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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 2 **Locating:**  Where can I find the information? | Identifies and locates resources following a search strategy with assistance. Uses author, title and subject entries in the catalogue, the Dewey decimal classification system and a knowledge of the purposes of specialists reference materials. | * Is familiar with the layout of the library and differentiates between the Fiction & Non Fiction sections * Knows alphabetical order * Understands that NF resources are shelved numerically * Locates NF resources with assistance * Begins to use shelf marker * Locates Junior and Easy Chapter Fiction and returns to correct place * Understands and uses the following terms:   title, author, illustrator, surname,  spine, spine label, series   * Understands there are primary sources of information * Begins to use contents and index pages of NF books | **4. EN1-RECOM-01**  **4c**  **4e** | Library Routines  <https://nuwarra.weebly.com/library-routines.html>  Year 1 Care for books  <https://nuwarra.weebly.com/care-for-books.html>  Year 2 Parts of a book  <https://nuwarra.weebly.com/parts-of-a-book.html> | Mark worksheet  Students choose and download which worksheets to complete |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 3. **Selecting:**  What information is relevant to my topic? | Selects main ideas and supporting key words from more than one source, categories and records information in lists, picture sequences, grids or concept maps, which show the relationship of the ideas to each other and the focus questions. | * Determines whether information is fact or fiction * Compares preselected resources and makes own selection using simple scanning techniques involving cover, pictures, contents page * Identifies aspects of images that are relevant * Identifies and records keywords/main ideas   in a sentence   * Creates concept maps for note taking * Uses email to locate information with teacher guidance | **4. EN1-RECOM-01**  **4a**  **4b**  **4c**  **4d**  **4e**  **4f** | Year 2 Powerpoint presentation on books – modelled  <https://nuwarra.weebly.com/powerpoint-yr2-odd-year.html> |  |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 4. Organising:  How can I organise my information? | Processes information by comparing, selecting and combining (with assistance) what is relevant to the task, and organising according to an agreed format. | * Organises information under provided main headings * Organises information into a logical sequence * Writes sentences using previously identified key words and phrases * With teacher direction, plans presentation of information * Creates timeline to establish chronological order | **2. EN1 -CWT-01**  **2a**  **2b**  **2e**  **2f**  **2g**  **2h** | Year 2 Powerpoint presentation on books – modelled  <https://nuwarra.weebly.com/powerpoint-yr2-odd-year.html> |  |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 5. **Presenting:**  What format is appropriate to use for my topic? | Presents responses to a task/topic which convey understanding of the information gathered using logical structures such as time sequences and cause and effect. Format of presentation includes simple written or oral recounts and factual descriptions, illustrations, models and role-play. | * Presents responses to task in written or oral sentences * Presents information using a range of media including Word, simple PowerPoint slides. | **5. EN1-SPELL-01**  **5a**  **5b**  **5c**  **5d** | Year 2 Powerpoint presentation on books – modelled  <https://nuwarra.weebly.com/powerpoint-yr2-odd-year.html> |  |
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| **STAGE 3 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| **Borrowing** | Select and borrow books for enjoyment and knowledge | Select and borrow books | **1.Understanding and responding to literature**  **EN1-UARL-01**  **1b**  **1c**  **1d**  **3. EN1-OLC-01**  **3a** | Borrowing and Returning books using a library bag | observation |
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| **ENGLISH OUTCOMES AND INDICATORS MATCHING THE INFORMATION PROCESS** | | | |
| **1.Understanding and responding to literature**  **EN1-UARL-01**  **Perspective and argument**   * **1a.** identify arguments and the intended audience   **Character** **(BORROWING)**   * **1b.** share feelings and thoughts in response to characters and actions in texts   **Perspective (BORROWING)**   * **1c.** express likes and dislikes about a text * **1d.** identify favourite stories and/or characters in texts using verbal and/or nonverbal modes * **1e.** compare opinions of a text or characters with peers. | **2. Creating Written Texts**  **EN1-CWT-01**  **Planning and Revising**   * **2a.** use different modes and media to enhance the presentation of texts they have created. * **2b.** use a variety of planning strategies and tools for creating texts (Planning strategies may include making notes, drawing, concept maps, flow charts, graphic organisers, creating a storyboard.) * **2c.** re-read and edit their own texts after receiving feedback * **2d.** understand that their own texts can be improved   by incorporating feedback and editing  **Punctuation**  Students:   * **2e.** use commas to separate ideas, lists and/or dependent clauses in a sentence * **2f.** use punctuation, including question marks and exclamation marks, accurately and for effect * **2g.** use quotation marks for simple dialogue * **2h.** use possessive apostrophes in own writing. | **3. Oral language and communication**  **EN1-OLC-01 (Borrowing)**   * **3a.** listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts | **4. Reading Comprehension** **EN1-RECOM-01**  **Activating word meaning**   * **4a.** draw on sources to seek clarification for unknown words (Sources for clarification include dictionaries, online tools, and reference sources.)   **Understanding and connecting sentences**   * **4b.** make an inference by connecting the meaning of words across sentences and/or paragraphs.   **Understanding whole text**   * **4c.** use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts   **Monitoring Comprehension**   * **4d.** ask a clarifying question when more background knowledge is needed to make an inference * **4e.** use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning * **4f.** use visual and/or auditory features in multimodal texts to build meaning   **Recalling Detail**   * **4g.** use information read in texts to enhance learning across key learning areas * **4h.** confirm meaning by sequencing and explaining events and information * **4i.** recount relevant ideas from texts in the form of a written, visual, or oral summary |
| **5. Handwriting**  **EN1-SPELL-01**   * **5a.**use word-processing program functions, including text-editing applications * **5b.** recognise and use keys to show more complex punctuation or symbols * **5c.** type up to 5 familiar words per minute * **5d.** use taught software functions to create texts in a range of modes for different contexts, audiences, and purposes. (Selecting font style and size, inserting a shape, image or table, and saving a document.) | **6. Vocabulary EN1-VOCAB-01**  **Learning and using words**   * **6a**. understand and use words that have different meanings in different contexts. (Tier 2 vocabulary) * 6b. use vocabulary to express cause and effect. * 6c. understand and intentionally choose subject-specific vocabulary to enhance precision and for effect. | **7. Text requirements K–2**  **Text selection**   * **7a.** texts by Aboriginal and Torres Strait Islander Peoples |  |
| **BORROWING** | | | |
| **1.Understanding and responding to literature**  **EN1-UARL-01**  **Character** **(BORROWING)**   * **1b.** share feelings and thoughts in response to characters and actions in texts | **Perspective (BORROWING)**   * **1c.** express likes and dislikes about a text * **1d.** identify favourite stories and/or characters in texts using verbal and/or nonverbal modes | **3. Oral language and communication**  **EN1-OLC-01 (Borrowing)** | **3a.** listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts |

**The following information about text selection comes from NESA.**

**NSW Education Standards Authority**

**English K–2 Syllabus Released November 2021**

**“Text selection**

As teachers identify what their students need to learn at particular points in time, they can select texts to facilitate the learning. A well-chosen text enables students to practise, enhance and transfer knowledge and skills they already have and apply this learning to new contexts.

Across a year of learning, the selection of texts must give students opportunities to engage with a variety of texts, including:

* texts by Aboriginal and Torres Strait Islander Peoples
* Australian literature
* picture books
* poetry and texts that feature wordplay and figurative language
* classic and contemporary literature which include cultural and linguistic diversity
* narrative texts that include examples of character12
* texts that provide information in different forms
* texts that include persuasive arguments presented in different forms
* plays
* decodable texts
* a range of digital texts (Stage 1).”