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| **Library Programme**  **Stage 3 Term 3 2023** | | | | |
| **Literature Literacy in conjunction with “**Literacy Progressions” | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 5** | **Year 6** | **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, | Discusses a character personality by identifying behaviours / actions. EN3-OLC-01, EN3-UARL-01  Describe the storyline development in particular novels, orientation, complication, series of events, resolution, and coda. EN3-UARL-02, EN3-RECOM-01 |  | **Year 5**  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) |  |
| **Information Skills Process** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| ***Locate*** | Locate credible sources of information by utilising an appropriate evaluation tool e.g.: [CRAAP](https://drive.google.com/open?id=1VpKiMzJ9P1MWmaxjm4x1gmDWKEEQfCF2). EN3-RECOM-01  Locate a nonfiction resource by subject / topic and developed keywords using online catalogue. EN3-VOCAB -01 |  | There are 5-6 questions at the end of each self-paced ebook to be answered in the library notebook.  **Search Engines**  <https://nuwarra2.weebly.com/search-engines.html>  **Plagiarism**  <https://nuwarra2.weebly.com/plagiarism.html>  **Search Results**  <https://nuwarra2.weebly.com/search-results.html> | All 9 research skill topics will be marked as a class but each student will choose 2 topics for the teacher to mark. |
| ***Select*** | Select and record information relevant to a specific topic in relation to developed questions and capture consequent supporting data. EN3-RECOM-01 |  | There are 5-6 questions at the end of each self-paced ebook to be answered in the library notebook.  **Adds on Web Pages**  <https://nuwarra2.weebly.com/ads---online-research-skills.html>  **EVALUATE the web pages**  <https://nuwarra2.weebly.com/evaluating-a-web-page.html>  **Search Results**  <https://nuwarra2.weebly.com/search-results.html>  **Copyright**  <https://nuwarra2.weebly.com/copyright.html>  **Reading a Web Page**  <https://nuwarra2.weebly.com/reading-a-web-page.html>  **Taking Notes**  <https://nuwarra2.weebly.com/taking-notes.html> | All 9 research skill topics will be marked as a class but each student will choose 2 topics for the teacher to mark. |
| ***Organise*** | Organises information into a logical order for a given audience. EN3-CWT-01 |  | There are 5-6 questions at the end of each self-paced ebook to be answered in the library notebook.  **Plagiarism**  <https://nuwarra2.weebly.com/plagiarism.html>  Copyright  <https://nuwarra2.weebly.com/copyright.html>  **Taking Notes**  <https://nuwarra2.weebly.com/taking-notes.html> | All 9 research skill topics will be marked as a class but each student will choose 2 topics for the teacher to mark. |
| ***Present*** | Demonstrates the application of a set [Bibliographic format](https://guides.lib.monash.edu/citing-referencing/apa) e.g., APA, Harvard. EN3-CWT-01 |  | There are 5-6 questions at the end of each self-paced ebook to be answered in the library notebook.  **Citing Sources**  <https://nuwarra2.weebly.com/citing-sources.html>  **Plagiarism**  <https://nuwarra2.weebly.com/plagiarism.html> | All 9 research skill topics will be marked as a class but each student will choose 2 topics for the teacher to mark. |
| **Library Knowledge** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Understands library rules as they apply to different sections of the library (e.g. computers, reading-nook, etc..) and the responsibility of being a library user. |  |  |  |
| **Metalanguage of the library** | Metalanguage of the library - call number, shelf label, Oliver, Oliver, Dewey, circulation desk, return tray or slot, reference, etc. EN3-VOCAB-01 |  | Read the Infographics about the Dewey Classification – Order in the Library S3  <https://nuwarra.weebly.com/order-in-the-library-s3.html> |  |
| **Nonfiction - Dewey** | Understands that there is a structure to the organisation of nonfiction resources. EN3-URAL-02  Can list the 10 major Dewey sections by number and topic.  Locates a nonfiction resource by subject and topic using online catalogue. EN3-RECOM-01  Can locate a specific nonfiction resource. |  | Order in the Library2 S3  <https://nuwarra.weebly.com/order-in-the-library-2-s3.html>  Choose from   * Virtual shelving of books (swf file) * 15 online Dewey Decimal Classification questions * A Dewey Quest * A one page Test Your Knowledge OR * Play Dewey Basketball | Self-marking  Self-marking  Interest only  Teacher marks  Fun although team game keeps score. |
| **Borrowing** | Understands and follows borrowing rules  Borrows from fiction and nonfiction for interest, entertainment and need |  | weekly |  |
| **Returns** | Uses call number to place to return books to the correct F or NF location. EN3-RECOM-01 |  | weekly |  |
| **Library Management System:**  **ORBIT**  **OLIVER** | Uses Library Management System (Oliver and Orbit) to locate fiction and nonfiction resources, use additional function as required |  | Time permitting go to Oliver through the student portal. |  |
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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 3 Library Programme 2023**

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| --- | --- | --- | --- | --- |
| **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 |

**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 |