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| **Library Programme**  **Stage 2 Term 3 2023** | | | | |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Literature Outcomes**  [**Content and Texts Requirements**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements)  Spoken texts  Print texts  Visual texts  Media, multimedia, and digital texts.  **Formats:**  Picture books, film, Junior Fiction, Novels, Games, Poetry, | Understand and explain the purpose of a book review. EN2-UARL-01, EN2-CWT-02  Identify strong emotions that occur in a chapter book and explain the contribution of the illustrations. EN2-UARL-01 | Completes a short-written review on a chapter book EN2-CWT-02  Identify and describe the main character of a fiction book. EN2-UARL-01  Identify strong emotions in a simple fiction book. EN2-UARL-01  Identify the motivation for a particular character’s action. EN2-UARL-01  Complete a simple book review based on a provided outline. EN2-CWT-02 | Bookfair week 3 (1 lesson)  and Children’s Book Week (week 6)  concentrating Paradise Sands - Having had the book read to them students have a choice of 3 worksheets a. Book review of… b. Design a new cover for the book c. Questions about the Problem and the Solution of the book’s plot. (2 lessons) (1-2 lessons) | Mark the worksheet. |
| **Information Skills Process** | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| ***Define*** | Define their topic and focus their research (predetermined questions) using at least 3 of the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 | Define their research task focusing (predetermined questions) their research utilising all the Who, What, When, Where, Why, How question prompts. EN2-CWT-02 | **Year 3 & 4**   1. Pet Guided Research Project   PowerPoint. Use online directed websites and library books 636…  <https://nuwarra.weebly.com/powerpoint-s2-odd-year.html>  (4-5 lessons) | Mark online using rubric |
| ***Locate*** | Locate websites relevant to topic. EN2-HANDW-02  Selects nonfiction books based on need and interest. EN2-UARL-01, EN2-RECOM-01 | Locate relevant non text, non-web based sources of information. EN2-HANDW-02  Identifies major Dewey sections within the nonfiction section.  Utilises contents, index, and glossary of nonfiction text. EN2-VOCAB-01 | **Year 3 & 4**   1. Pet Guided Research Project   PowerPoint. Use online directed websites and library books 636…  <https://nuwarra.weebly.com/powerpoint-s2-odd-year.html> | Mark online using rubric |
| ***Select*** | Select main ideas and supporting keywords, categorise and record information in lists, picture sequences, grids, or webs. EN2-RECOM-01 | Select and record information relevant to a specific topic in relation to developed questions. EN2-RECOM-01  Demonstrates basic note taking without plagiarising. EN2-OLC-01, EN2-VOCAB-01 | **Year 3 & 4**  As above |  |
| ***Organise*** | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according to an agreed format. EN2-CWT-02, EN2-CWT-03 | Organise material by comparing, selecting, and combining that which is relevant to the task and organising according in a selected format. EN2-CWT-02, EN2-CWT-03 | **Year 3 & 4**  As above |  |
| ***Present*** | Present information which conveys a developing level of understanding of the information gathered. EN2-CWT-02, EN2-CWT-03  Identifies copyright for text and images including [Creative Commons](https://creativecommons.org.au/). EN2-CWT-02, EN2-CWT-03 | Present information in a manner that is appropriate for the topic and the audience demonstrating interpretation of the information gathered EN2-CWT-02, EN2-CWT-03  Demonstrates the use of basic citation practices in a Bibliography. EN2-CWT-02, EN2-CWT-03 | **Year 3 & 4**  As above |  |
| ***Assess***  [***Rubric Samples***](http://rubistar.4teachers.org/index.php) | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the co-development of assessment tools e.g., rubric | Assess and evaluate appropriateness and acceptability of their own and others’ presentation in relation to the original task by the independent development of assessment tools e.g., rubric | **Year 4**  Use marking rubric |  |
| **Library Knowledge** | | | | |
| **Library Learning Area** | **Stage 2** | |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** | |  |  |
|  | **Year 3** | **Year 4** | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Understands library rules and the responsibility of being a library user. | Understands library rules and the responsibility of being a library user. | **Year 3 & 4**  Review each term on the word wall. |  |
| **Purpose & Orientation**  [**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Library orientation: understands physical layout of the library. | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. | **Year 4**  As students look for books about pets focus them on the call numbers, and labelled boxes. Why are some books in boxes? |  |
| **Metalanguage of the library** | Metalanguage of the library – call number, barcode, shelf label, shelf marker, Orbit, Oliver, Dewey, circulation desk, return tray or slot reference, Orbit, OPAC, etc. EN2-VOCAB-01 | Metalanguage of the library - call number, shelf label, Oliver, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN2-VOCAB-01 | **Year 3 & 4**  Infographics about Dewey numbers and an online ‘powerpoint’ presentation about Dewey.  <https://nuwarra.weebly.com/order-in-the-library-s2.html>  Worksheet – Meet Melville Dewey (1 lesson) | Students mark own worksheet |
| **Call number** | Recognises the function of different book labels, e.g, PRC, genre, etc. EN2-VOCAB-01, EN2-UARL-01 | Recognises that different library resources have different labels for specific purposes. EN2-VOCAB-01, EN2-uarl-01 | **Year 3 & 4**  Part 2 of powerpoint lesson – order in the library |  |
| **Nonfiction - Dewey** | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01  Can use ORBIT/OLIVER to identify and locate major sections of nonfiction text.  Selects nonfiction books based on need and interest. | History and rationale; understands that the nonfiction section is ordered according to the Dewey system EN2-RECOM-01  Identifies major Dewey sections within the nonfiction section.  Can use ORBIT/OLIVER to locate a specific nonfiction resource. | **Year 3 & 4**  Infographics about Dewey numbers and an online ‘powerpoint’ presentation about Dewey.  <https://nuwarra.weebly.com/order-in-the-library-s2.html>  Dewey decimal labelling downloadable worksheet  Shelve it downloadable worksheet.  <https://nuwarra.weebly.com/order-in-the-library-2-s2.html>  1 lesson | Mark worksheets |
| **Borrowing** | Select appropriate text based on interest and ability | Borrow for research as well as for interest and entertainment. | **Year 3 & 4**  weekly |  |
| **Returns** | Uses call number to place fiction books on the correct shelf EN2-RECOM-01 | Uses call number to place to return books to the correct F or NF location EN2-RECOM-01 | **Year 3 & 4**  weekly |  |
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**Source Documents / resources:**

2018 Primary Libraries Conference

2019 Primary Libraries Conference

School Library Association of Victoria: “Teacher Librarian Program P-6 – Outcomes” 2004 (IS, IL, LS)

ACARA “Information and Communication Technology Capability learning continuum” <https://www.australiancurriculum.edu.au/media/1074/general-capabilities-information-and-communication-ict-capability-learning-continuum.pdf>

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&scaleId=50736>

ACARA “Literacy continuum: Visual Knowledge” <http://docs.acara.edu.au/resources/General_capabilities_-_LIT_-_learning_continuum.pdf>

**Office of the eSafety Commissioner** <https://www.esafety.gov.au/>

Hornsby North Public School Scope and Sequence Draft 1, 2018-2020

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

**Nuwarra Stage 2 Library Programme 2023**

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| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series | Author Study  PRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | Dewey | Using Orbit to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | Mini PIP |

**Sample Scope & Sequences**

**Scope and Sequence (Sample) – Early Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: author study, eg., Pamela Allen, Alison Lester  Stories from different cultures (Harmony Day) | Reading to entertain: genre study e.g. fairy tales, poetry, folktales  Dreamtime stories | Reading to learn: CBCA Eve Pownall books | Reading to entertain: character studies  Visual literacy/role of the illustrator |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book locations for Kindy borrowing  Book care | Library layout  Self-selecting  Parts of a Book  Alphabetical ordering | Where is NF in our library?  Structure of NF text  Selecting appropriate NF to borrow | Alphabetical ordering |
| **Information Literacy** | Nil | Fact and Opinion  Introduction to ISP (process of finding out) | Use questions to find answers - use CBCA Eve Pownall books | Fact and fiction |

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| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: thematic study - eg. friends and friendship; indigenous literature | Reading to entertain:  Visual literacy | CBCA including introduction to NF (Eve Pownall CBCA set) | Reading to entertain: genre study  Drama/plays |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book care | Library layout  Parts of a Book | Where is NF in our library?l |  |
| **Information Literacy** | Nil | Fact and opinion - teaching through games | Finding facts | Fiction and nonfiction |

**Scope and Sequence (Sample) – Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Thematic study | Library structure – popular NF sections  PRC | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers  Why and how do we use shelf markers? | NF study in support of unit  ORBIT | CBCA  Chapter Books | Introduction to ORBIT |
| **Information Literacy** | Nil | Introduction to the research process (basics)  Using our own words | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

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| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author Study, eg Aaron Blabey | Library structure – popular NF sections  Overview of PRC Process | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers | NF study in support of unit  ORBIT | CBCA |  |
| **Information Literacy** | Nil | Features of nonfiction texts (basics) | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

**Scope and Sequence (Sample) – Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Thematic Study | Genre Study  PRC | CBCA - | Reading to entertain |
| Library Literacy | Review of library expectations and procedures | Dewey |  |  |
| Information Literacy | Cyber safety | Introduction to Research  Using your own words | Research Skills | Mini PIP |

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| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series | Author Study  PRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | Dewey | Using Orbit to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | Mini PIP |

**Scope and Sequence (Sample) – Stage 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author/illustrator study | PRC/Thematic study | CBCA Young Readers | Genre study |
| **Library Literacy** | Review of library expectations and procedures | Using Oliver | Metalanguage of books  CBCA Eve Pownall | Publishing a book |
| **Information Literacy** | Note taking to avoid plagiarism  Cyber safety | Research process  Research skills  Creating a biography | Research skills | Personal Interest Project  (PIP) utilising research skills |

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| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Biography focus | Genre Study | CBCA exploration | Film as text |
| **Library Literacy** | Review of library expectations and procedures | Dewey  OLIVER for research | OLIVER book reviews | Metalanguage of books |
| **Information Literacy** | Research process, including note-taking  Research skills | Digital Citizenship | Research Skills | Research Process  Research Skills |