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| KINDERGARTEN | | | |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** | **Activity** | **Assessment** |
| 1. Defining: What do I need to know? | The student questions for investigation with teacher assistance, in response to directed discussion on a given topic using an audio and/or visual stimulus. | * Brainstorms (with teacher guidance) to draw on prior knowledge * Draws information from picture books, big books and posters to create word banks * Verbalises answers to how, what, when, where and why questions | **ENe-8B -f**  recognise key differences between imaginative and informative texts  **ENe-8B -i**  interpret pictures with labels, environmental print logos and other visual images  **ENe-8B -l**  discuss familiar written and visual texts |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **2. Locating:**  Where can I find the information? | The student identifies and selects sources of information with teacher assistance using knowledge of the library organisational system, personal experience and/or knowledge of a topic or context or primary sources such as people. | * Recognises that information comes from many sources: people, books, internet, school library, public library * Is familiar with the layout of the library especially the fiction section * Understands borrowing procedures * Identifies parts of a book: cover, spine, spine label, barcode, blurb, text * Locates picture books and returns to correct place * Knows appropriate code of behaviour when in library | **ENe-8B -j(see below for borrowing)**  **ENe-10C -v (see below for borrowing)**  **ENe-10C -w(see below for borrowing)**  **ENe-12E -x(see below for borrowing)**  **ENe-4A -b**  understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality  **ENe-8B -e**  recognise parts of print and digital texts, e.g. front and back covers, title and author, layout and navigation |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **3. Selecting:**  What information is relevant to my topic? | The student selects and records the main idea and key words from a text or audio and/or visual source in a concept map, sequence or list to show the relationship of the ideas to each other and the focus question. | * Begins to understand the difference between fact and fiction * Uses concept/visual clues to make predictions * Identifies main ideas in a sentence * Identifies main events in a story * Selects reading material from the Picture Book section | **ENe-8B -f**  recognise key differences between imaginative and informative texts  **ENe-4A -a**  identify some familiar written symbols in context, e.g. logos, computer icons and commands, labels of packages, signs  **ENe-8B -k**  identify some purposes of simple and imaginative texts  **ENe-4A -d**  retell a familiar story in sequence and identify main idea  **ENe-11D -r**  begin to recognise points of view in text  **ENe-10C -t**  recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| 4. Organising:  How can I organise my information? | The student participates in teacher directed groups to consider the appropriateness and presentation of information. | * Organises pictorial/written information in sequence * Organises information into simple categories * Writes a sentence in response to an A/V stimulus | **ENe-8B -i**  interpret pictures with labels, environmental print logos and other visual images  **ENe-8B -h**  explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, e.g. 'Once upon a time', the Dreaming |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **5. Presenting:**  What format is appropriate to use for my topic? | The student presents responses to a task or question in a written or oral sentence, drawing a simple picture sequence, model or role-play. | * Illustrates and labels information * Presents information in simple oral, written and visual sequence * Presents information using a range of media; picture sequence, collage, mural, model and computer drawing | **ENe-7B -m**  compose texts using drawings and other visual media to create meaning  **ENe-8B -g**  identify some features of texts including events and characters and retell events from a text  **ENe-4A -d**  retell a familiar story in sequence and identify main idea  **ENe-8B -h**  explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, e.g. 'Once upon a time', the Dreaming  **ENe-2A -n**  create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge  **ENe-2A -o**  compose texts on familiar topics using pictures and graphics to support their choice of words  **ENe-10C -s**  engage with and appreciate the imaginative use of language through storytelling  **ENe-10C -u**  use imagination to represent aspects of an experience using written text, drawings and other visual media |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| 6. Evaluating:  What can I improve upon? | The student assesses the completed research task with teacher assistance, with a key question Did I answer the questions I chose to investigate Evaluates the research task and the information process by orally checking with teacher direction that each stage was covered. | * Expresses an opinion about a topic * Through teacher questioning, assesses how well they worked through the process | **ENe-8B -l**  discuss familiar written and visual texts  **ENe-12E -p**  discuss likes and dislikes after reading texts  **ENe-12E -q**  demonstrate an emerging awareness of criteria to enable the successful completion of tasks |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| Borrowing | borrowing | * Selecting books to borrow and return | **ENe-8B -j**  select simple print, visual and/or digital texts to read independently for enjoyment and pleasure **(borrowing**)  **ENe-10C -v**  respond to texts, identifying favourite stories, authors and illustrators **(borrowing**)  **ENe-10C -w**  share picture books and digital stories for enjoyment and pleasure **(borrowing**)  **ENe-12E -x**  develop an appreciation for books, poetry and song and the importance of narrative **(borrowing**) |  |  |

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| **ENe-4A -a**  identify some familiar written symbols in context, e.g. logos, computer icons and commands, labels of packages, signs | **ENe-8B -e**  recognise parts of print and digital texts, e.g. front and back covers, title and author, layout and navigation | **ENe-7B -m**  compose texts using drawings and other visual media to create meaning | **ENe-12E -p**  discuss likes and dislikes after reading texts |
| **ENe-4A -b**  understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality | **ENe-8B -f**  recognise key differences between imaginative and informative texts | **ENe-2A -n**  create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge | **ENe-12E -q**  demonstrate an emerging awareness of criteria to enable the successful completion of tasks |
| **ENe-4A -c**  recognise basic book conventions, e.g. open and hold books correctly, turn pages | **ENe-8B -g**  identify some features of texts including events and characters and retell events from a text | **ENe-2A -o**  compose texts on familiar topics using pictures and graphics to support their choice of words |  |
| **ENe-4A -d**  retell a familiar story in sequence and identify main idea | **ENe-8B -h**  explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, e.g. 'Once upon a time', the Dreaming | **ENe-10C -u**  use imagination to represent aspects of an experience using written text, drawings and other visual media |  |
|  | **ENe-8B -i**  interpret pictures with labels, environmental print logos and other visual images |  |  |
| **ENe-10C -s**  engage with and appreciate the imaginative use of language through storytelling | **ENe-8B -k**  identify some purposes of simple and imaginative texts |  | **ENe-11D -r**  begin to recognise points of view in text |
| **ENe-10C -t**  recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry | **ENe-8B -l**  discuss familiar written and visual texts |  |  |
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| **ENe-10C -v**  respond to texts, identifying favourite stories, authors and illustrators **(borrowing**) | **ENe-10C -w**  share picture books and digital stories for enjoyment and pleasure **(borrowing**) | **ENe-12E -x**  develop an appreciation for books, poetry and song and the importance of narrative **(borrowing**) | **ENe-8B -j**  select simple print, visual and/or digital texts to read independently for enjoyment and pleasure **(borrowing**) |