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| STAGE THREE | | | |  |  |
|  | Skill/Knowledge | Demonstrated by | Outcome | Library Activity | Assessment |
| 1. Defining: What do I need to know? | The student selects from within a broad topic and narrows the topic. Participates in teacher-directed group clustering of ideas to arrive at focus questions and a simple search strategy. | * + - Restates the topic/question/task in their own words to show understanding     - Draws on prior knowledge through brainstorming     - Identifies key terms and concepts     - Categorises information     - Prioritises information     - Makes links     - Formulates possible questions for exploring the topic     - Formulates a point of view regarding the topic     - Considers an appropriate presentation format | **EN3-9E -u**  discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal |  |  |
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| **2. Locating:**  Where can I find the information? | The student identifies and locates resources with assistance, and modifies a search strategy, using single term catalogue searches and pre judges the relative worth of resources. Selections are made by scanning all parts of a book / package notes and using knowledge of the structure of newspapers and encyclopaedias and the need to read / view only the appropriate sections of a resource. | * Identifies possible sources of information * Uses Oliver to assist with location of information * Uses Dewey to locate items on the shelves * Uses Reference material appropriately, dictionaries, thesauri, encyclopedias, atlases, almanacs… * Understands the specific to general hierarchy when searching * Further develops search strategy when locating information via websites * Cites sources of information according to type of source and standard. | **EN3-3A -b**  identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts  **EN3-3A -d**  select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings  **EN3-7C -j**  think critically about aspects of texts such as ideas and events  **EN3-8D -l**  discuss and explore moral, ethical and social dilemmas encountered in texts | * **Order in the library- watch a movie then read the information below**   <https://nuwarra.weebly.com/order-in-the-library-s3.html>   * **Choose one activity from 3 or the teacher may assign an activity to the whole class**   <https://nuwarra.weebly.com/order-in-the-library-2-s3.html>   * **Read about Oliver**   <https://nuwarra.weebly.com/using-oliver-s2-471622.html>   * **Attempt the activity below**   <https://nuwarra.weebly.com/using-oliver-activity-s3.html> | **Mark worksheet**  **Not completed in term 3 so held over to term 4**  **Mark the Oliver Worksheet** |
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| **3. Selecting:**  What information is relevant to my topic? | The student selects and records information relevant to a specific purpose using a note-making strategy suited to the task. Included are semantic grids and structure overviews. Information is evaluated in terms of language suitability and currency and comparisons are made between different formats and sources. | * Begins to evaluate websites as sources of authentic, appropriate and relevant information * Develops a system for note taking by identifying and recording keywords and phrases under subheadings * Creates a bibliography of sources used (author, title, place of publication, publisher, date) | **EN3-3A -a**  compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches  **EN3-3A -b**  identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts  **EN3-3A -c**  explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations  **EN3-3A -e**  navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning  **EN3-3A -f**  use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts  **EN3-3A -e**  navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning  **EN3-7C -i**  interpret events, situations and characters in texts  **EN3-7C -k**  identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style |  |  |
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| 4. Organising:  How can I organise my information? | The student processes and organises information with assistance, determining that which is conflicting and irrelevant and combining it into an appropriate framework using subheadings | * Develops action plan or presentation plan * Sorts information - what is useful, relevant, biased * Combines information (text, graphics) from multiple sources * Writes highly structured sentences using supporting evidence * Determines if enough information has been gathered | **EN3-2A -m**  understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language  **EN3-2A -n**  plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  **EN3-3A -g**  summarise a text and evaluate the intended message or theme |  |  |
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| **5. Presenting:**  What format is appropriate to use for my topic? | The student presents responses to a research task which are suited to the audience and which demonstrate understanding and interpretation of the information. Organisation is logical with simple conclusions. Appropriate frameworks are used for a variety of forms such as reports, recounts and descriptions or graphic or pictorial, dramatic and constructed representations. | * Presents information in a suitable format * Develops a deeper understanding of aesthetics in presentation * Develops a deeper understanding of why information needs to be presented in different formats and uses different mediums/multimedia | **EN3-2A -m**  understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language  **EN3-2A -n**  plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  **EN3-2A -o**  compose increasingly complex  print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics  **EN3-2A -p**  use a range of software, including word processing programs, learning new functions as required to create texts  **EN3-5B -q**  identify and use a variety of strategies to present information and opinions across a range of texts |  |  |
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| **6. Evaluating:**  What can improve upon? | The student self-assesses the completed research task with the key question: “Did I present information that directly relates to my questions?” “Were my conclusions based on my information?”  Evaluates the information process and identifies one aspect for skill refinement with teacher assistance. | * Evaluates the presentation in terms of content and format (identifies strengths and weaknesses) * Understands the criteria for evaluation (rubrics) * Reflects on the information seeking process * Makes recommendations to improve results | **EN3-9E -r**  reflect on own learning achievements against specific criteria  **EN3-9E -s**  develop criteria for assessing their own and others' presentations  **EN3-9E -t**  critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback  **EN3-9E -u**  discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal |  |  |
|  | Skill/Knowledge | Demonstrated by | Outcome | Library Activity | Assessment |
| **Borrowing** | Select, borrow and return books | * Select, borrow and return books. | **EN3-7C -v**  compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest **(borrowing)** | **Borrowing** | **Stickers beside students names indicate times borrowed** |

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| **EN3-3A -a**  compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches | **EN3-7C -i**  interpret events, situations and characters in texts | **EN3-2A -m**  understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language | **EN3-9E -r**  reflect on own learning achievements against specific criteria |
| **EN3-3A -b**  identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts | **EN3-7C -j**  think critically about aspects of texts such as ideas and events | **EN3-2A -n**  plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience | **EN3-9E -s**  develop criteria for assessing their own and others' presentations |
| **EN3-3A -c**  explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations | **EN3-7C -k**  identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style | **EN3-2A -o**  compose increasingly complex  print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics | **EN3-9E -t**  critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback |
| **EN3-3A -d**  select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings | **EN3-8D -l**  discuss and explore moral, ethical and social dilemmas encountered in texts | **EN3-2A -p**  use a range of software, including word processing programs, learning new functions as required to create texts | **EN3-9E -u**  discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal |
| **EN3-3A -e**  navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning |  | **EN3-5B -q**  identify and use a variety of strategies to present information and opinions across a range of texts |  |
| **EN3-3A -f**  use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts |  |  |  |
| **EN3-3A -g**  summarise a text and evaluate the intended message or theme |  | **EN3-7C -v**  compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest **(borrowing)** |  |
| **EN3-3A -h**  analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts |  |  |  |
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