EDUC2748: K-6 Literacy 1
Callaghan and Ourimbah
Semester 1 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description   This course provides an introduction to teaching and learning in English in K-6 contexts with a focus on children's reception, interpretation and interdependency of verbal, textual and visual literacies including an introduction to the sciences of reading. Students will explore the NSW English K-6 syllabus incorporating the Australian Curriculum and the role and value of English in the broader school curriculum.

Requisites   For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:
   - Three HSC band 5s (including one in English) or
   - 80 units of UON courses or
   - Regulatory authority approved comparable pathways.

   If you have successfully completed EDUC1738 you cannot enrol in this course.

Contact Hours   **Lecture**
Online – via zoom
1 hour(s) per Week for 12 Weeks

Tutorial
Face to Face
2 hour(s) per Week for 12 Weeks

Unit Weighting   10

Workload   Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan and Ourimbah**
	Rachel Birch
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	V225, V Building Callahan
	Consultation: Email for an appointment
Teaching Staff	Other teaching staff will be advised on the course canvas site.
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	VG30
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SYLLABUS

Course Content

1. Theory, concepts and key stages related to the acquisition of knowledge and skills in the reception, interpretation and interdependency of verbal, textual and visual literacies.
2. The role and value of English in the broader school curriculum.
3. The place of English in the K-12 English continuum.
4. English as an additional language or dialect (EAL/D).
5. The impact of home and community literacy practices.
6. Children's literature as a context for literacy learning and teaching.
7. Principles and practices of teaching and learning of verbal literacy (Oral Language and Communication).
8. Principles and practices of teaching and learning of reading including phonological & phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension, concepts of print and grammar.
9. Strategies for assessing and reporting aspects of reading.
10. NSW Syllabus for the Australian Curriculum: English K-10

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrates an understanding of theory, concepts and 'sciences of reading' and learning related to the key stages of knowledge and skills in receptive and visual literacies (pre-K - 6).
2. Consider children's home and community literacy practices as a foundation for learning in K-6 contexts.
3. Value children's literature as a context for teaching and learning in English;
4. Identify the key stages in children's early language acquisition.
5. Understand and use the NSW English K-6 syllabus (2023) incorporating the Australian Curriculum (2012) to plan for learning and teaching in receptive literacy.

Course Materials

Required Text:

K-6 English Syllabus (2023)
https://curriculum.nsw.edu.au/stages/primary

See course schedule for weekly readings (Available via E-Reserve on canvas) linked to learning modules.

SCHEDULE

Week	Week Begins	Overview of Content	Assessment Due
1	26 Feb 2024	• Introduction and defining literacy in the 21st Century. • Introduction Australian Curriculum and the NSW Syllabus.	
2	4 March	• Introduction to the science of reading • Theories and models or reading development including the Simple View of Reading and the Reading Rope • Introduction to the 'Big 6' of Reading	Module 1 - 10/3/24,11.59pm
3	11 March	• Oral Language and Communication. • Key Stages in Oral Language acquisition. • Introduction to EAL/D	Module 2 -17/3/24,11.59pm
4	18 March	• Emergent Literacy • Phonological Awareness • Phonemic Awareness	Module 3 -24/3/24,11.59pm
5	25 March	• Concepts of Print & Alphabetic Principle	Module 4 - 31/3/24,11.59pm
6	1 April	• Introduction and approaches to Phonics • Systematic Synthetic Phonics • Decodable Texts Check in Assessment 1 (15%)	
7	8th April	• Word Recognition &Orthographic Mapping • Fluency • Vocabulary • Morphology	Module 5 - 14/4/24,11.59pm Critical Reflection 1 Due (5%)
Mid Term Break Module 6 – 21/4/24			
8	29 April	• Children's Literature • Textual Concepts • Visual Literacy and Multimodal Texts	
9	6 May	• Reading Comprehension • Critical Literacies	Module 7 - 12/5/24,11.59pm
10	13 May	• The Impact of Literacy at home and in the community. • Developing Culturally Relevant Practices	Module 8 - 19/5/24,11.59pm
11	20 May	• Diversity in Children's Literature • Diversity of Learners • Reading Difficulties • Reading Interventions	Assignment 2 Due Lesson Plan and Reading Demonstration 19th May 2024 @ 11.59pm
12	27 May	• Reading in the Upper Primary Years • Engaging Reluctant Readers • Cross Curriculum Priorities	Module 9 – 2/6/24, 11.59pm
13	3rd June	• No Tutorials • Check in Assessment 2 (15%)	Module 10 – 9/6/24, 11.59pm Critical Reflection 2 Due (5%)

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 Written Assignments	Weekly – As outlined in CANVAS modules.	Individual	40%	1,2,4
2	Assignment 2 Oral Examination including PBL exercises	Part 1 – Week 6 (15%) (See CANVAS for booking schedule) Part 2 – Week 13 (15%) (See CANVAS for booking schedule)	Individual	30%	1,2,4
3	Assignment 3 Written Assignment	Sunday May 19 at 11.59pm via CANVAS	Individual	30%	3,5

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 – Part Written Assignments

Assessment Type   Written Assignments

Purpose & Description   To actively participate in the course's concepts, theory, research, and pedagogy, students are required to complete weekly module activities. These activities include readings, video content, short quizzes, and short-answer responses, along with contributing to a discussion post. Each module contributes 3% to the overall semester grade, accumulating to a possible 30%.

Modules and Activities must be completed by the due date to receive 2 or above to demonstrate active engagement with the course materials. If modules and activities are completed after their closing date, a pass grade for that week may still be considered via an Adverse Circumstances application. Modules will be available one week before the corresponding tutorial and will stay open for an additional week to provide flexibility.

In Weeks 7 & 13, the weekly Module's will also include a Critical Reflection relating to students School Visit. Critical Reflection often involves examining how theoretical concepts relate to practical experiences. This task will require you to closely examine and reflect on your experience in the classroom and think deeply about why things happened the way they did. It goes beyond merely describing occurrences; it requires considering why they happened and how they relate to your academic studies. This process enhances self-understanding, encourages a multi-perspective view, and contributes to your growth as a more reflective and effective educator.
See CANVAS for the Critical Reflection questions.

Weighting   40% (Completion of Weekly Module Activities 30% & Critical Reflections 10%)

Length   2000 +/- words or equivalent.

Due Date   Weekly – see schedule in CANVAS

Submission Method   Online

Assessment Criteria   See Assessment Rubrics

Return Method   Online

Feedback Provided   Online 3 weeks after submission

Assessment 2 – Oral Examination & PBL Exercises

Assessment Type	Oral Examination/ Problem Based Learning
Purpose	The EDUC2748 'Check in Assessments' aims to provide an opportunity for students to; build confidence and capability to articulate ideas in a collegial discussion, to demonstrate their understanding of the course content, to begin to engage in professional discussions and to consider practical applications of their developing knowledge in literacy to classroom contexts.
Description	Students will be asked to respond to five (5) questions/prompts to reflect their understanding of the course content and to reflect upon some professional learning goals. The topics are directly related to the course content within the learning modules and tutorial activities. The questions are directly related to concepts that have already practiced and reflected upon with peers in tutorials. Questions will be randomized but all questions will be available for students to review, plan and practice prior to the assessment.
Weighting	Part 1 – Check In (1) (15%), Part 2 – Check In (2) (15%)
Length	20 minutes (Check in 1 – 10minutes, Check in 2 – 10minutes)
Due Date	Mid Semester (Week 6) & End of Semester (Week 13) – See canvas with information about how to schedule a time for each assessment.
Submission Method	Face to Face – on campus
Assessment Criteria	See Assessment Rubrics and Task Outlines on canvas
Return Method	Task Rubric – via CANVAS
Feedback Provided	Face to Face verbal feedback during assessment and subsequent online rubric

Assessment 3 - Written Assignment

Assessment Type	Written Assignment
Purpose	The purpose of this assignment is for students to develop an understanding and appreciation of quality children's literature by selecting a book as a context for the teaching of reading using the NSW K-6 Syllabus.
Description	Students will be required to demonstrate an understanding and appreciation of quality children's literature by selecting a suitable book as a context for the teaching of reading They will develop a lesson plan that employs modelled instruction during a modelled or shared reading experience (an example is available on CANVAS). Students will identify and incorporate relevant outcomes and content from the NSW English K-6 Syllabus with a focus on Component B. This task requires students to demonstrate their capacity to apply their knowledge to a practical context using mid-level critical thinking, initiative, and judgement in professional practice. For each phase of the lesson, students will identify the learning and teaching sequence, grouping structure and resources. To demonstrate an understanding of modelled or shared reading in a practical context, students will prepare a short video employing modelled instruction utilising their selected text. See CANVAS for more details and supporting resources
Weighting	30%
Length	1200-word equivalent words (+/-10) – see canvas for more information
Due Date	Sunday May 19 at 11.59pm
Submission Method	Online

Assessment Criteria	See Assessment Rubrics and Task Outlines on CANVAS
Return Method	Online
Feedback Provided	Online 3 weeks after submission

ADDITIONAL INFORMATION

Grading Scheme   This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance   Attendance/participation will be recorded in the following components:
- Lecture (Method of recording: Non-synchronous lectures recorded on zoom and available on canvas UON Capture link.
- Participation in your own time is expected.

Full weekly attendance is expected at either on-campus or zoom tutorials. Attendance will be recorded weekly.)

Students are strongly advised and expected to attend all classes in order to fully achieve the course objectives. An 80% attendance record (or higher) is expected from all students. Please let your tutor know if you cannot attend one of the tutorials - it is your responsibility to catch up missed work in your own time.

Communication Methods   Communication methods used in this course include:
- Email: Students will receive communications via their student email account.
Face to face, zoom and/or email communication will be provided when required.

Course Evaluation   Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)   As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.
Other Information	Please visit Learning Development to make appointments to clarify assignment completion as soon as assignment details are received. Keep regular appointments with Learning Development on each campus.

EDUC2748 K- 6 Literacy 1

Assessment Task 1

Learning Module Rubric: Weeks 1 – 12 (10 Modules 3 marks each = 30marks)

Active Engagement and Completion of Weekly Learning Modules	
✓ Evidence of Active Engagement in CANVAS record ✓ Module Pages Marked as Complete ✓ Quiz Completed	
Complete (1)	Incomplete (0)

Weekly Module Discussion Board Post		
Advanced (2)	**Satisfactory (1)**	**Limited (0)**
Discussion post demonstrated an advanced understanding of the core module content. It effectively utilized multiple direct references to theories, research, readings, examples, and lecture/video content to support and elaborate on the response. Response demonstrated high levels of personally literacy with only minor errors as suitable for a response on a professional network.	Discussion post demonstrated a satisfactory understanding of the core module content. Some references to theories, research, readings, examples, and lecture/video content to support and elaborate on the response. Response requires some editing to address to literacy expectations for a professional network post.	Discussion post demonstrated a limited understanding of the core module content or was not related effectively. Literacy standards not to expected level.

Assessment Task 1 – Critical Reflection Rubrics

Critical Reflections: Weeks 7 – 12 (2 Reflections 5 marks each = 10marks)

Critical Reflection 1		
Advanced (4 – 3)	**Satisfactory (2)**	**Developing (1 – 0)**
Critical reflection exemplifies an advanced level of critical thinking, successfully establishing numerous accurate connections between theoretical concepts and classroom observations. Multiple citations to research and/or course readings and content to all support observations	Critical reflection demonstrates sound critical thinking, documenting some connections between theoretical concepts and classroom observations. Links to course readings and content to support some observations	Critical reflection skills still developing or not evident. Minimal or no reasonable connections between theoretical concepts and classroom observations. No links course readings and content to support some observations
Personal Literacy		
Advanced (1)	**Sound (0.5)**	**Basic (0)**
Very minor errors observed in personal literacy and APA referencing.	Some errors observed in personal literacy and APA referencing.	Many errors observed in personal literacy detracting from the readability of the reflection. Incorrect or many errors with APA referencing.

Critical Reflection 2		
Advanced (4 – 3)	**Satisfactory (2)**	**Developing (1 – 0)**
Critical reflection exemplifies an advanced level of critical thinking, successfully establishing numerous accurate connections between theoretical concepts and classroom experience. Multiple citations to research and/or course readings and content to all support experience.	Critical reflection demonstrates sound critical thinking, documenting some connections between theoretical concepts and classroom experience. Links to course readings and content to support some experience.	Critical reflection skills still developing or not evident. Minimal or no reasonable connections between theoretical concepts and classroom experience. No links course readings and content to support some observations

Personal Literacy		
Advanced (1)	**Sound (0.5)**	**Basic (0)**
Very minor errors observed in personal literacy and APA referencing.	Some errors observed in personal literacy and APA referencing.	Many errors observed in personal literacy detracting from the readability of the reflection. Incorrect or many errors with APA referencing.

EDUC2748 K- 6 Literacy 1 – 'Check in Assessments' – Marking Rubric

Academic Graduate Attribute- Professional Knowledge & Understanding **Course Outcomes and Content (10%)** Each question is assessed and graded using the below criteria, each question worth a possible 2 marks towards a score of 10.	
Advanced Exceeding Expectations (2)	The response demonstrates a comprehensive understanding of the question and directly addresses it. The content in the response is highly relevant, showing an exceptional grasp of the content/topic. The response includes multiple relevant examples/ links to the course content and/or readings, connections to professional experience and practice (Example observed in tutorial excursions, own school experiences or other) that supports the content, adding significant value to the response.
Above Satisfactory (1.5)	The response demonstrates a thorough understanding of the question and directly addresses it. The content in the response is relevant, showing an effective grasp of the content/topic. The response includes sufficient relevant examples/ links to the course content and/or readings, connections to professional experience and practice (Example observed in tutorial excursions, own school experiences or other) that supports the content.
Satisfactory (1)	The response demonstrates a sound understanding of the question and directly addresses it. The content in the response is relevant, showing an adequate grasp of the content/topic. The response includes some relevant examples/ links to the course content and/or readings, connections to professional experience and practice (Example observed in tutorial excursions, own school experiences or other) that supports the content.
Developing Limited (0.5)	The response is somewhat relevant, but there are noticeable gaps in understanding or relevance. The response demonstrates a developing/ limited understanding of the content/topic. The response includes few or weak example/links to the course content and/or readings, connections to professional experience and practice (Example observed in tutorial excursions, own school experiences or other) to support response or links are not related or suitable in some areas.
Not Established Very Limited (0)	The response is not relevant and does not address the question. The response is superficial and/or demonstrated a very limited understanding of the content/topic. The response does not make any links to the course content and/or readings, connections to professional experience and practice (Example observed in tutorial excursions, own school experiences or other) to support response or links are not related or suitable.
Non-Academic Graduate Attribute – Professional Communication and Articulating Skills **(Strong interpersonal and communication skills, resilience, conscientiousness) (5%)**	
Advanced Exceeding Expectations (5)	Exceptional responses displaying advanced oral communication skills. The student articulates their thoughts and ideas with clarity and precision, Non-verbal cues, such as body language and eye contact, are highly effective and enhance the interview's impact. The student uses language and terminology proficiently, demonstrating a deep understanding of the subject matter and creating a highly engaging and informative interview.
Above Satisfactory (4)	Responses are clear, coherent, and effectively convey their thoughts and ideas. Non-verbal cues, such as body language and eye contact, are most appropriate and enhance the interview. The student uses language and terminology effectively, with only minor lapses.
Satisfactory (3)	Communication is generally clear, with occasional lapses in articulation. The content is mostly delivered in a coherent manner. Non-verbal cues are present but could be improved areas. The student's language is generally appropriate, although there may be occasional lapses in terminology and links to subject matter.

Developing Limited (2)	Responses are somewhat unclear, with inconsistencies in their answers. While they convey information, their responses require improved articulation to convey their responses. Non-verbal cues are somewhat appropriate but could be improved in many areas. Language is not consistently appropriate, and the student encounters difficulties with terminology and links to subject content during their responses.
Not Established Very limited (1)	The students' responses are unclear and incoherent, making it challenging to understand their thoughts and ideas. They may struggle to articulate their answers effectively. Non-verbal cues, such as body language and eye contact, are minimal or inappropriate. The student does not interact effectively and does not use appropriate language or terminology or link to subject matter in their responses.

EDUC2748 Check in Assessment 1 Marking Sheet (Week 6)

Student Name_____ **Student Number** _____ **Tutor** _____ **Date** _____

	0	0.5	1	1.5	2	Mark
Question 1 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 2 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 3 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 4 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 5 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
					Professional Content Total	
Communication and Articulation – Content	Not Established Very Limited (0 – 1)	Developing Limited (2)	Satisfactory (3)	Above Satisfactory (4)	Advanced Exceeding Expectations (5)	
					Check In Assessment Total	

Points discussed in the Feedback/ Reflection to support learning.

EDUC2748 Check in Assessment 1 Marking Sheet (Week 13)

Student Name_____ **Student Number** _____ **Tutor** _____ **Date** _____

	0	0.5	1	1.5	2	Mark
Question 1 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 2 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 3 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 4 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
Question 5 Content	Not Established Very Limited	Developing Limited	Satisfactory	Above Satisfactory	Advanced Exceeding Expectations	
					Professional Content Total	
Communication and Articulation – Content	Not Established Very Limited (0 – 1)	Developing Limited (2)	Satisfactory (3)	Above Satisfactory (4)	Advanced Exceeding Expectations (5)	
					Check In Assessment Total	

Points discussed in the Feedback/ Reflection to support learning.

EDUC2748 ASSIGNMENT 3 MARKING RUBRIC – LESSON PLAN AND MODELLED INSTRUCTION DEMONSTRATION

LESSON PLAN

Outcome and Content Descriptor	No/ or unsuitable outcome.	Identifies a suitable outcome and content for reading lesson using a suitable syllabus and content.		Identifies the <u>most appropriate</u> outcome and content for reading lesson.	/2
Learning Intention	Learning Intention is not clear, not provided or not linked to s suitable outcome.	A learning Intention is proposed to define the purpose of the lesson. Some development needed in its clarity and link to outcome/and or content.		A clear and succinct Learning Intention is proposed to define the purpose of the lesson linked clearly to the outcome and content identified.	/2
	0	1		2	/2
ORIENTATION	No orientation or no understanding of lesson orientation.	Orients the lesson in a general way and/or development is needed.	Orients the lesson using activities to *Focus, Engage* and *Access*.	Effectively orients the lesson using activities to *Focus, Engage* and *Access* terminology using suitable resources.	Outstanding lesson orientation to *Focus, Engage* and *Access* terminology using engaging and suitable resources.	/5

MODELLED INSTRUCTION DEMONSTRATIONS CHECKLIST IN CANVAS

MODELLED INSTRUCTION 'I do'	No modelled instruction is evident linked to the Learning Intention and selected text	Limited /unclear modelled instruction evident or not clearly linked to the Learning Intention and selected text	Adequate modelled instruction is evident linked to the Learning Intention and selected text.	Adequate modelled instruction is evident in lesson planning to linked to Learning Intention and selected text.	Extensive modelled instruction is evident in lesson planning linked to the Learning Intention and selected text.	/5
EXPLORATION "We do or you do'	No appropriate reading activities or resources included or no demonstrated understanding of suitable reading activities for this phase of the lesson.	Some basic reading activities are apparent but are not linked effectively to the modelled instruction or are not suitable for learning intention, stage, or outcome.	Appropriate reading activities are apparent, demonstrating a connection to the modelled instruction and alignment with the specified learning intention.	Effective reading activities (guided, independent, or shared) connected to the modelled instruction and align with the specified learning intention.	Extensive high-quality reading activities (guided, independent, or shared) strongly connected to the modelled instruction and align with the specified learning intention.	/5
RESOURCES & APPENDIX	No resources	Limited resources to support teaching and learning activities. Resources not appropriate for stage or activity.	Some appropriate resources used within lesson to support teaching and learning activities. Reference to resources within plan.	A variety of appropriate resources used within lesson to support teaching and learning activities. Reference to resources within lesson plan & resources included in Appendix.	A wide range of purposeful and engaging resources used throughout lesson to support teaching and learning activities. Reference to resources within lesson plan & original resources included in Appendix	/5
	1	2	3	.4	5	/5
CONSOLIDATION AND REFLECTION	No reflection or review or reflection which is not appropriate	Appropriate activities which reflect and review the lesson in a general way.		Clearly reflects and reviews on the lesson using thoughtful activities to *Share, Reflect and Connect.*		/3

LITERACY AND REFERENCING	Many errors in personal literacy and referencing of teacher resources using APA guidelines/ OR No teacher resources identified	Mostly correct personal literacy and referencing of teacher resources using APA guidelines	Correct personal literacy and referencing of teacher resources using APA guidelines	/3
	0	1.5	3	/3
			TOTAL FOR LESSON PLAN	/25
			TOTAL FOR MODELLED READING DEMONSTRATION	/5
			OVERALL, MARK	/30