



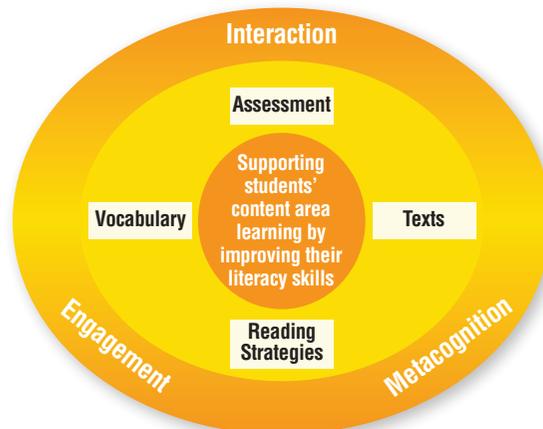
## Scientific Background

BaCuLit is mainly based on the results of the international ADORE-study (“Teaching Adolescent Struggling Readers – A Comparative Study of Good Practices in European Countries”). In contrast to the common sequential form of lesson planning, ADORE promotes a cyclical form of lesson planning (“Reading Instruction Cycle, RIC”).

The ADORE Key Elements for Changing Classroom Practice” have all been incorporated in the BaCuLit Framework of Lesson Planning:

- Designing a supportive teacher-student interaction
- Applying diagnostic (formative) assessment
- Involving students in planning the learning process
- Choosing engaging reading materials
- Involving students in texts
- Teaching cognitive and metacognitive reading strategies
- Creating an inspiring reading environment.

## BaCuLit Framework for Lesson Planning:



## Contact

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### Websites:

<http://www.baculit.eu>,  
[www.adore-project.eu](http://www.adore-project.eu)

### European Website on Literacy:

[http://ec.europa.eu/education/literacy/index\\_en.htm](http://ec.europa.eu/education/literacy/index_en.htm)

## Information

**Garbe, Christine / Holle, Karl / Weinhold, Swantje (Eds.):**  
ADORE – Teaching Struggling Adolescent Readers in European Countries. Key Elements of Good Practice. Lang: Frankfurt/M. et al. 2010.  
**EU High Level Group of Experts on Literacy:**  
Final Report (Sept. 2012)

## Feedback by a Literacy Expert:

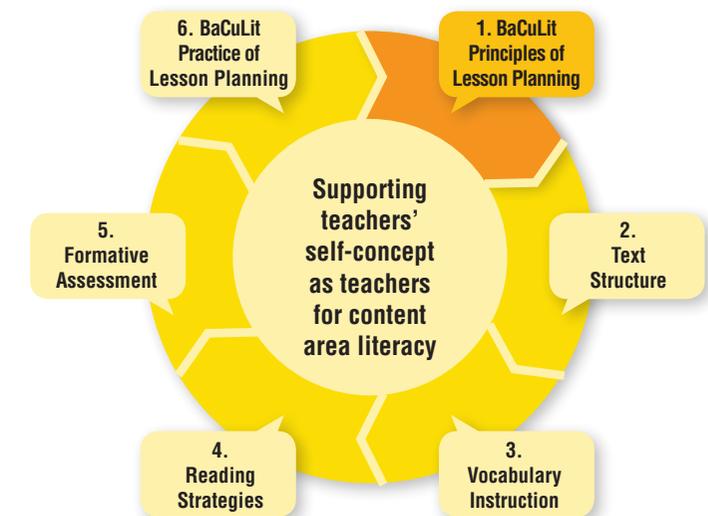
“The BACULIT materials are very systematic and well structured, which is extremely difficult to achieve across so many countries and cultures.

This programme provides a model for developing common teacher training programmes at European level. BACULIT is also outstanding in the sense that it is based on a common European product - ADORE, and has managed to develop another common product (the BaCuLit course), which can be used to disseminate the first product. Rarely do we see such uninterrupted cooperation and systematic ongoing development at European level.”

*Mária Pákozdi, Coordinator of International Relations at the Hungarian Institute for Educational Research and Development*

# BaCuLit Curriculum

- Enhancing teachers' expertise in content area reading literacy.
- Developing a curriculum that can be used on long terms for in-service training.
- Creating local expertise through a training-of-trainer-model



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



## Basic Project Information

BaCuLit is an in-service teacher training programme provided by specially qualified teacher trainers. They teach secondary school teachers of all subjects the necessary didactical and methodological knowledge and skills which enables them to support their students in “reading to learn”. This programme was developed and put to the test for its content and practical implementation in a Comenius project with 10 partners from universities and teacher training institutes in 7 European countries<sup>1</sup> supported by two American experts in content area literacy. (Budget: 590 000 €, Duration: 01/2011 – 12/2012).

The curriculum consists of 6 core modules of about 6 hours units each which can be taught flexibly according to the national and local conditions. These modules are accompanied by 4 optional blocks, which only need to be taught if they are relevant for a particular group of teachers.

Each module builds upon the participants' practical experiences and introduces concrete instructional strategies, to be practiced and reflected upon by the teachers to foster students' reading competence.

## BaCuLit Objectives:

1. Development, implementation, evaluation and revision of a **Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools**, which defines the practical knowledge that content area teachers need to have
2. Development of a **didactical concept for teacher training**, which – in contrast to previous trainings – has a sustainable influence on the improvement of classroom practice
3. Development (and accreditation) of a **concept for the qualification of BaCuLit-trainers**

## BaCuLit Principles of Professional Development for Teachers

- One-shot activities or short-term approaches have almost no sustainable effect on classroom practice. Teachers' routines and beliefs are often stronger than new ideas and concepts. Therefore, there is a gap between what teachers know and what they do (“knowledge-action-gap”).
- The BaCuLit project has therefore developed a training concept that engages participants in developing new knowledge through practical exercises first before testing new methods and materials in their everyday classrooms between the course units.

## The Modules

### Module 1: BaCuLit Principles of Lesson Planning

- Why reading matters in the content areas
- Introduction of BaCuLit core concepts
- Lesson planning framework

### Module 2: Text Structure & Text Diversity

- Concepts of text and text diversity (incl. students' text worlds)
- Organization of content area texts & text complexity

### Module 3: Vocabulary Instruction

- How is vocabulary related to reading competence?
- How to teach academic vocabulary?

### Module 4: Reading Strategies

- What are reading strategies?
- How to teach reading strategies?

### Module 5: Formative Assessment

- What should be assessed in content area classrooms?
- Formative assessment strategies to guide content area instruction

### Module 6: BaCuLit Practice of Lesson Planning

- Presentation and reflection of teachers' own BaCuLit lesson plans
- Reflection by teachers on their own professional development

### Optional Blocks:

- Learning platform “Moodle”
- School-related reading activities & implementation perspectives
- Evaluation Tools and Strategies
- Evaluation of the course

<sup>1</sup>BaCuLit partner institutions from Germany, Hungary, Netherlands, Norway, Portugal, Romania and Sweden