

## Planning Learning, Teaching and Assessment

**Choose the focus area / organiser(s) and a stimulus appropriate to your context.**

Literacy: Reading and writing (Scotland IDL topic)

### Identify the relevant Experiences and Outcomes.

*I can select ideas and **relevant information**, **organise** these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a*

*I can select and **use a range of strategies** and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT2-13a*

*I can **make notes**, **organise** them under suitable subheadings and use them to **understand information, develop my thinking, explore problems** and create new texts, using my own words as appropriate. LIT 2-15a*

*To show my understanding across different areas of learning, I can **identify** and consider the purpose and **main ideas** of a text and use supporting detail. LIT 2-16a*

*I can explain how the physical environment influences the ways in which people use land by **comparing my local area with a contrasting area**. SOC2-13a*

*I can **use my notes** and **other types of writing** to help me understand information and ideas, explore problems, make decisions, generate and develop ideas **or create new text**.*

*I recognise the need to **acknowledge my sources** and can do this appropriately. LIT 2-25a*

#### **Benchmarks:**

*Makes **relevant notes using own words**, for the most part, and uses these to **create new texts** for a range of purposes.*

*Applies a range of reading skills and strategies to read and understand texts, for example, **skimming, scanning, predicting, clarifying and/or summarising**.*

*Finds, **selects and sorts relevant information** from a range of sources.*

*Identifies the **main ideas** of a text with appropriate detail.*

*Provides explanation as to why their **local physical environment** influences the way people use land in **comparison to a contrasting area**.*

**State learning intentions (which reflect standards within the Experiences and Outcomes).**

To scan a non-fiction text for relevant information. (1)  
 To summarise information from a non-fiction text under subheadings. (1)  
 To answer inferential questions using evidence gathered from a non-fiction text (1)  
 To identify evidence in the text that implies the 'islanders' do not like the 'mainlanders' (2)  
 To create a visual image of 'mainlanders' based on the opinions of characters from my novel (2)  
 To identify evidence in the text that shows similarities and differences between the Isle of Coll and mainland Scotland (3)  
 To select relevant information from other sources (3)  
 To compare and organise information on island environment and mainland environment using a Venn-diagram (3)  
 To use notes to create a new text (4)  
 To acknowledge sources used to create a new text (4)

#### **State success criteria (clear, relevant, and measurable).**

- I can highlight key information from my text.
- I can talk about key information with my partner and group
- I can paraphrase words from my text and use my own words.
- I can make notes about the text using bullet points as I read.
- I can organise my notes under subheadings.
- I can answer questions about the text using my notes.
- I can use direct quotes to support my answers.
- I can identify the main ideas in a text using direct quotes
- I can compare the environment in my local area to another area
- I can write an information report.
- I can find relevant information using additional sources.
- I can acknowledge where information is from

#### **Upload planning for learning, teaching and assessment (include details of ongoing or periodic assessments) which allows the learner to demonstrate progress, breadth, challenge, and application.**

**Context:** Children have participated in a whole class IDL topic on Scotland. Learners participated in a wide range of cross-curricular learning activities relating to the topic, which were sparked by the novel 'Saving Finnegan,' which was tied to the theme. Using pupil voice, the class requested to learn about Scottish landscapes and wildlife. The children have been focussing on Information Report writing and its features during taught writing lessons. (This assessment will be given to an able group in Primary 5).

#### **Lesson 1: Non-fiction reading comprehension**

Learners are familiar with non-fiction texts and have explored the features of non-fiction texts over a series of lessons. They will build on the concept of differentiating between relevant and irrelevant information. As a group, go through text extracts and highlight important information. Go over how we know it is relevant. Learners given non-fiction flashcards about Scottish islands, then sort the cards into important and unimportant information and state reasons why they think one way or another. Learners will feedback and give reasons for their opinions.

#### **Assessment:**

- Say: Oral justification of opinions.
- Do: Flashcard sort of important and unimportant information
- Write: Record notes

#### **Lesson 2: Inference and visualisation (Saving Finnegan)**

Learners participate in discussion on what the islanders are like in the novel with specific reference to different characters (prior knowledge). After learners have read chapter 10, they will skim and scan to find quotes that infer the islanders' opinions of the mainlanders. Discussion- do the islanders have a positive or negative view of mainlanders? Why? What personality traits do they think that mainlanders have? Children complete visualiser on what a mainland is like (according to the islanders) using opinions/quotes gathered.

**Assessment:**

- Say: Participation in discussion of opinions in the novel
- Do: Finding inferential evidence in the text
- Make: A visualiser on what a mainland is like

**Lesson 3: Comparing the physical environment.**

Learners participate in group on discussion of physical environment in local area focussing on landscape, wildlife, weather and industry. Collate information on local area and create mind-map of the physical environment. Learners identify evidence in their novel of what life is like on the island, focussing on the physical environment features to compare against local area. Children record this information in a Venn diagram to highlight similarities and differences between the Isle of Coll and mainland Scotland (local area).

**Assessment:**

- Say: Group discussion on local area
- Write: Recording information in Venn-diagram

**Lesson 4: Select and organise information to create a new text**

Recap on identifying important and unimportant information from previous lesson. Learners use search engines to find other relevant information on the physical environment of their local area and the Isle of Coll. During this, children will be given personal choice to record information in an appropriate way (i.e. bullet point notes/subheadings). Learners then collate new notes and learning from previous lessons to create an information report. Pupils use discussion points from previous lesson on physical environment as possible subheadings and write report, ensuring that sources from the internet have been acknowledged.

**Assessment:**

- Do: Source additional relevant information from the internet
- Write: Information report

**Higher order thinking skills developing throughout these lessons:**

- **Creating:** learners will be creating their own information report.
- **Evaluating:** learners will be able to state their opinion about how their local area (mainland Scotland) is similar and different to the Isle of Coll.
- **Analysing:** learners will be to draw conclusions from information found from the text.
- **Understanding:** learners will be explain to the islanders view of the mainlanders.

**Learner Evidence**

**Please upload (anonymised) evidence of the learners work, including any feedback given to the learner.**

Evidence attached. To ensure that the learner was informed when they had met their aim, feedback was centred on the learning intentions and success criteria.

We have a system in place at school where if the students receive a green dot next to their work or particular parts of work are underlined in green, it means they have satisfied the success criteria. If they get a pink dot or work/teacher comment is underlined in pink this

means that they have to stop and think about their work and what they could do to meet the success criteria.

In taught writing we use a green, amber and red traffic light system to indicate how well the students have met their success criteria with green meaning on target, amber meaning working towards target and red meaning target not met. This is followed by the green and pink dots as mentioned previously.

Please see evidence for exact pupil feedback.

**Please provide an evaluative statement including comments on strengths and areas for improvement for this learner.**

In all of the tasks given, the student excelled. As evidenced by the activities and feedback, outcomes and objectives were met to a very good standard. Moving forward, we will continue to work on identifying important and unimportant information in a text.



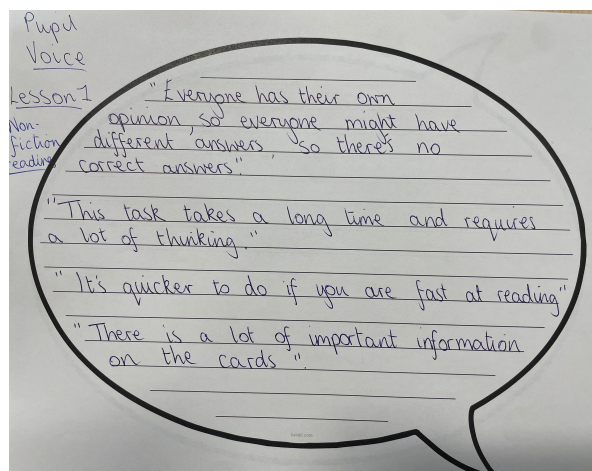
Experiences and Outcomes: I can select ideas and **relevant information**, **organise** these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

## Evidence of Learning

Say	Make	Write	Do
X		X	X

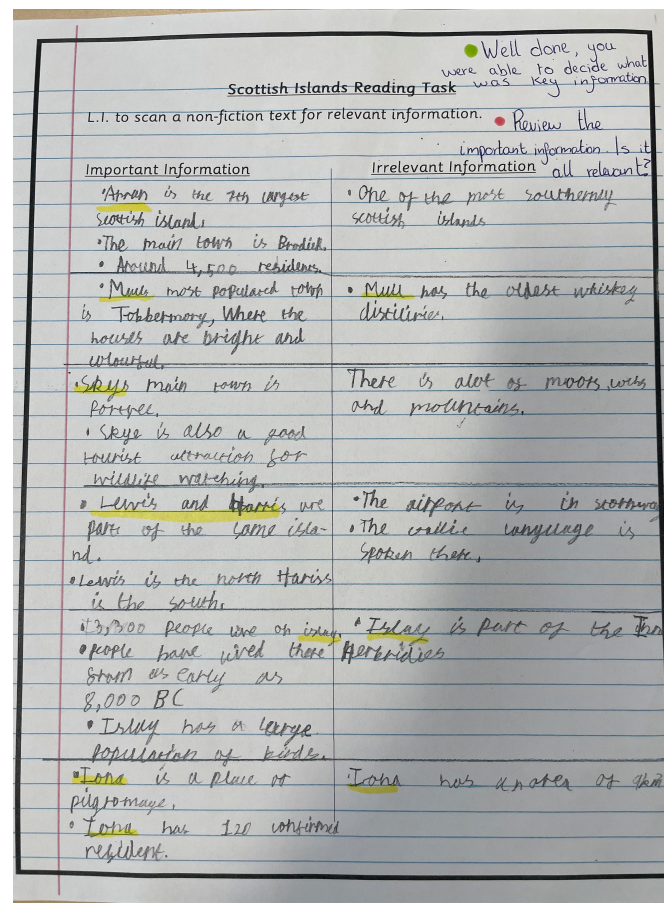
### Second Level, lesson 1: Non-fiction reading comprehension

#### Pupil Voice



#### Teacher Voice

Well done, you have achieved your target for today. You were able to decide what information was relevant and what was irrelevant. You also participated well in a group discussion on what was relevant and had strong opinions on this.



#### Success criteria

- I can highlight key information from my text.
- I can talk about key information with my partner and group
- I can paraphrase words from my text and use my own words.
- I can make notes about the text using bullet points as I read.

Experiences and Outcomes: I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT2-13a

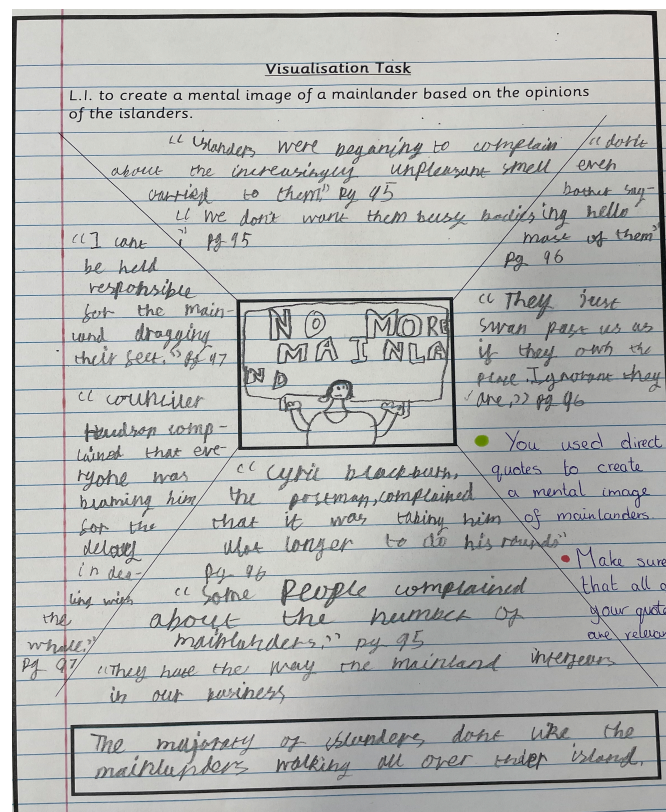
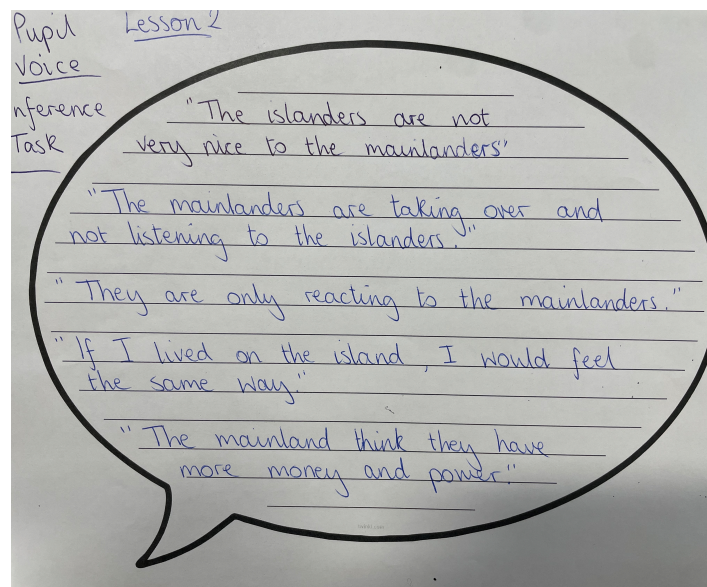
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

## Evidence of Learning

Say	Make	Write	Do
x	x		x

## Second Level, lesson 2: Inference and visualization task

### Pupil Voice



### Success criteria

- I can use direct quotes to support my answers.
- I can identify the main ideas in a text using direct quotes.
- I can paraphrase words from my text and use my own words.
- I can answer questions about the text using my notes.

### Teacher Voice

Great work, you were able to find evidence in your novel which suggests the islanders have a negative opinion of the mainlanders. I like how you have used direct quotes in some parts and your own words in others. Remember to review your work to check that all the quotes are relevant. Keep up the good work!



### Finding Evidence

L.I. to identify evidence that implies the 'islanders' do not like the 'mainlanders'.

The Islanders are angry at the mainlanders for walking about the island as though they own the place. The fact that the mainlanders are walking about dropping litter and it all goes in the sea the are very angry. The amount of people as well just running around to the beach and the islanders want to keep their whale so that they can get more money to fund the island. "We don't want all them busy bodies." which is something old man Melnikov said.

- You summarised the islanders opinion of mainlanders using your own words and quotes.

Experiences and Outcomes: To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC2-13a

### Evidence of Learning

Say	Make	Write	Do
x		x	

### Second Level, lesson 3: Comparing the physical environment

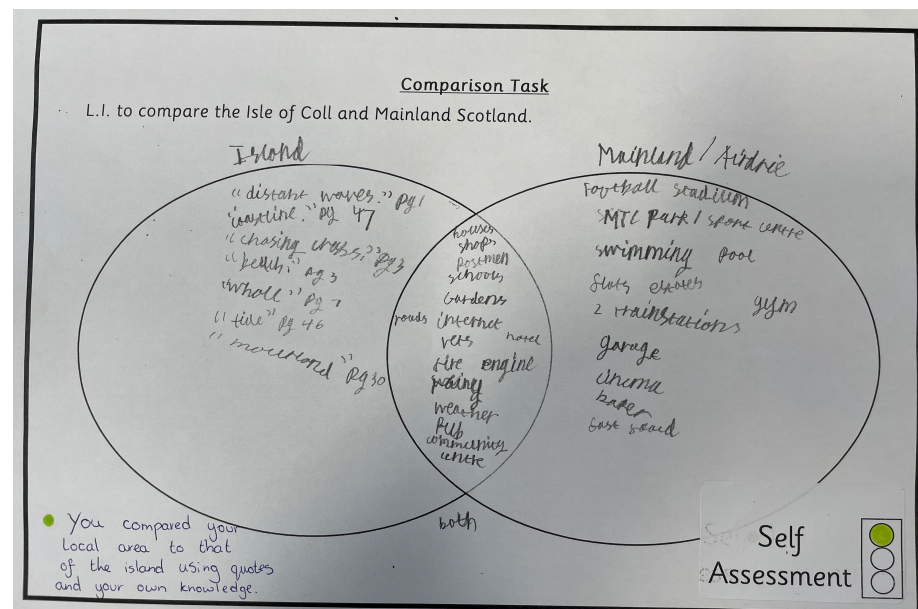
#### Pupil Voice

"It was quite hard to find things that were different because there are a lot of similarities."

"It doesn't make a lot of sense why the islanders don't like the mainlanders because they have lots of the same things."

"I didn't know that there was so much to do in Airdrie."

"I am happy with this work because I found lots of similarities and differences."



#### Success criteria

- I can compare the environment in my local area to another area
- I can use direct quotes to support my answers.

#### Teacher Voice

Well done, you were able to compare your local area to the island in your novel. With a partner, you found quotes in the novel which describe the physical environment of the island. You then were able to complete the Venn-diagram to compare features of the island with your local area using your own knowledge and knowledge from our class discussion. You identified many similarities and differences between the two places. All targets achieved, great work.



*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.*

*I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a*

### Evidence of Learning

Say	Make	Write	Do
		x	x

## **Second Level, lesson 4: Select and organise information to create a new text.**

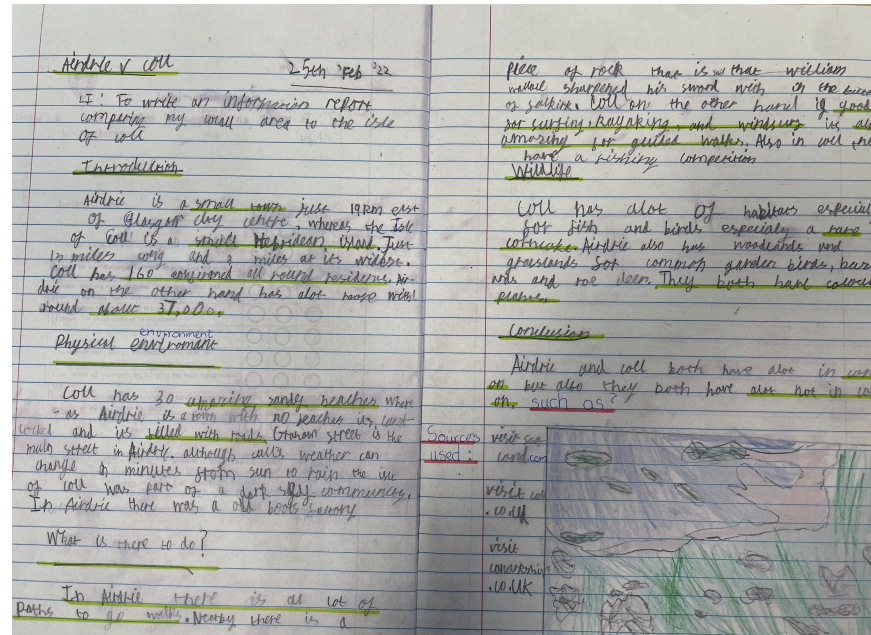
## Pupil Voice

"I enjoyed this task because we got to research different areas using the iPads."

“There is lots of facts online so it can be hard to decide what to put in the report.”

“It is really easy to get distracted on the internet, so we need to stay on the proper websites.”

“Research can take a long time but it makes your writing better.”



## Success criteria

- I can write an information report.
- I can find relevant information using additional sources.
- I can acknowledge where information is from.

## Teacher Voice

Fantastic work, you have created a great information report using your notes on the Isle of Coll and Airdrie to compare and contrast the areas. I like how you have organised your information under subheadings and used topic specific language. You have also acknowledged where you got your information from. However, moving forward I think you could make this clearer by taking a new page for this information. Overall, a great piece of writing, well done.



## Information Report

Second Level cfe

Primary 5

### Learning Intention

### Context For Learning:

### Success Criteria

Beginning Second Level	Self	Peer	Teacher
I understand the purpose and audience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I have included a title to interest/inform the reader about the subject	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I have an introductory paragraph which gives general information about the subject	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I have used my notes to group the facts together under subheadings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I can use precise language (no I/we etc.) to write a short paragraph under each subheading and include topic specific vocabulary	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I have included an ending which brings the information together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used appropriate punctuation to support my writing.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Where appropriate I have included pictures/photos or diagrams to give further information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I can acknowledge the source of the information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Next Steps: ● Well done, you have used your notes on the Isle of Coll and Airdrie to write an information report. You have also acknowledged where you got your information from.

● Moving forward, try to add examples to your conclusion to back up your points.

☐ Target not met  
☐ Working towards target  
☒ On target