



LITERACY AND ENGLISH

Operation Smoke Storm has primarily been designed for secondary school teachers to deliver to students aged 11 - 14 years.

However, this resource has also been shown to be effective when delivered to older students and in other less formal youth settings.

Key to symbols used in table below:










-  = Curriculum for Excellence in Scotland learning point is addressed.
-  = Clear opportunity to address learning point.

Progression is indicated through *curriculum levels*, which are explained below:

Level	Stage
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.

LISTENING AND TALKING

TOOLS FOR LISTENING AND TALKING:

SECOND			THIRD			FOURTH		
When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.			When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.			When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.		
			I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.			I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.		
Sessions:			Sessions:			Sessions:		
1	2	3	1	2	3	1	2	3
								
<u>LIT 2-02a</u>			<u>LIT 3-02a</u>			<u>LIT 4-02a</u>		

FINDING AND USING INFORMATION:

SECOND	THIRD	FOURTH																											
<p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>~</td><td>✓</td><td>✓</td></tr> </table> <p><u>LIT 2-04a</u></p>	Sessions:			1	2	3	~	✓	✓	<p>As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text and can make inferences from key statements identify and discuss similarities and differences between different types of text use this information for different purposes.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>~</td><td>~</td><td>✓</td></tr> </table> <p><u>LIT 3-04a</u></p>	Sessions:			1	2	3	~	~	✓	<hr/>									
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<p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p><u>LIT 2-06a</u></p>	Sessions:			1	2	3	✓	✓	✓	<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p><u>LIT 3-06a</u></p>	Sessions:			1	2	3	✓	✓	✓	<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p><u>LIT 4-06a</u></p>	Sessions:			1	2	3	✓	✓	✓
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UNDERSTANDING, ANALYSING AND EVALUATING:

SECOND	THIRD	FOURTH																											
<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 2-07a</u></p>	Sessions:			1	2	3	✓	✓	~	<p>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 3-07a</u></p>	Sessions:			1	2	3	✓	~	~	<p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 4-07a</u></p>	Sessions:			1	2	3	✓	~	~
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<p>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 2-08a</u></p>	Sessions:			1	2	3	✓	✓	~	<p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 3-08a</u></p>	Sessions:			1	2	3	✓	✓	~	<p>To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</p> <table border="1"> <thead> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">~</td> </tr> </tbody> </table> <p><u>LIT 4-08a</u></p>	Sessions:			1	2	3	✓	✓	~
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CREATING TEXTS:

SECOND	THIRD	FOURTH																											
<p>When listening and talking with others for different purposes, I can: share information, experiences and opinions explain processes and ideas identify issues raised and summarise main points or findings clarify points by asking questions or by asking others to say more.</p>	<p>When listening and talking with others for different purposes, I can: communicate information, ideas or opinions explain processes, concepts or ideas identify issues raised, summarise findings or draw conclusions.</p>	<p>When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions explain processes, concepts or ideas with some relevant supporting detail sum up ideas, issues, findings or conclusions.</p>																											
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<u>LIT 2-09a</u>	<u>LIT 3-09a</u>	<u>LIT 4-09a</u>																											
<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p>	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p>	<p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p>																											
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READING

UNDERSTANDING, ANALYSING AND EVALUATING:

SECOND			THIRD			FOURTH																													
To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.			To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.			To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.																													
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LIT 2-18a			LIT 3-18a			LIT 4-18a																													

WRITING

CREATING TEXTS:

SECOND			THIRD			FOURTH																													
I am learning to use language and style in a way which engages and/or influences my reader.			I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.			I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.																													
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<u>ENG 2-27a</u>			<u>ENG 3-27a</u>			<u>ENG 4-27a</u>																													

I can convey information, describe events, explain processes or combine ideas in different ways.

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.

Sessions:		
1	2	3
~	~	✓

Sessions:		
1	2	3
~	~	✓

Sessions:		
1	2	3
~	~	✓

LIT 2-28a

LIT 3-28a

LIT 4-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.

Sessions:		
1	2	3
~	✓	✓

Sessions:		
1	2	3
~	✓	✓

Sessions:		
1	2	3
~	✓	✓

LIT 2-29a

LIT 3-29a

LIT 4-29a