



BaCuLit 
Basic Curriculum for Teachers' In-service Training
in Content Area Literacy in Secondary Schools

Module 1 – Block 2 (material 2)

Lesson Planning Framework – Basic Questions and Central Concepts



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"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."


BaCuLit 
BaCuLit Association e.V.

 Lifelong Learning Programme

 Universität zu Köln 

Module 1 Block 2 2

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

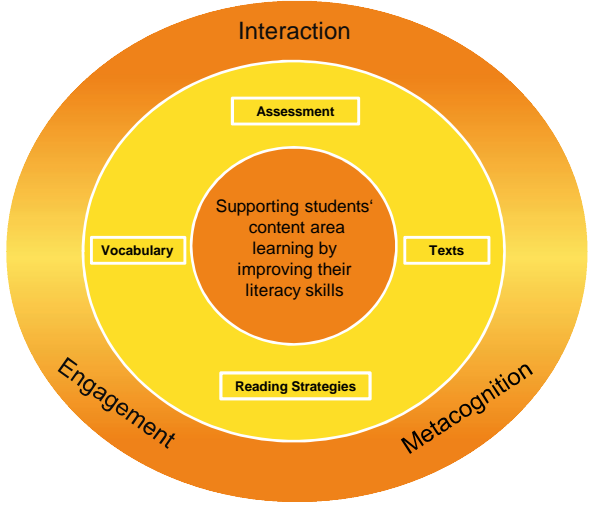
- BaCuLit framework for lesson planning: **Why are the following cross-curricular concepts central for lesson-planning in BaCuLit?:**
 - Metacognition
 - Interaction
 - Engagement
- **What are the main questions when you plan a content lesson or unit?**

Module 1 Block 23

Lesson Planning Framework of BaCuLit



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The diagram illustrates the Lesson Planning Framework of BaCuLit as a series of concentric circles. At the center is a small orange circle containing the text: "Supporting students' content area learning by improving their literacy skills". This central circle is surrounded by a larger yellow ring containing four white rectangular boxes: "Assessment" at the top, "Texts" on the right, "Reading Strategies" at the bottom, and "Vocabulary" on the left. The outermost layer is a wide orange ring with four labels: "Interaction" at the top, "Metacognition" at the bottom, "Engagement" on the left, and "Assessment" (repeated) at the top.

Module 1 Block 24

Cross-curricular concepts of the BaCuLit lesson planning framework

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Why are metacognition, interaction and engagement central cross-curricular concepts for all learning activities in the content areas?

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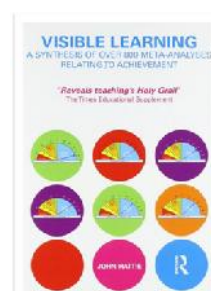
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What research tells us about the crucial factors for student learning

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- **The BaCuLit-Framework for Lesson Planning is based on empirical evidence. The most important study of the recent years is the meta-analysis by John Hattie, Visible Learning (2009)**
- Hattie and his fellows evaluated 50.000 studies dealing with successful learning, where 83 million students have been analysed



Module 1 Block 2

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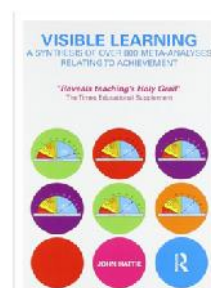
What research tells us about the crucial factors for student learning

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The main question was:

- Which factors have the largest influence on students' achievement?
- The following index has been used (d = effect size):
 - $d < 0$: Measure reduces learning success
 - $0 < d < .20$: no or no remarkable effect
 - $.20 < d < .40$: moderate effect
 - $.40 < d < .60$: large effect
 - $d > .60$: very large effect



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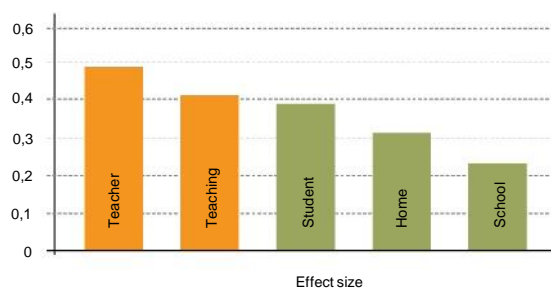
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What research tells us about the crucial factors for student learning

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- **The most important results of the Hattie study are: Teachers and teaching quality have the largest influence on students' learning success!** *It is important that teachers act as „activators“, not as „facilitators“, thus „as deliberate change agents, and as directors of learning“.*



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What research tells us about the crucial factors for student learning

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Effect sizes for teacher as activator and teacher as facilitator/working conditions [selection of items]:

Teacher as activator	d	Teacher as facilitator	d
Quality of teaching	0.77	Reducing class size	0.23
Reciprocal teaching	0.74	Simulations and gaming	0.32
Providing Feedback	0.72	Inquiry-based teaching	0.31
Teacher-student-relationships	0.72	Individualized instruction	0.20
Meta-cognition strategies	0.67	Problem-based learning	0.15
Direct instruction	0.59	Ability grouping	0.11
Challenging goals	0.56	Inductive teaching	0.06

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PARTICIPANT ACTIVITY

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- **Exploring the BaCuLit concepts in a model lesson**
- Carmen, a History / English teacher in an American Highschool, asks her 11th grade students to read the first stanza of "The Star-Spangled Banner" (the American national anthem).

(M1_Mat. 2a)
- **Assignment:** Talk to your neighbour: What would be your goals when working with this text? Which methods would you apply, which assignments would you give to the students? Which information about the text would you need?

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PARTICIPANT ACTIVITY

- **Assignment:** First read for yourself how Carmen designed her lesson with the „Star-Spangled Banner“.
(M1_Mat. 2b)
- Take notes to the following questions and discuss them with your neighbour:
 - Which tasks does Carmen give the students during the lesson? (please mark them!)
 - How does she get the students to actively engage with the text?
 - Which educational objectives does Carmen presumably have for her lesson?
 - Where does Carmen's lesson differ from your own ideas?
 - How would you evaluate her lesson?

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Cross-curricular concepts of the BaCuLit lesson planning framework

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1. **Metacognition**
2. **Interaction**
3. **Engagement**

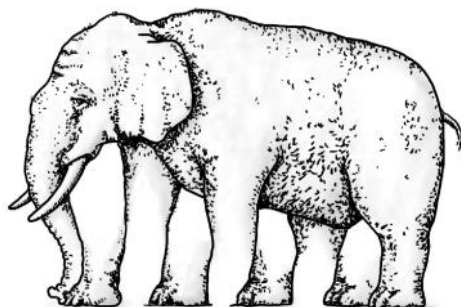
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What is the difference between cognition and metacognition?

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Cognition: how many legs does the elephant have?



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Metacognition: why is it so difficult to count these legs?

M.C. Escher: *The elephant*,
<http://www.sehtestbilder.de/optische-taeuschungen-illusionen/images/elefant-fuenf-beine.jpg>

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Metacognition is essential to become a mature, independent and life-long-learner

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When students are metacognitive, they...

- are in charge of their own learning (...)
- set learning goals, know how to use a variety of strategies to meet these goals, and can revise their plans to reach their goals effectively
- know how to reread, to self-question, and to organize information
- constantly assess their own learning progress: Do I understand this point? Should I write this idea down? Is the author making this clear; or do I need additional information?


(CRISS 2012, p. 6)



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PARTICIPANT ACTIVITY

- **Assignment:** Please read Material M1_Mat. 2c (“Helping Students Understand Metacognition”) and talk about the following questions with your neighbor/your group:
 1. According to this text, what are the two components of metacognition?
 2. How does the teacher proceed in conveying the concept? Which methods does she use?
 3. How do you evaluate her proceeding? Could you implement this “model lesson” in your own classroom?

(M1_Mat. 2b)

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[Optional slide] Questions to foster metacognitive reflection of your students:


- How did you evaluate your comprehension?
- How did the strategies you used (....) work for you?
- What could you do better next time – use the same strategy more effectively, modify or adapt the strategy, or use a different one?
- What did you do in order to think about what you already knew?
- Did you have a clear purpose for your work? If so, how did you use it to help you learn?
- What internal and external text structures were present, and how did you use them to help you learn?
- (add more questions)

(Project Criss, 4th Edition 2012, p.5)

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TIME FOR A COFFEE BREAK



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Cross-curricular concepts of the BaCuLit lesson planning framework

- 1. Metacognition**
- 2. Interaction:**
 - a. Supportive teacher-student-relationships**
 - b. Effective teaching and learning: The cognitive apprenticeship approach**
- 3. Engagement**

Module 1 Block 2 18

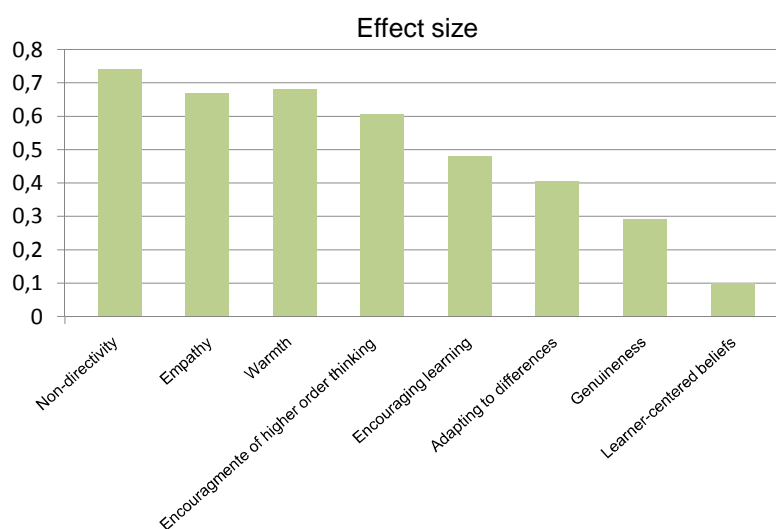
a) What research tells us about teacher-student interaction fostering student learning

Supportive Teacher-Student-Relationships have a high impact ($d = 0.72$) on students' learning process and achievement:

- „Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers), and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skills by the teacher – such as the skills of listening, empathy, caring, and having positive regard for others.“

(Hattie 2009, p. 118)

a) Aspects of supportive teacher-student-interaction (Hattie 2009)



a) Aspects of supportive teacher-student-interaction (Hattie 2009)

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Supportive Teacher-Student-Relationships have to address all students combining high expectations and high caring:

- showing students that **the teacher cares for their learning**, can see their perspective
- feedback to self-assess, **feel safe**
- warmer socio-emotional climate in the classroom: fostering effort and thus **engagement for all students**
- Being a **change agent**: all students can learn and progress

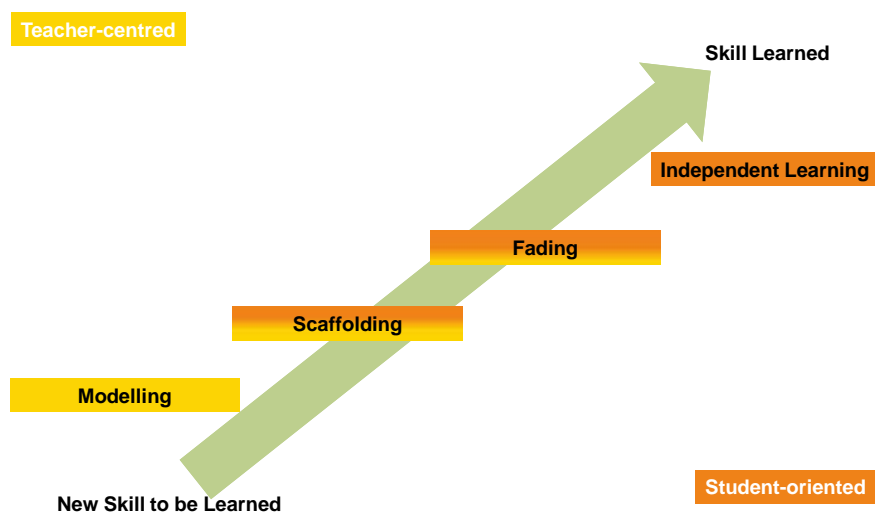
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b) Effective Teaching and Learning: The Cognitive Apprenticeship Approach

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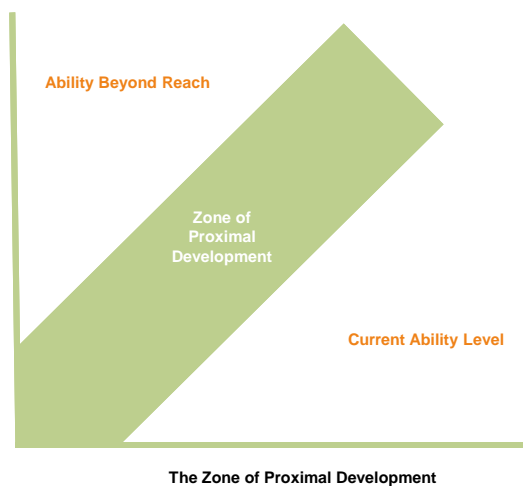
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b) Effective Teaching and Learning: The „Zone of Proximal Development“ (ZPD)

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b) Effective Teaching and Learning: Which role should the teacher take?

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„Sage on the stage“ controls the teacher-centred classroom, is keeper of knowledge in conventional sequential settings.

„Teacher as activator“ and „change agent“ (Hattie 2009) builds positive relationships with students, communicates high expectations to each and every student, provides students with challenging tasks, supports them with modelling, direct instruction and scaffolding.



„Guide on the side“ facilitates learning experiences and conceptual change as a coach in student-centred cooperative learning scenarios.




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b) Learner role and teaching approach

Transmitter model:
teacher takes role as direct transmitter of knowledge, has explicit control over selection of materials, sequencing and pacing of learning



Apprenticeship model:
Adaptive teaching approach addressing all dimensions of complex learning processes: providing modelling and direct instruction, support and guidance through scaffolding and fading with the aim of learner autonomy.

Constructivist model:
learner-centred classroom scenario, students gain knowledge by processes of meaning-making, vital importance of co-construction of meaning with peers in cooperative learning environment.




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PARTICIPANT ACTIVITY

- **Assignment:** Write down in a Free Write Entry to your Workbook all ideas and questions about this topic!
- What do you think about the three models of the teacher role and teacher-student interaction? What is your understanding of your role as a teacher? What would you possibly like to change?
- Optional: Exchange your ideas with your partner or with your group.

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Cross-curricular concepts of the BaCuLit lesson planning framework

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1. **Metacognition**
2. **Interaction**
3. **Engagement:**
 - a. **Teacher's engagement is crucial for students' learning**
 - b. **Exploring students' engagement**
 - c. **Reading engagement and performance: PISA; gender differences**

Module 1 Block 2

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a) Empowering students for learning requires engaged teachers!

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- **The only and compelling reason for teachers' professional development is improved student learning!**

- **Those are the conditions for success:**
 - **Engagement of teachers** in their further learning to deepen professional knowledge and refine skills
 - **Engagement of students** in new learning experiences.

(Source: Helen Timperley 2008, p. 28)

a) Teachers' expectations have a great impact on learners achievement

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- Believing that achievement is changeable already makes a difference

- Having low expectations of the students' success is a self-fulfilling prophecy

- Students like teachers who challenge, who have high expectations, who encourage the study of their subject


- Teachers should see themselves as change agents – they should believe that all students can learn and progress and demonstrate to all students that they care about their learning

(Source: Hattie 2009)

a) Students' engagement is crucial for successful learning and high achievement!

- Students' achievement is strongly related to factors like **self-efficacy, self-concept, motivation and persistence**
- Teachers may be more successful with poor learners if they address these dispositions first
- Key attributes of successful learners: the willingness to engage in learning, the attributions of success to factors such as effort rather than ability or luck
- the raising of positive attitudes towards learning can be influenced in school!

(Hattie, 2009)



PARTICIPANT ACTIVITY

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- „If the teacher's lens can be changed to seeing learning through the eyes of students, this would be an excellent beginning.“
(Hattie 2009, p. 252)
- Talk to your neighbour about some aspects of your teaching beliefs, e.g.:
- Is it part of your professional beliefs, that all students can learn and progress - or have you resigned on some of them?
- Think about your most „challenging“ student(s) in this respect and ask yourself: What would it mean to see my learning offers through the eyes of this student / these students?
- „Quality teachers are those who challenge, who have high expectations, who encourage the study of their subject, and who value deep aspects of their subject.“ What do you think about this statement?

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PARTICIPANT ACTIVITY

- What do you know about activities your students are really engaged in?



<http://1.bp.blogspot.com/-mOgsEzULTDM/Tb50Q1cLuol/AAAAAAAAAB8/jzOYG3uzlc4/s1600/skateboard-guy-c11764226.jpg>



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PARTICIPANT ACTIVITY

- In this activity we are going to use the Think-Pair-Share cooperative learning technique:
 1. **THINK (and take notes):** With what do your students really engage? Think about the characteristics of engagement behaviour and attitudes towards the task (e.g. enthusiasm, concentration...). What do you know / not know about your students?
 2. **PAIR:** Register the thoughts you and your pair shared.
 3. **SHARE** with the whole group your experience and reflections about engagement of your students.

Material about Think-Pair-Share is provided in your workbook, Material: M1_Mat. 2d

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PARTICIPANT ACTIVITY

- **Assignment:** For the following trainer input about reading engagement you will get a worksheet containing a double entry chart. Please take notes in the left column during the lecture and add your thoughts in the right column at the end of the lecture. Then share them in small groups before discussing your comments and group results in the plenary.

Material: M1_Mat. 2e_Worksheet ENGAGEMENT

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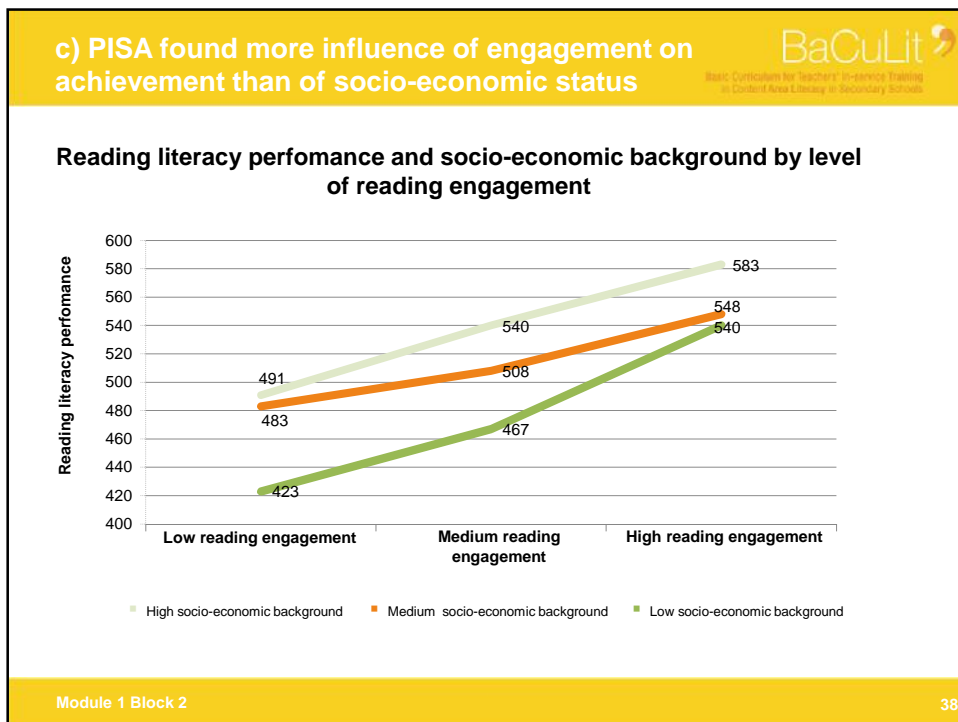
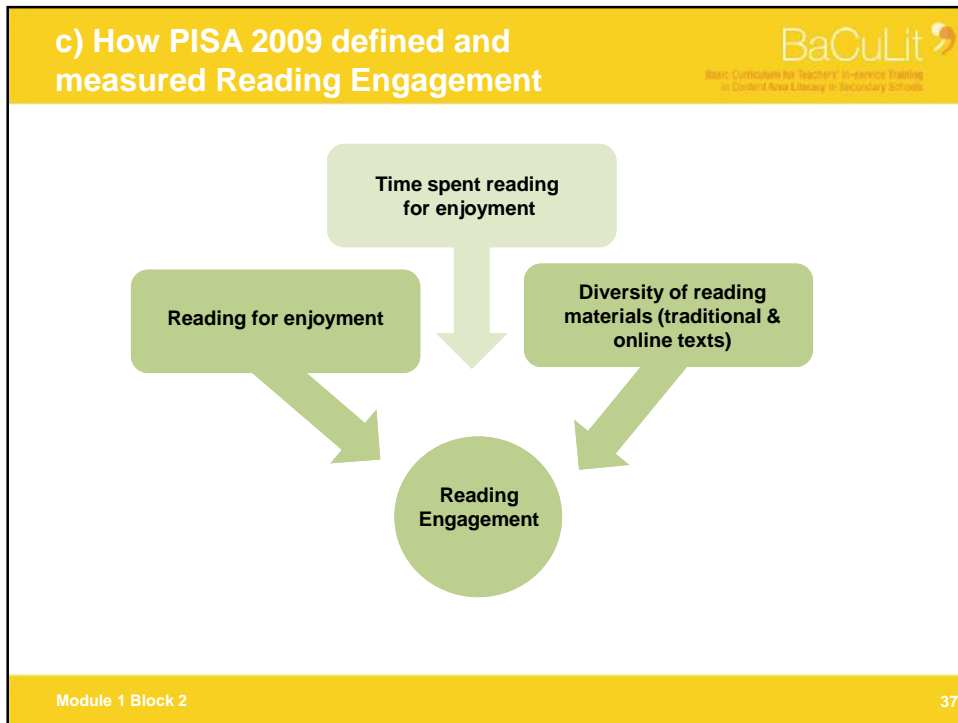
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c) Reading engagement and reading performance

- **PISA 2009:** reading engagement is closely linked to reading performance, and best accessible for change.
- **What research tells us about engagement in reading:**
 - When students become engaged readers they provide themselves with self-generated learning opportunities (Guthrie & Wigfield)
 - Better readers read more because they are more motivated to read

→ improved vocabulary and comprehension skills; poor readers avoid reading, skill level is declining more and more (Stanovich)
- **Achievement gap** between those who read frequently and those who are reading averse **increases over time.**

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c) Gender and Reading: Gaps in engagement and achievement (PISA 2000 – 2009)

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- **PISA 2009 showed big gender achievement gaps in reading literacy in ALL 65 participating countries! In the OECD-countries: 39 PISA score points = roughly one year of schooling!**
- **„The individual-level factor most susceptible to change is student engagement in reading activities. (...) Therefore, when boys enjoy reading, read diverse material and adopt reading comprehension strategies, they can attain a higher level of performance in reading than girls.“**

(Eurydice: Teaching Reading in Europe, 2011, p. 27)

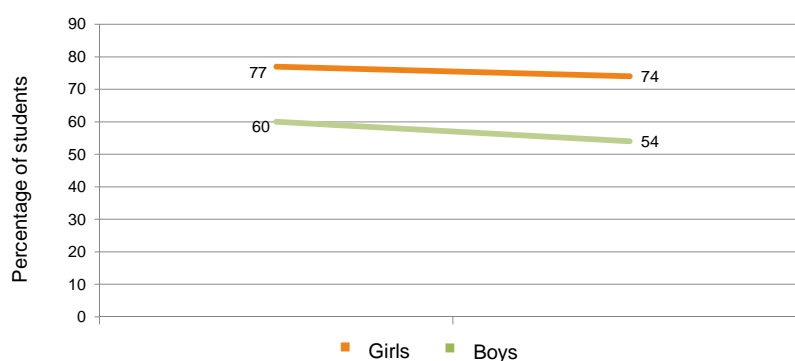
Module 1 Block 2

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c) PISA 2000 - 2009: Change in the percentage of boys and girls who read for enjoyment

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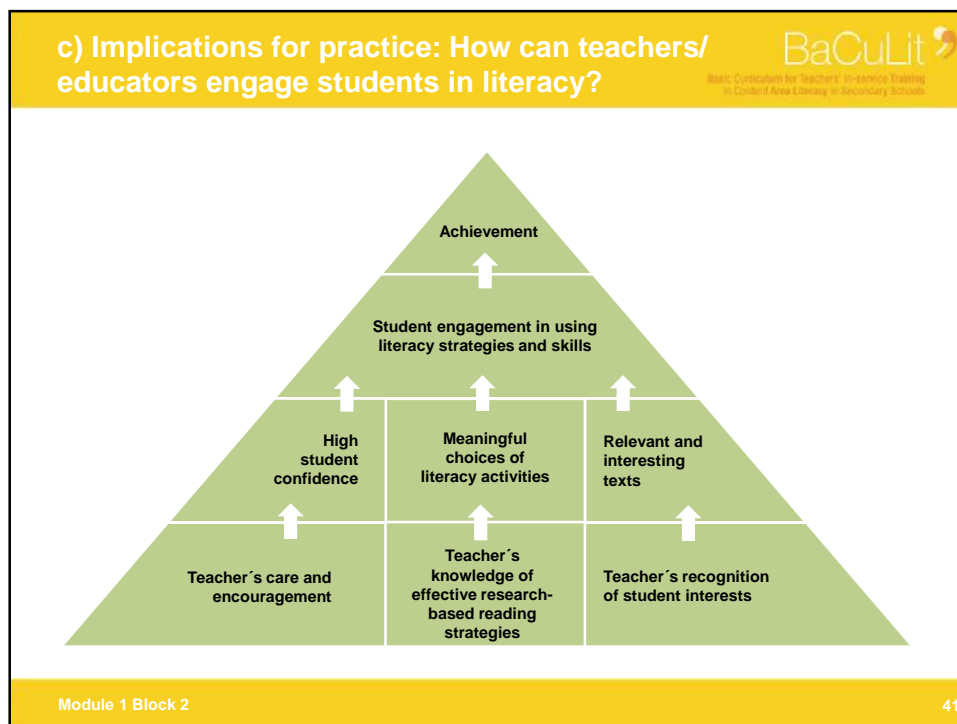
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OECD average for 26 countries: Australia, Belgium, Canada, Chile, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Mexico, New Zealand, Norway, Poland, Portugal, Spain, Sweden, Switzerland, United States

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PARTICIPANT ACTIVITY

- How could you engage your (male) students in reading and writing activities?




<http://1.bp.blogspot.com/-mOgsEzULTDM/Tb50Q1cLuol/AAAAAAAAAAB8/jzOYG3uzlc4/s1600/skateboard-guy-c11764226.jpg>



http://www.netzwerk-lesefoerderung.de/images/stories/nljunge_150.jpg

Module 1 Block 2

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PARTICIPANT ACTIVITY

- **Assignment:** Please add your thoughts in the right column of the double entry chart now. Then share them in your group before discussing your comments and group results in the plenary.

Material: M1_Mat. 2e_Worksheet ENGAGEMENT

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Conclusions about the 3 cross-curricular concepts: Characteristics of good readers and learners

„Proficient readers share some key characteristics. Good readers are:

- **Mentally engaged,**
- **Motivated** to read and to learn
- **Socially active** around reading tasks,
- **Strategic in monitoring** the interactive processes that assist comprehension:
 - **Setting goals** that shape their reading processes,
 - **Monitoring** their emerging understanding of a text, and
 - **Coordinating** a variety of comprehension strategies to control the reading process.“

(Schoenbach, Greenleaf et al. 1999, p. 20)

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**Conclusions:
The 5 Dimensions of Reading Apprenticeship**

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The diagram illustrates the five dimensions of reading apprenticeship as overlapping colored blocks. A central white oval contains the text '1. Metacognitive Conversation (Internal and External)'. This oval overlaps with four other blocks: a yellow block above it labeled '3. Personal Dimension', a light green block to its left labeled '2. Social Dimension', a light green block to its right labeled '4. Cognitive Dimension', and an orange block below it labeled '5. Knowledge-Building Dimension'. The '2. Social Dimension' block also overlaps with the '3. Personal Dimension' block.

2. Social Dimension

3. Personal Dimension

1. Metacognitive Conversation (Internal and External)

4. Cognitive Dimension

5. Knowledge-Building Dimension


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Time for your questions and comments!

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The slide features a collection of yellow icons on a white background. There are several large, faint question marks scattered across the area. In the foreground, there are five speech bubbles of varying sizes. Some contain exclamation marks, question marks, or ellipses, symbolizing questions and comments.

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Outlook and overview

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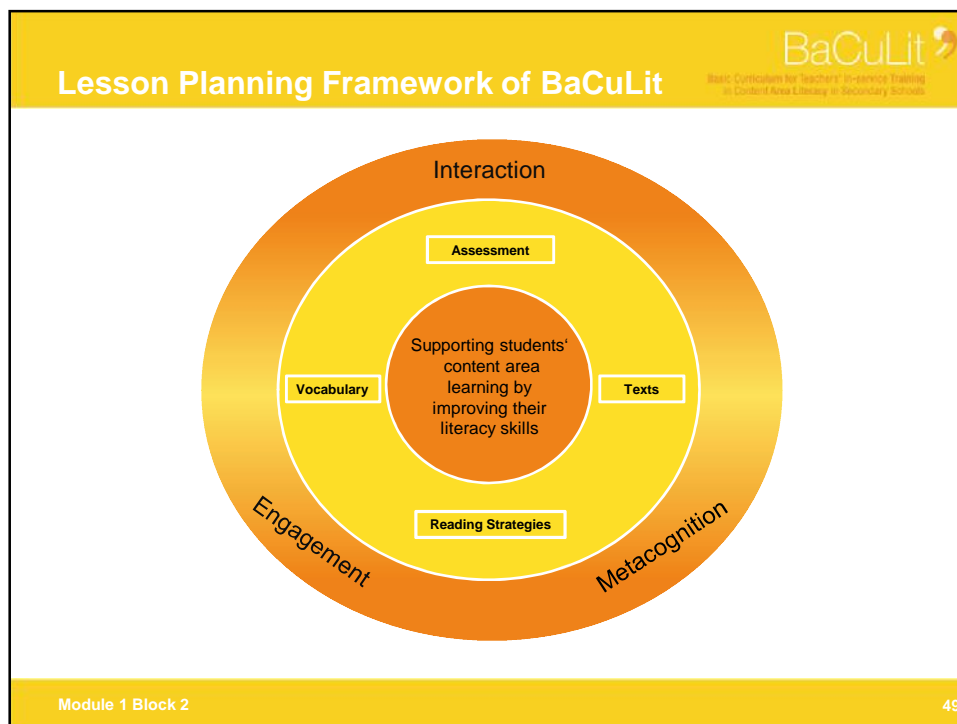
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- Guiding Questions for Lesson Planning regarding the BaCuLit Framework

Material: M1_Mat. 2f_Guiding Questions for Lesson Planning

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Guiding questions for lesson planning (BaCuLit framework)

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FORMATIVE ASSESSMENT I

- What do my ongoing assessment routines say about the strengths and weaknesses of my students (with respect to content, literacy learning, motivation)?
- How can I use this assessment information to provide responsive content literacy instruction? How can I support my students (whole class, single groups, and/or individual students) in using their strengths to overcome their weaknesses?

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Guiding questions for lesson planning (BaCuLit framework)

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SUPERIOR TOPICS and LEARNING GOALS of my LESSON / UNIT

- What are my goals for this lesson with respect to students' needs in content and literacy learning?
- What content is central to this unit? What do I expect students to know and do as a result of this unit?
- What instructional materials will I select to meet these learning expectations? If a fixed unit is used: how does text play a role in this unit?

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Guiding questions for lesson planning (BaCuLit framework)

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ENGAGEMENT

- How can I find out what students want to know about the topic in order to engage them in learning?
- How can I have them participate in choosing learning materials for this unit and setting up learning goals for their individual learning?
- How can I actively involve every student in the learning process?

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Guiding questions for lesson planning (BaCuLit framework)

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INTERACTION

- How much modeling from my part will be necessary for students to use the strategies I want to include in this lesson?
- Which kind of support and scaffolding activities do I have to provide for students' learning of this content?
- How can I arrange a maximum of participation and interaction among students?

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Guiding questions for lesson planning (BaCuLit framework)

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METACOGNITION

- How can I help students understand the importance of activating their own background knowledge?
- How can I help them focus on the learning tasks and setting own learning goals?
- How can I help students continually monitoring their own comprehension?
- What opportunities will students have to fix up areas of misunderstanding in order to perform well on the tasks and the final assessment?
- How will I provide students with opportunities to evaluate and reflect about their learning?

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Guiding questions for lesson planning (BaCuLit framework)

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TEXTS

- What are the characteristics of the specific text (I chose / we chose) and of this text genre in general?
- Which challenges (in structure, content and vocabulary) does this text contain for my students and how can I make it accessible to them? Is this text in their “zone of proximal development”?
- What are the big ideas in this text? How are they conceptually related? How are they related to the content of previous lessons?

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Guiding questions for lesson planning (BaCuLit framework)

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VOCABULARY

- How do I build understanding of essential vocabulary?
- How do I select words that are essential for students to learn in my content area?
- What strategies will I use to create students' ownership of important vocabulary?

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Guiding questions for lesson planning (BaCuLit framework)

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READING STRATEGIES

- How can I model and scaffold the use of strategies before – during – after reading in order to better understand this particular text?
- What tools shall students use for structuring the content of this text during and after reading (e.g., selective underlining, summarizing, concept maps, Venn diagrams, tables, time relations, two column notes...)?
- What strategies will I offer my students to become actively persistent while reading?

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Guiding questions for lesson planning (BaCuLit framework)

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in Content Area Literacy in Secondary Schools

FORMATIVE ASSESSMENT II

- How can I assess my students' literacy abilities and strategies with my content texts?
- How can I assess my students' knowledge of key concepts and vocabulary from my content texts?
- How can I use this assessment information to provide responsive content literacy instruction?
- How can I help my students monitor their progress as readers and thinkers of my content texts?
- Which kind(s) of self-assessments should my students use?
- Which assessment information will I provide to students so they know what is expected of them?

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PARTICIPANT ACTIVITY

- **Final discussion in the whole group - Possible Questions:**
 - Which questions do we already consider when preparing a content lesson working with texts?
 - Which questions are new for us?
 - What do we want to learn about these questions in the BaCuLit course?
 - Finish with a short **metacognitive reflection**: How did we work so far? Did we have enough opportunities to bring in our own questions and experiences? Did we get interesting new input? Do we consider both aspects – own experience and new information – as being well balanced? What could be improved?

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Further Learning Opportunities

- Learning Opportunities:
 - preparatory homework for Module 2:
M1_Mat 2I: Students' reading log
 - Final assignment for Module 6
- Final evaluation of Module 1

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Thank you for your attention!