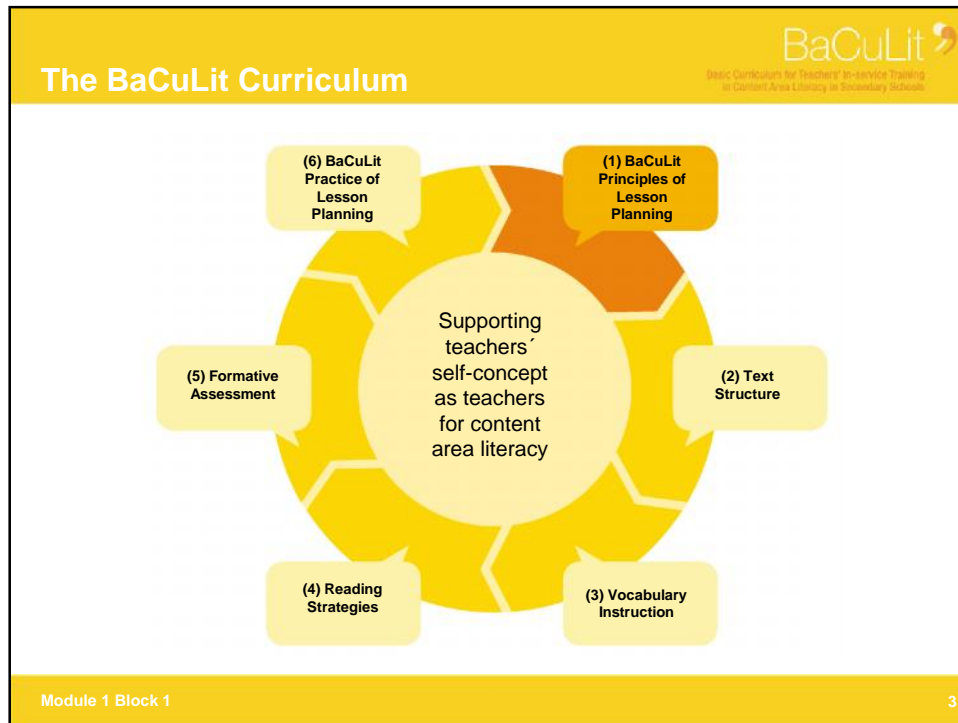


The cover features a yellow header with the BaCuLit logo and the text 'Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools'. Below the header, the text 'Module 1 – Block 1 (material 1)' is followed by the main title 'Principles of BaCuLit Lesson Planning' in large orange letters. An illustration at the bottom shows four people (two men and two women) sitting around a table, looking at documents.

The page has a yellow header with the BaCuLit logo and the text 'Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools'. The main text is a disclaimer: "This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein." Below the text are logos for BaCuLit Association e.V., the European Union (Lifelong Learning Programme), and the University of Cologne.

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Logos include: BaCuLit Association e.V., Lifelong Learning Programme, and Universität zu Köln.



**Content of Module 1 – BaCuLit Lesson Planning**

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**BLOCK 1**


- **Introduction: Why reading matters in all school subjects?**
- **What will participants learn during the BaCuLit-course?**  
(Content and structure of the BaCuLit curriculum, underlying principles of professional development)
- **How are participants required to work during the BaCuLit-course?**  
(Teacher's workbook, final assignment, requirements for BaCuLit teacher certificate; optional: Moodle platform)

**BLOCK 2**

- BaCuLit framework for lesson planning: Why are the following cross-curricular concepts central for lesson-planning in the BaCuLit framework:
  - Metacognition
  - Interaction
  - Engagement
- What are the main questions when you plan a content lesson or unit?

Module 1 Block 1

4



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## PARTICIPANT ACTIVITY

### Getting to know each other

1. Welcoming course participants by the trainer(s)
2. Activity to introduce oneself and getting to know each other

*(Material provided by trainers, if needed)*

Module 1 Block 1 5

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## Why Reading Matters in all Content Areas

- Optional Introduction: The Power of Reading
- What happens when we read? Self-experience: Comprehending a short narrative text
- The PISA definition of reading literacy
- One example: How reading matters in solving mathematical tasks
- Questions for pair discussion

Module 1 Block 1 6

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## The Power of Reading



Module 1 Block 1 7

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## PARTICIPANT ACTIVITY

**Self-experience: Comprehending a short narrative text**

- Read the following lines.
- After each line take a break and write down what is coming to your mind.

He plunked down 18.00 € at the window.

She tried to give him 9.00 €,

but he refused to take it.

So when they got inside,

she bought him a large bag of popcorn.

Module 1 Block 1 8

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## What is Reading?

### Conclusion

- In former times people considered reading to be an act of „taking some content out of the text“: transferring the content from one container (the text) to another one (the reader's brain). This is the so called **container model of reading**.
- Today we know due to research in reader-response theory, psycholinguistics, cognitive psychology and brain research: Reading is an active (re-)construction of meaning. If we want to understand a word, a sentence, a text – we always need to link our background knowledge (about language, the world, action schemata etc.) to the written words in the text. Reading is thus an **interactive process** between the text and the reader.

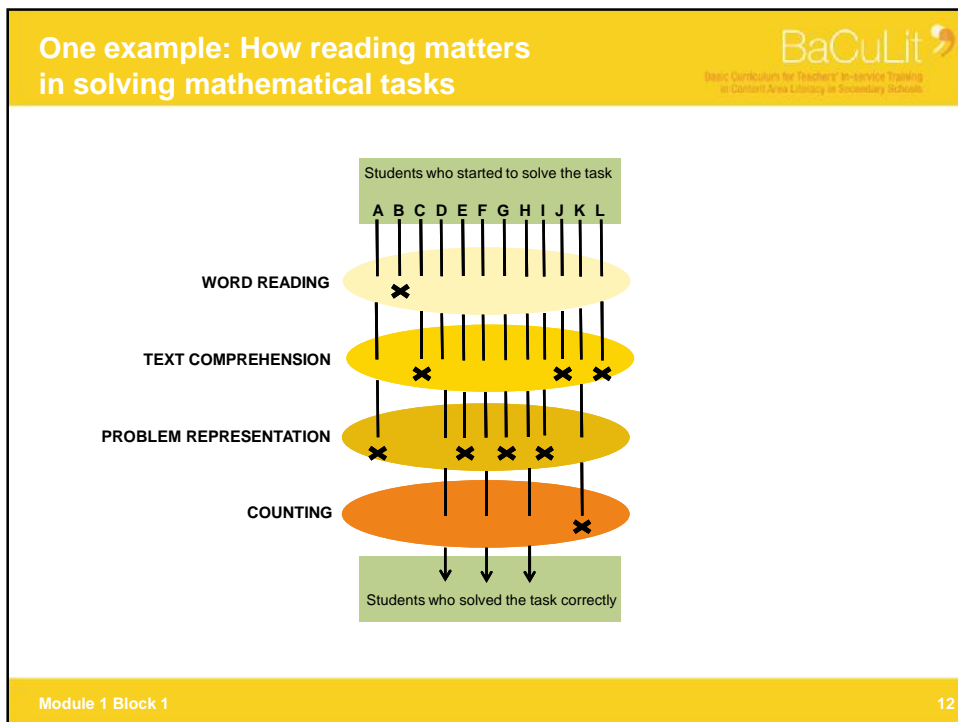
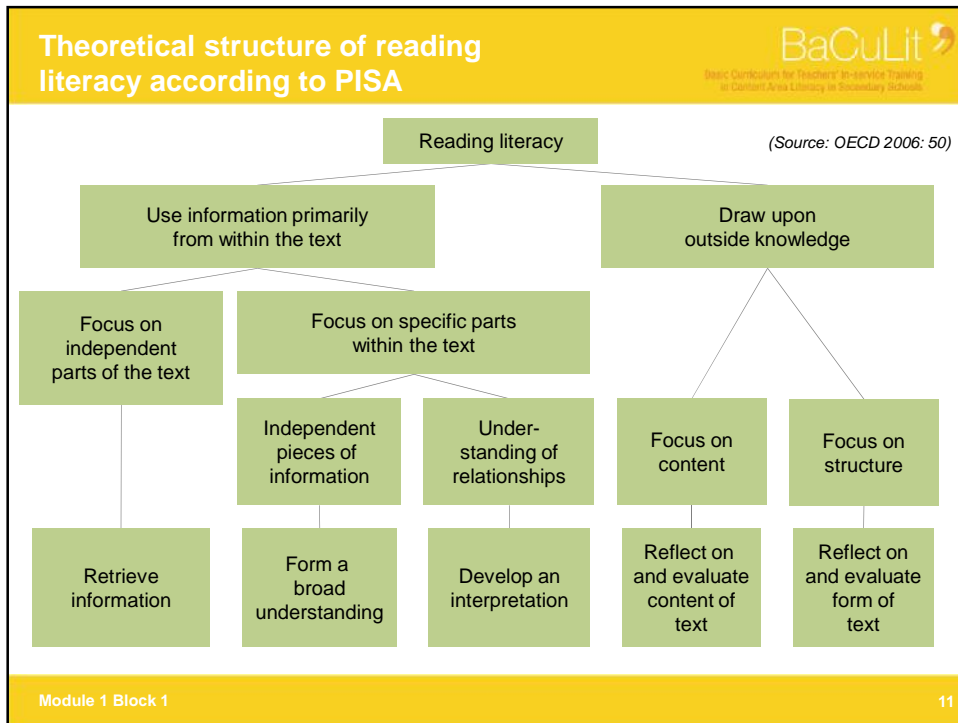
Module 1 Block 1 9


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## The PISA definition of reading literacy

- "Reading literacy **is understanding, using, and reflecting on written texts**, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society."  
*(OECD 2002: 25)*
- PISA defines reading literacy as „active engagement with written texts. [...] In the psychological literature about text comprehension, there is a general consensus that the reader has to construct meaning in written texts. Reading is not a passive reception of what is in the text, but it is an active (re-)construction of text meaning. The written information are connected to the knowledge of the reader. Thus, dealing with written texts can be seen as an act of generating meaning by which the previous knowledge of the reader and the text itself interact.“  
*(Artelt/ Stanat/ Schneider/ Schiefele 2001: 70f.)*

Module 1 Block 1 10





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## PARTICIPANT ACTIVITY

**Assignments:** Please talk to your neighbour (in pairs) about the following questions (10 – 15 Minutes):


What do you know about the reading problems of your students in your content area?

- Which of them struggle with word reading/vocabulary?
- Which of them struggle with text comprehension?
- Which of them struggle with building up an appropriate cognitive model (or problem representation) of what they read?
- Which of them struggle with subject-specific dimensions of learning (like „counting“ in the math example)?

Module 1 Block 1 13

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**TIME FOR A COFFEE BREAK**



Module 1 Block 1 14

## What will Participants learn during the BaCuLit-course?



- The BaCuLit curriculum: What are the central topics of each module?
- Problems of traditional approaches to professional development of teachers: “knowledge-action-gap”
- Working methods in the BaCuLit course - closely linking knowledge and practice

Module 1 Block 1

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## Content of Module 1: BaCuLit Lesson Planning



- Introduction: Why reading matters in all school subjects?
- What will participants learn during the BaCuLit-course? (Content and structure of the BaCuLit curriculum, underlying principles of professional development)
- How are participants required to work during the BaCuLit-course? (Teacher’s workbook, final assignment, requirements for BaCuLit teacher certificate; optional: Moodle platform)
- BaCuLit framework for lesson planning: Why are the following cross-curricular concepts central for lesson-planning in the BaCuLit framework:
  - Metacognition
  - Interaction
  - Engagement
- What are the main questions when you plan a content lesson or unit?

Module 1 Block 1

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## Content of Module 2: Text Organization and Text Diversity

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- Why and how can teachers connect students' textworlds to the diversity of texts?
- What are the advantages and disadvantages of using authentic texts in the classroom?
- How can teachers use content area text structure and organization for meaning making?
- How are texts crafted to help students learn new content knowledge?
- How can teachers own text materials guide their students' learning?

Module 1 Block 1

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## Content of Module 3: Teaching Academic Vocabulary

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- Why is vocabulary development crucial for content area literacy?
- How can principles from vocabulary research guide classroom practice?
- What are some guidelines for selecting words in the content areas that are worthy of rich instruction?
- How can students develop their own student friendly definitions?
- How can teachers help students expand their understanding of essential word meanings?

Module 1 Block 1

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## Content of Module 4: Teaching Cognitive and Metacognitive Reading Strategies

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- What are reading strategies and why are they important?
- Which kinds of strategies can support readers' growth?
- How can strategies be taught? (a cognitive instruction model)
- Putting it into practice: the Reading Apprenticeship model
- **Strategy programs**, option
  - a) Reciprocal teaching
  - b) LISUM Reading navigator [not yet completed]

Module 1 Block 1

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## Content of Module 5: Formative Assessment for Content Literacy and Learning

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- Why is formative assessment an assessment **for** instruction?
- What should be formatively assessed in the content area classroom?
- How can Vocabulary Self-Assessment be used by teachers in order to inform instruction?
- What is the Content Area Reading Inventory (CARI) and how can it be designed by teachers to give clear instructional directions?

Module 1 Block 1

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## Content of Module 6: BaCuLit Lesson Planning No. 2 – Teachers' own Lesson Plans

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- How did I embed the BaCuLit cross-curricular concepts and the framework for lesson planning in my own lesson planning? How did it work out for my students?
- How can I embed concepts and elements of the BaCuLit course in my own personal action plan to sustain BaCuLit concepts in my future teaching?
- What did I like about the whole course? Which improvements would I suggest?

Module 1 Block 1

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## The BaCuLit Curriculum – optional content

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### Additional blocks:

- Learning & communication platform „Moodle“
- School-related reading activities & implementation perspectives
- Evaluation tools of the BaCuLit course

Module 1 Block 1

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## PARTICIPANT ACTIVITY

**Assignments:**

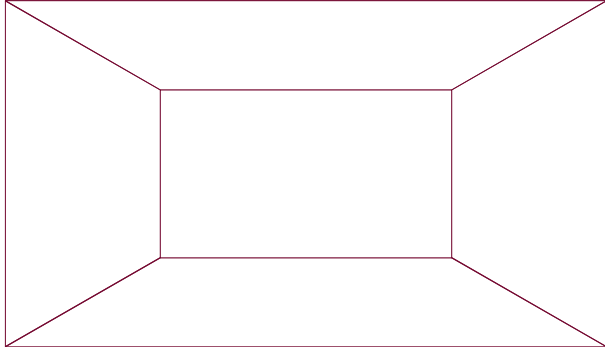
- When teachers attend a PD **course** they should be enabled to improve their every-day classroom practice. **Please reflect on the following questions** in using the placemat-method:
  - Which problems did you encounter in former PD courses: select a typical example and ask yourself, how did you work in this course?
  - Did this course effectively help you change your daily classroom practice?
  - How should a PD course be organised in order to help you implement what you learned into your daily practice?

Module 1 Block 1
23

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## Working method: Placemat – A Cooperative Learning Method

- Placemat for a group of four



Material: M1\_Mat. 1a and M1\_Mat. 1b

Module 1 Block 1
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## Problems of traditional PD for teachers

**Problems**

- **Declarative knowledge** does not improve daily practice
- **“one-shot”-trainings:** teachers don't get the opportunity to link new knowledge to their daily classroom-practice.

→ ‚kowllege-action-gap‘

**What is needed**

- continual support over a longer time period.
- Possibility to apply what has been learned to actual school context
- professional learning communities

Module 1 Block 1 25

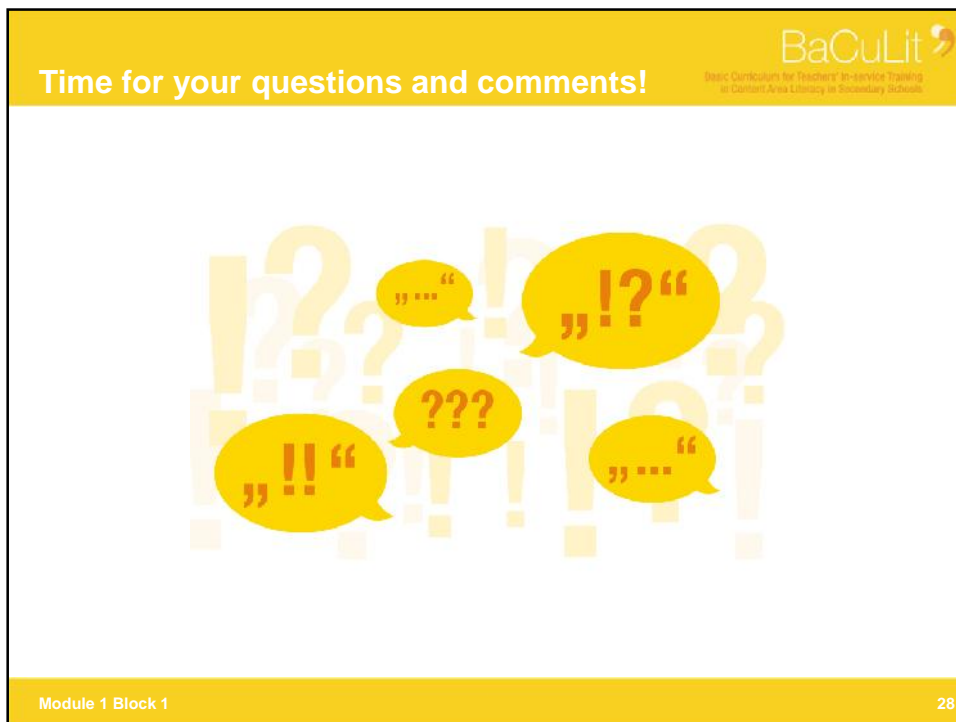
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## Working Methods in the BaCuLit Workshops

**Supporting your self-concept as teachers of content area literacy**

- 1. Training Course 1**
- 2. Practice Time**
  - Workbook
  - Own Content Area Classroom
  - Optional Moodle Platform
- 3. Reflection of Practice:**
  - In Course Session 2
  - On Moodle Platform / in prof. learning communities
- 4. Training Course 2**
- 5. Practice Time**
  - Workbook
  - Own Content Area Classroom
  - Optional Moodle Platform
- 6. Reflection of Practice:**
  - In Next Training Course
  - On Moodle Platform / in prof. learning communities

Module 1 Block 1 26



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## How Participants are going to work during the BaCuLit-course

- 1. Teacher´s Workbook**  
*M1\_Mat. 1c*
- 2. Learning opportunities / final assignment for Module 6**
- 3. Requirements for getting a BaCuLit-certificate**
- 4. (optional:) Moodle Platform (separate module)**

Module 1 Block 1 29

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## 1. Teacher´s Workbook

<p>Offers:</p> <ul style="list-style-type: none"> <li>■ worksheets</li> <li>■ background information</li> <li>■ practical learning opportunities and assignments</li> <li>■ tools for inquiring your classroom practice</li> <li>■ assessment tools</li> <li>■ evaluation sheets.</li> </ul>	<p>How to use it for your learning processes:</p> <ul style="list-style-type: none"> <li>■ documentation of results</li> <li>■ documentation of students´ work</li> <li>■ reflections on implementing innovations in your classroom practice</li> <li>■ assessment results</li> <li>■ feedback, evaluations and final reflection on the BaCuLit course</li> </ul>
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Module 1 Block 1 30

## 2. Final Assignment for Module No. 6 for longterm preparation



### Plan a BaCuLit-Lesson in your content area and prepare a Poster-presentation about this lesson in Module 6:

- Prepare, and preferably carry out, your own lesson plan for a unit of your content area subject in which you take into account the BaCuLit-principles of content area reading instruction.

### Portfolio assignment

- Write a substantial final reflection for your portfolio on how you designed and carried out your lesson plans.

*Find more details in Material M1\_Mat. 1d in your workbook!*

## 3. Requirements for the BaCuLit Teacher Certificate (optional)



- The portfolio-part of the Teacher's Workbook is regarded as teacher's documentation of active participation in BaCuLit. Completing the defined assignments will be the prerequisite of getting the BaCuLit certificate at the end of the course.

*(M1\_Mat. 1e: BaCuLit Certificate & certification requirements)*



#### 4. Cooperative Learning Platform Moodle (optional)

**Introduction of Moodle Platform as optional offer  
(see separate optional module)**

#### Time for your questions and comments!



**Thank you for your attention!**