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| **Library Learning Path** | **Targeted Skills** | **Possible NSW English Syllabus Links**  **NSW English Syllabus - Content (English Outcome)** | | | |
|  | **Connect & Wonder** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Questioning** | Identify and use different types of questions   * Open/closed * Questions to explain and clarify |  |  |  |  |
| **Defining & Planning** | * Analyse the research question * Scan a broad range of content relevant to the field of research to determine the direction of inquiry – in particular *keywords* for searching. * Define technical language related to task and build a relevant vocabulary bank * Clarify/identify requirements of task (Success Criteria) * Draft a plan for inquiry in a suitable format eg Mind mapping | Demonstrate an emerging awareness of criteria to enable the successful completion of tasks.  *(ENe-12E)* | Develop an awareness of criteria for the successful completion of tasks. *(EN1-12E)* | Develop criteria for the successful completion of tasks. *(EN2-12E)* | Develop criteria for assessing their own and others’ presentation  *(EN3-9E)* |

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|  | **Discover & Learn** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Locating Resources** | Identify a range of information sources in a variety of formats   * Print * Digital * Electronic * People * Places * Primary Sources (experience, people, objects) * Secondary sources * Written * Visual/pictorial * Oral | Demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs  *(ENe-7B)*  Identify some differences between imaginative and informative texts.  *(ENe-7B)* |  |  |  |
| Locate a range of information sources   * Keyword searching online (Boolean) * Browsers/internet * Emailing * Use Catalogues to locate a resource – online (regional libraries) and in-school (ALICE) * Shelving styles eg Dewey, genre |  |  |  |  |
| **Navigating Resources** | Identify and use   * Content Page * Index * Online menus * Hyperlinks * Headings & Sub-headings | Use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus. *(ENe-3A)*  Recognise parts of print and digital texts eg front and back covers, title and author, layout and navigation. *(ENe-8B)* | Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines. *(EN1-8B)*  Understand concepts about print and screen, including how different types of texts are organised using page numbers, tables of content, headings and titles, navigation buttons, bars and links *(EN1-8B)* | Identify features of online texts that enhance readability including text, navigation, links, graphics and layout *(EN2-8A)*  Identify the features of online texts that enhance navigation. *(EN2-8B)* | 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 sub-headings *(EN3-3A)* |
| **Evaluating Resources** | Determine the relevance of information resource to the topic   * Skim reading/scanning |  |  |  |  |
| Judge the credibility of a resource   * Author expertise * Currency * Perspective * Bias | Begin to recognise points of view in text.  *(ENe-11D)* | Discuss possible author intent and intended audience of a range of texts.  *(EN1-8B)*  Distinguish between fact and opinion in persuasive texts  *(EN1-4A)* | Identify the point of view in a text and suggest alternative points of view  *(EN2-11D)* | Assess the reliability of resources, including digital resources, when researching topics. *(EN3-2A)* |
| **Selecting and Recording Information** | Skim/scan information source to identify main idea and key facts.  Record facts in an appropriate format.  Note-taking   * Graphic Organisers * Sequencing * Categorising * Headings & Sub Headings | Identify a sentence in imaginative and informative texts and understand its meaning.  *(ENe-4A)*  Interpret pictures with labels, environmental print logos and other visual images.  *(ENe-8B)*  Identify literal meanings presented in texts eg character, setting and events.  (ENe-4A) | Discuss different texts on a similar topic, identifying similarities and differences between the texts.  *(EN1-4A)*  Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts. *(EN1-4A)*  Use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information. (EN1-2A) | Use information to support and elaborate on a point of view. (EN2-1A) | Explain and justify the responsible use of digital technologies.  (EN3-3A)  Identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies. (EN3-1A) |
| Copyright   * Referencing | Develop an awareness of issues relating to the responsible use of digital communication.  *(ENe-2A)* | Develop an awareness of issues relating to the responsible use of digital communication. *(EN1-2A)* | Discuss issues related to the responsible use of digital communications.  *(EN2-2A)* | Recognise and discuss issues related to the responsible use of digital communication. *(EN3-2A)* |

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|  | **Create & Share** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Creating** | Audience   * Age appropriate language * Format is accessible to audience | Compose texts for known audience  *(ENe-7B)* |  | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features. *(EN2-2A)*    Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements *(EN2-3A)*  Experiment with visual, multimodal and digital processes to represent ideas encountered in texts. (EN2-2A) | Use a range of software, including word processing programs, learning new functions as required to create texts. (EN3-2A)  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) |
| Identify a suitable format/medium to present information.  For example   * Report * Video * Poster * Podcast | Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.  *(ENe-2A)* | Construct texts featuring print, visual and audio elements using software, including word processing programs. *(EN1-2A)* |
| **Publishing Findings** | Identify and use a range of presentation tools.  For example:   * Web 2.0 – Blogs, wikis * Office way, Office Mix * Photostory | Experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences. *(ENe-2A)*  Construct texts using software including word processing programs. *(ENe-3A)* | Compose a range of written forms of communication, including emails, greeting cards and letters.  *(EN1-2A)* |
| Identify a range of opportunities to publish work   * Online * Face-to-face * Local/Global |  | Experiment with publishing using different modes and media to enhance planned presentations.  *(EN1-2A)* |

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|  | **Reflect & Rethink** | **Early Stage 1** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Reviewing  the process and product** | Criteria  Reflection on steps of path (What did I do well? What can I improve? How? | Demonstrate an emerging awareness of criteria to enable the successful completion of tasks. *(ENe12E)* | Jointly develop criteria for assessing their own and others’ presentations or compositions with teacher guidance.  *(EN1-12E)* | Jointly develop criteria for assessing their own and others’ presentations.  *(EN2-12E)* | Develop criteria for assessing their own and others’ presentations.  *(EN3-12E)*  Reflect on own learning achievements against specific criteria.  *(EN3-12E)* |
| **Reflecting on Work habits** | Collaboration  Skilful Communication  Self-Regulation | Discuss what it means to be a cooperative group member.  *(ENe-12E)* | Discuss the roles and responsibilities when working as a member of a group.  *(EN1-12E)* | 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.  *(EN2-12E)* | 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.  *(EN3-12E)* |