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| STAGE TWO | | | |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** | **Activity** | **Assessment** |
| 1. Defining: What do I need to know? | Selects from a range of well-defined topics, participates in teacher-led brainstorming, clustering of ideas, focus-question development and completion of a group-search strategy. | With teacher assistance:-   * Identifies information need and forms simple questions for topic * Identifies keywords to search for resources in library, databases and the web * Understands the organising principle of main headings and clusters ideas under these headings * Uses visual formats like Tree Diagrams to categorise information | **EN2-12E -s**  develop criteria for the successful completion of tasks  **EN2-12E -u**  discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **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. | * Identifies resources using author, title, word searches in Oliver * Uses DDC system to locate nonfiction resources on the shelves * Understands the purpose and use of the reference collection i.e. encyclopedias, atlases, dictionaries * Selects appropriate and relevant resources by using scanning techniques * Gathers data from primary sources with teacher assistance * Begins to develop simple search strategy when locating information via websites | **EN2-8B -f**  identify the features of online texts that enhance navigation  **EN2-11D -o**  understand differences between the language of opinion and feeling and the language of factual reporting or recording | * **Read/ Listen to finding information using Oliver then complete the following activities below** * <https://nuwarra.weebly.com/using-oliver-activity-s2.html> | **Mark the worksheet about Oliver.** |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **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. | * Uses tables of contents, indexes, glossaries * Skims text (printed and electronic) for main ideas * Identifies the difference between fact and opinion * Identifies key terms and ideas and gathers information in the text * Identifies and gathers information contained in graphics, maps and tables, in AV sources and from primary sources like interviews, excursions, surveys, guest speakers * Selects and saves parts of a document to the home drive. * Uses email to locate and retrieve information | **EN2-4A -a**  skim a text for overall message and scan for particular information, e.g. headings, key words  **EN2-4A -b**  use comprehension strategies  to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts  **EN2-11D - r**  identify the point of view in a text and suggest alternative points of view  **EN2-4A -d**  interpret text by discussing the differences between literal and inferred meanings  **EN2-4A -c**  summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts  **EN2-8B -h**  identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images  **EN2-10C -m**  discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension  **EN2-11D - q**  respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples | Play a game of Fact and Opinion Scoot  Focus on Opinion/Supported Opinion and survey class about holidays graph results and make conclusion.  [**https://nuwarra.weebly.com/fact-and-opinion-s2.html**](https://nuwarra.weebly.com/fact-and-opinion-s2.html)  [**https://nuwarra2.weebly.com/fact-and-opinion.html**](https://nuwarra2.weebly.com/fact-and-opinion.html)  [**https://nuwarra2.weebly.com/fo-s2-even.html**](https://nuwarra2.weebly.com/fo-s2-even.html) |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| 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. | * Plans presentation with a choice of formats * Combines information found in two or more sources * Organises information in logical sequence * Uses key terms for note taking * Uses bullet points to structure notes * Understands the concept of sub-headings to organise information * Constructs sentences and short paragraphs using appropriate headings | **EN2-8B -e**  explore the effect of choices when framing an image, placement of elements in the image, and salience on  composition "label" composition  of still and moving images in a range of types of texts  **EN2-8B -g**  identify features of online texts that enhance readability including text, navigation, links, graphics and layout  **EN2-10C -m**  discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension  **EN2-2A -i**  identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences  **EN2-2A -j**  plan and organise ideas using headings, graphic organisers, questions and mind maps |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **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 information in written, oral recounts and factual descriptions * Uses word processing including ‘Save As’ to appropriate drive and folder, Edit (centring, left/right justification, line spacing, font size/style) * Creates PowerPoint presentation, inserts images, formats background and includes transition | **EN2-10C -n**  identify and discuss how vocabulary establishes setting and atmosphere  **EN2-2A -i**  identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences  **EN2-2A -k**  experiment with visual, multimodal and digital processes to represent ideas encountered in texts  **EN2-7B -l**  express a point of view for a particular purpose in writing, with supporting arguments  **EN2-11D -o**  understand differences between the language of opinion and feeling and the language of factual reporting or recording  **EN2-11D -p**  experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships | * **Presents to class using PowerPoint vegetable/ fruit assignment concluded term 3** |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **6. Evaluating:**  What can improve upon? | Self-assesses, with teacher assistance, the completed research task with the key question: *Did I answer the questions and present the information appropriately?* Evaluates the research task and the process by completing a checklist covering each stage of the information process. | * Did I answer the question? Considers quality and quantity * Evaluates IT strengths and what could be improved upon * Develops peer evaluation by participating in classroom feedback and discussions * Uses rubric to evaluate/score their presentation | **EN2-12E -s**  develop criteria for the successful completion of tasks  **EN2-12E -t**  jointly develop and use criteria for assessing their own and others' presentations  **EN2-12E -u**  discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** | **Activity** | **Assessment** |
| **Borrowing** | borrowing | * Select, borrow and return books | **EN2-4A -v**  discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences **(borrowing)**  **EN2-8B -w**  discuss personal choices of texts for enjoyment **(borrowing)**  **EN2-10C -x**  share responses to a range of texts and identify features which increase reader enjoyment **(borrowing)**  **EN2-12E -y**  develop criteria for establishing personal preferences for literature **(borrowing)**  **EN2-12E -z**  reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text **(borrowing)** | **Borrowing** |  |

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| **EN2-4A -a**  skim a text for overall message and scan for particular information, e.g. headings, key words | **EN2-8B -e**  explore the effect of choices when framing an image, placement of elements in the image, and salience on  composition "label" composition  of still and moving images in a range of types of texts | **EN2-2A -i**  identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences | **EN2-12E -s**  develop criteria for the successful completion of tasks |
| **EN2-4A -b**  use comprehension strategies  to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts | **EN2-8B -f**  identify the features of online texts that enhance navigation | **EN2-2A -j**  plan and organise ideas using headings, graphic organisers, questions and mind maps | **EN2-12E -t**  jointly develop and use criteria for assessing their own and others' presentations |
| **EN2-4A -c**  summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts | **EN2-8B -g**  identify features of online texts that enhance readability including text, navigation, links, graphics and layout | **EN2-2A -k**  experiment with visual, multimodal and digital processes to represent ideas encountered in texts | **EN2-12E -u**  discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal |
| **EN2-4A -d**  interpret text by discussing the differences between literal and inferred meanings | **EN2-8B -h**  identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images | **EN2-7B -l**  express a point of view for a particular purpose in writing, with supporting arguments |  |
|  | **EN2-10C -m**  discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension | **EN2-11D -o**  understand differences between the language of opinion and feeling and the language of factual reporting or recording |  |
|  | **EN2-10C -n**  identify and discuss how vocabulary establishes setting and atmosphere | **EN2-11D -p**  experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships |  |
|  | **EN2-11D - q**  respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples |  |  |
|  | **EN2-11D - r**  identify the point of view in a text and suggest alternative points of view |  |  |
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| **EN2-4A -v**  discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences **(borrowing)** | **EN2-8B -w**  discuss personal choices of texts for enjoyment **(borrowing)** | **EN2-10C -x**  share responses to a range of texts and identify features which increase reader enjoyment **(borrowing)** | **EN2-12E -y**  develop criteria for establishing personal preferences for literature **(borrowing)** |
|  |  |  | **EN2-12E -z**  reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text **(borrowing)** |