



LITERATURE HANDBOOK

PEDAGOGY SECTION

This section of the Literature Handbook specifies the pedagogy and teaching rationale behind the Literature Program. Since it describes the pedagogy, the guidelines laid out are constant and serve as the foundation and rationale for teaching the literature program.

This section aims to provide teachers with guidelines to build their own literature units or use and adapt ready units according to the requirements of the English inspectorate.

For updated information about the Literature program, please visit the English Inspectorate site: www.education.gov.il/english and go to Bagrut -> Literature Module



TABLE OF CONTENTS

| | |
|--|----|
| Key Components of Teaching Literature | 3 |
| Pre-reading Activity | 3 |
| Basic Understanding of Text | 3 |
| Analysis and Interpretation | 3 |
| Bridging Text and Context | 4 |
| Summative Assessment | 4 |
| Personal Response | 4 |
| Literary Terms..... | 5 |
| Literary Terms for Module B - General Terms Across Genres | 5 |
| Literary Terms for Module B - Genre Specific Terms..... | 6 |
| Literary Terms for Module D -- General Terms Across Genres..... | 6 |
| Literary Terms for Module D - Genre Specific Terms | 8 |
| Literary Terms for Module F - General Terms Across Genres..... | 9 |
| Literary Terms for Module F - Genre Specific Terms | 11 |
| Thinking Skills for Teaching Literature in EFL | 13 |
| Lower-Order Thinking Skills | 13 |
| Higher-Order Thinking Skills | 13 |
| Vocabulary for Thinking Skills | 16 |
| Teaching HOTS Explicitly | 17 |
| General Guidelines | 17 |
| Unit Planner..... | 18 |
| High School English Studies Planner..... | 19 |
| Personalizing Your Program | 19 |
| Sample Summative Assessment for Both Unit Logs and the Exam (module F) | 20 |
| LOTS questions (5 points each):..... | 20 |
| HOTS questions (10 points each):..... | 22 |
| The Extended HOTS Question (Modules D and F) | 23 |
| Rubric for Bridging Text and Context Questions – Module F | 25 |
| Sample Summative Assessment for Both Unit Logs and the Exam (module D)..... | 27 |
| LOTS questions (6-7 points each): | 27 |
| HOTS questions (10 POINTS EACH)..... | 28 |
| Extended HOTS questions..... | 29 |
| Bridging Text and Context | 30 |



KEY COMPONENTS OF TEACHING LITERATURE

The teaching of a literary text consists of the following Key Components:

- Pre-reading Activity
- Basic Understanding
- Analysis and Interpretation
- Bridging Text and Context
- Post-reading Activity
- Summative Assessment

The following are descriptions of the Key Components:

PRE-READING ACTIVITY

Pre-reading activities motivate the students and encourage involvement in the topic and theme of the text. A Pre-reading activity should start off your unit of literature whenever it is appropriate to do so.

BASIC UNDERSTANDING OF TEXT

Activities for Basic Understanding ensure that all students have understood the basic story line or literal meaning of a story, play, or poem. This involves the use of lower-order thinking skills (LOTS). Activities should include questions that relate to the literal meaning of the text. It also includes teaching relevant lexical items and relating to grammatical structures when relevant. Activities should include the pre-teaching of high-frequency words that students are unfamiliar with and recycling them. When appropriate, necessary background knowledge that will enable students to understand the text should be taught.

ANALYSIS AND INTERPRETATION

Analysis and interpretation activities encourage learners to probe beyond the literal meaning of the text and may employ relevant literary terms. In addition, activities should include tasks that induce learners to use relevant higher-order thinking skills HOTS. HOTS should be taught explicitly: this may be done before, during or after reading a text. Decisions about when to teach them are driven by the following considerations:

- i. the text being studied: length of text, theme, setting, characters.
- ii. the choice of HOTS being introduced: Some HOTS cannot be taught after a text has been read (e.g. prediction) while others cannot be taught before the class has finished reading the text (e.g. synthesis).
- iii. the level of the class.
- iv. teacher preference.



BRIDGING TEXT AND CONTEXT

Activities for Bridging Text and Context encourage learners to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text. This component may be taught at any stage in the teaching of the unit.

Post-reading Activity

Post-reading activities offer the students the opportunity to make connections with the text(s) and their own experiences. They allow for self-expression and creative responses after having read and analyzed the text. These activities enable students to apply a more global understanding and interpretation of the text and integrate information from different parts of the text.

SUMMATIVE ASSESSMENT

The Summative Assessment provides the students with the opportunity to demonstrate their knowledge, understanding and interpretation of the text, including the specific HOTS studied. The Summative Assessment for each unit should follow the guidelines at the end of this section. For updated information on grading – please check the section in the handbook with the most updated regulations.

Teachers may add additional parts to their Summative Assessment which reflect their classroom teaching, e.g. vocabulary exercises and additional analysis questions. The assessment is done individually in class and is graded by the teacher.

PERSONAL RESPONSE

Students write a Personal Response at the end of every year that they study literature. Students at the four- and five-point level answer in English; students at the three-point level answer in Hebrew/Arabic.

Below are suggested questions for all levels

- What literary texts did you study?
- What text did you enjoy the best and why?
- What HOTS did you learn?
- How have you applied the HOTS to your own life?
- What new things did you learn?
- What kind of progress did you make from the beginning of the year?
- How did learning literature help improve your English?
- Which character did you relate to the most and why?
- Which HOTS do you think is most useful for your learning / life and why?



LITERARY TERMS

Below is a partial recommended list of literary terms for each module. Teachers should incorporate the teaching, spiraling and use of literary terms into their Analysis and Interpretation component of their unit when appropriate. Teachers may include other literary terms which are not on this list when they see fit or it they are appropriate to the text being taught.

| LITERARY TERMS FOR MODULE B - <i>GENERAL TERMS ACROSS GENRES</i> | | |
|--|------------------|--|
| Talking about the characters | Hero/heroine | The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous. |
| | Character | A person or a thing presented as a person in a literary text. |
| | Dialogue | The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry. |
| | Narrator | The storyteller in a literary text. |
| | Role | The purpose or function of a character in a literary work. |
| Talking about the plot | Plot | The structure and pattern of events of the story in a narrative or in a drama. |
| | Climax | This is the point of highest interest, the crisis, and is therefore also at the turning point of the action. |
| | Conflict | The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist. |
| Talking about meaning in language | Symbolism/symbol | Something which is both itself and also represents an idea, for example, a rose may symbolize beauty. |
| | Theme | Usually we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work. |



| LITERARY TERMS FOR MODULE B - <i>GENRE SPECIFIC TERMS</i> | | |
|---|-------------|--|
| Short Stories | Short story | A short narrative text. |
| | Setting | The background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in A Tale of Two Cities) |
| Poetry | Metaphor | Describing one thing in terms of something else, e.g. the bronze sun. |
| | Rhyme | Used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: <i>My little horse must think it <u>queer</u></i> <i>To stop without a farmhouse <u>near</u></i> (Robert Frost) |
| | Stanza | A group of lines which form a unit in a poem. This unit usually repeats itself in the poem. |

| LITERARY TERMS FOR MODULE D -- <i>GENERAL TERMS ACROSS GENRES</i> | | |
|---|--------------|---|
| Talking about the characters | Hero/heroine | The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous. |
| | Protagonist | The main character of the story or drama, the hero, who is faced with an opposing force he/she must overcome in order to achieve his/her goal. |
| | Character | A person or a thing presented as a person in a literary text. |
| | Stereotype | Presenting a person as if they represent the social group to which they belong, by using physical appearances, accent, clothing, foods, etc. The emphasis on belonging to the group makes the stereotyped person less individualized. |
| | Dialogue | The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry. |
| | Narrator | The storyteller in a literary text. |
| | Role | The purpose or function of a character in a literary work. |
| Talking about the plot | Plot | The structure and pattern of events of the story in a narrative or in a drama. |



LITERARY TERMS FOR MODULE D -- *GENERAL TERMS ACROSS GENRES*

| | | |
|-----------------------------------|------------------|--|
| | Climax | This is the point of highest interest, the crisis, and is therefore also at the turning point of the action. |
| | Conflict | The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist. |
| Talking about meaning in language | Symbolism/symbol | Something which is both itself and also represents an idea, for example, a rose may symbolize beauty. |
| | Theme | Usually we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work. |
| | Genre | There are different types of literature categorized by subject matter, form and technique; the following are examples of genres: tragedy and comedy, novel and short story, poetry and prose. |



| LITERARY TERMS FOR MODULE D - <i>GENRE SPECIFIC TERMS</i> | | |
|---|---------------|--|
| Terms for Short Stories | Short story | A short narrative work. The length of a short story varies from one or two pages up to forty pages. |
| | Setting | The background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in <i>A Tale of Two Cities</i>) |
| | Flashback | Providing information about events that happened before the story begins, usually through the memory of one of the characters or by narrating the events to someone. A flashback interrupts the sequence of events that is happening now in the story or play. |
| | Point of View | The focus from which the story or drama is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story. |
| Terms for Poetry | Metaphor | Describing one thing in terms of something else, e.g. the bronze sun. |
| | Simile | The resemblance of two things, usually introduced by 'like' or 'as'. |
| | Rhyme | Used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: <i>My little horse must think it <u>queer</u></i> <i>To stop without a farmhouse <u>near</u></i> (Robert Frost) |
| | Stanza | A group of lines which form a unit in a poem. This unit usually repeats itself in the poem. |



| LITERARY TERMS FOR MODULE F - <i>GENERAL TERMS ACROSS GENRES</i> | | |
|---|------------------|--|
| General Terms Across Genres Talking about the characters | Hero/heroine | The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous. |
| | Protagonist | The main character of the story or drama, the hero, who is faced with an opposing force he/she must overcome in order to achieve his/her goal. |
| | Antagonist | A person or a natural force that opposes the protagonist in the main conflict of the story or drama. |
| | Character | A person or a thing presented as a person in a literary text. |
| | Characterization | What we know about a character. There are three fundamental methods of characterization: 1) direct presentation of the physical and moral aspects of the character by the narrator, either when the character is first introduced in the story, or bit-by-bit throughout the story. 2) The actions and speech of the character, from which the reader infers the traits. 3) The inner thoughts of the character, which are a window to his/her soul. |
| | Stereotype | Presenting a person as if they represent the social group to which they belong, by using physical appearances, accent, clothing, foods, etc. The emphasis on belonging to the group makes the stereotyped person less individualized. |
| | Dialogue | The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry. |
| | Narrator | The storyteller in a literary text. |
| Talking about the plot | Role | The purpose or function of a character in a literary work. |
| | Plot | The structure and pattern of events of the story in a narrative or in a drama. |
| | Climax | This is the point of highest interest, the crisis, and is therefore also at the turning point of the action. |
| | Conflict | The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist. |



| LITERARY TERMS FOR MODULE F - <i>GENERAL TERMS ACROSS GENRES</i> | | |
|---|------------------|---|
| | Resolution | The conclusion of the story or drama, when all the problems are solved in one way or another. It's the logical outcome of everything that happened before. It comes after the climax. |
| | Foreshadowing | Events narrated at an earlier point in the story that hint at and prepare the reader for something that will happen later in the story. |
| Talking about meaning in language | Symbolism/symbol | Something which is both itself and also represents an idea, for example a rose may symbolize beauty. |
| | Connotation | The associations which are attached to a word, as opposed to its literal meaning, for example the color green may have the connotation of youth, spring and growth. |
| | Paradox | A situation or statement that seems to contradict itself, but really doesn't. |
| | Theme | Usually we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work. |
| | Genre | There are different types of literature categorized by subject matter, form and technique; the following are examples of genres: tragedy and comedy, novel and short story, poetry and prose. |
| Style | Tone | The attitude with which a story is told or the attitude with which something or someone is described, for example, ironic, cynical, humorous. |



| LITERARY TERMS FOR MODULE F - <i>GENRE SPECIFIC TERMS</i> | | |
|---|---------------|--|
| Terms for Narrative Texts (Novels and Short Stories) | Short story | A short narrative work. The length of a short story varies from one or two pages up to forty pages. |
| | Setting | The background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in A Tale of Two Cities) |
| | Flashback | Providing information about events that happened before the story begins, usually through the memory of one of the characters or by narrating the events to someone. A flashback interrupts the sequence of events that is happening now in the story or play. |
| | Novel | A narrative work that tells a story that is quite long, usually at least 100 pages. |
| | Narrative | How the story is told: the style, the characters, descriptions and events that make up the telling of the story. |
| | Point of View | The focus from which the story or drama is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story. |
| Terms for Poetry | Imagery | Words used in images in poetry that use our five senses: sight, smell, hearing, taste and touch. |
| | Metaphor | Describing one thing in terms of something else, e.g. the bronze sun. |
| | Simile | The resemblance of two things, usually introduced by 'like' or 'as'. |
| | Oxymoron | An image made up of two opposing qualities, or that may seem a contradiction in terms: Bittersweet, |
| | Rhyme | Used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: <i>My little horse must think it <u>queer</u></i> <i>To stop without a farmhouse <u>near</u></i> (Robert Frost) |



| LITERARY TERMS FOR MODULE F - <i>GENRE SPECIFIC TERMS</i> | | |
|---|--------------|--|
| | Rhyme scheme | The pattern of rhymed words at the end of lines in a stanza or throughout a poem. |
| | Stanza | A group of lines which form a unit in a poem. This unit usually repeats itself in the poem. |
| | Verse | A single line of a poem usually using rhymed language. Poetic form as distinguished from prose. |
| | Alliteration | A sound pattern repeated at the beginning of words or repeated within words, usually consonants. For example: "I have <u>st</u> ood <u>st</u> ill and <u>st</u> opped the <u>s</u> ound of feet" (Robert Frost). |
| Terms for Drama | Comedy | A literary text that is funny and ends well, even though there is usually some tension along the way. |
| | Tragedy | Tragedy is a type of drama that ends badly for the hero or protagonist. It is usually a story that focuses on one person, the protagonist, whose life changes from a happy one to suffering and disaster. |
| | Scene | A sub-division of an act in a play, but also the place where the action takes place. Usually, each act has several scenes. Many scenes may take place in the same place (scene). |
| | Act | One of the major divisions of a play. There are usually 5 acts to a play, but sometimes only 3. In any case there are always an uneven number of acts in a play. |
| | Drama | A literary work that is written in dialogue to be performed by actors acting the story on the stage |



THINKING SKILLS FOR TEACHING LITERATURE IN EFL

The English Inspectorate highly recommends the teaching of higher-order thinking skills (HOTS). The teaching of HOTS not only enhances students' ability to analyze literature, but also gives them the ability to better answer reading comprehension questions in expository texts, and improves their writing skills as well as their thinking skills.

At least six HOTS from the list below should be taught. The HOTS should be chosen in accordance with their selected literary texts.

LOWER-ORDER THINKING SKILLS

| Thinking Skill | Students will be able to: | Sample Tasks/Questions |
|--|--|--|
| Recognizing key vocabulary, setting, characters and events in the text | relate to the literal meaning of the text. | Who? What? Where? When? Do you know...? Can you identify...? |

HIGHER-ORDER THINKING SKILLS

| Thinking Skill | Students will be able to: | Sample Tasks/Questions |
|---------------------------------------|--|---|
| Classifying | categorize the elements of the text according to criteria. | Categorize the characters according to their relationships/values. |
| Comparing and contrasting | find similarities (comparing) and differences (contrasting) and draw conclusions when appropriate. | Compare and contrast the conflicts/problems/dilemmas in two stories or poems. Compare and contrast the text and the film. Compare and contrast characters in a text. |
| Distinguishing different perspectives | identify the different perspectives within the text and/or among the readers of the text. | Identify how different characters relate to a specific event in the story. How does your understanding of the characters' actions/events in the story change as you read? Do you share the same perspective as the narrator? Explain. How does your understanding of the story/the character/the scene differ from other students in your class? |



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

| Thinking Skill | Students will be able to: | Sample Tasks/Questions |
|-----------------------------|---|--|
| Evaluating | make judgments about different aspects of the text and justify opinions. | What makes this a good story? Explain. Is ___ a believable character? Explain. Is the resolution of the conflict satisfying? Explain. |
| Explaining cause and effect | describe and explain the causal relationships between actions or events in a text. | What were the results of ___'s action? What caused ___ to think that ___? |
| Explaining patterns | identify and explain different patterns in the text and explain their significance. | Explain why certain lines/phrases/words are repeated. What behavior does the character repeat? |
| Generating possibilities | generate alternatives and/or create new ideas and/or expand on existing ideas, based on information from the text. | Create a new character for the story and explain how s/he will affect the development (or outcome) of the story. Add an element/an event to the existing text that influences the development and/or the outcome of the plot. |
| Identifying parts and whole | explain how the parts function together within the whole text. | How does one part of the story contribute to your understanding of the whole text? How does the title/ending relate to different parts of the text? |
| Inferring | infer implicit meaning from the text by being able to read-between-the-lines. | What do you think the character meant when s/he said, "___"? What does ___'s behavior suggest? What different meanings can be inferred from this line in the poem? |
| Making connections | make connections between specific aspects of the text. make connections between the text and other contexts in relation to theme, historical and cultural contexts or pertinent information from the author's biography. | How is ___'s behavior influenced by his past/home life/religion? To what extent do events in the text reflect events in the life of the author? How does your understanding of the story/the character/the scene differ when you learn about a topic related to the literary text? |



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

| Thinking Skill | Students will be able to: | Sample Tasks/Questions |
|--------------------|--|---|
| Predicting | predict the content or the outcome of the text, either before or during reading based on available information. | How do you think ___ will react? How do you think the story will end? |
| Problem solving | identify a problem/dilemma and either identify its solution in the text or suggest a possible solution, taking into account the constraints and the options present in the text. | Define the problem facing the protagonist. How should ___ decide what to do? What should ___ take / have taken into account? What dilemma does ___ face at this point in the story? What are possible solutions? |
| Sequencing | explain how the sequence of events in a text, when not in chronological order, affects understanding of the text. | Sequence the events in chronological order. How do flashbacks affect your understanding of the text/plot? Why do you think the events are not in chronological order? |
| Synthesizing | change their thinking about the text as they read. | What event changed your thinking about a character's behavior? How did what you learned at the end of the story change your understanding of ___'s actions? While reading the text, how did your understanding of the events/character's behavior change? |
| Uncovering motives | identify motives that explain the character's behavior and support this with evidence from the text. | Why do you think that __ did __? Support your answer. What made ___ change his/her mind? Give supporting details. |



VOCABULARY FOR THINKING SKILLS

This list should be seen as a preliminary list which provides teachers and learners with a spectrum of words and phrases of varying difficulty, for tasks and responses in relation to thinking skills.

| Thinking Skill | Vocabulary |
|---------------------------------------|--|
| Classifying | arrange, belong, categorize, category, classify, element, exclude, group, hierarchy, include, label, match, order, part of, separate, sort |
| Comparing and contrasting | also, although, but, compared to, different than, even though, however, in contrast with, in the same way, like, likewise, nevertheless, on the contrary, on the one hand...on the other hand, similar, similarly, still, unlike, while, yet, (comparative adjectives) |
| Distinguishing different perspectives | attitude, differences, however, on the one hand/on the other hand, outlook, outside/inside, perception, perspective, point of view, standpoint |
| Evaluating | assess, judge, judgment |
| Explaining cause and effect | and in order to, as a result (of), because, cause, consequence, due to, effect, encourage, end, if....then, outcome, persuade, provoke, result, thanks to |
| Explaining patterns | again and again, always, as a rule, consistently, on a regular basis, pattern of behavior, recur, regularly, repeat, repeatedly, repetition, similar |
| Identifying parts and whole | background information, belongs, breakdown, connection, divide into parts, element, item, major part of the story, missing part, part, separate, split up the story, story within a story, trigger, unity, whole |
| Inferring | assume, conclude, deduce, infer, read between the lines, understand |
| Generating possibilities | create, guess, hypothesize, imagine, make up, propose an alternative, speculate |
| Making connections | associated, connected, influenced, linked, related |
| Predicting | clue, expect, expectation, predict, suggest |
| Problem solving | answer, choose, crisis, difficulty, dilemma, explain, find out, options, predicament, process, resolve, solution, solve, trouble |
| Sequencing | after, after a while, at last, before, eventually, finally, first, flashback, foreshadow, last, order, next, progression, second, sequence, series, simultaneously, subsequently, then |
| Synthesizing | change, integrate, thinking, understanding |
| Uncovering motives | aim, drive, goal, intention, motivation, motive, purpose, reason |



TEACHING HOTS EXPLICITLY

Research has shown that teaching HOTS explicitly and having students apply them is a valuable metacognitive skill that enriches the students' thinking processes. One of the unique aspects of this literature program is that it incorporates the explicit teaching and application of HOTS.

The following are some points that should be taken into consideration when explicitly teaching HOTS:

1. Keep it short. Teaching HOTS should be no more than ten minutes.
2. Try to make it experiential. The more memorable it is for the students, the easier it will be for them to access the skill and use it in other areas of their lives, as well as in English.
3. Spiral the use of HOTS that were already taught. Remind the students of when they applied the HOTS previously.
4. Try and choose ways to teach HOTS that do not require additional texts.

After the HOTS has been taught explicitly, it should be applied to both the students' lives and to the text.

Please [click here](#) to see a detailed explanation of implementation in the classroom. Additional ideas, including webcasts, for teaching the HOTS explicitly are posted in [the HOTS section](#) of the Literature Program on the TLC site.

GENERAL GUIDELINES

1. The process of learning the literary texts, according to the Key Components, is the same for both the Unit Logs and the exam. The difference between the two is the assessment of this process.
2. It is recommended to spiral HOTS that you have taught previously as much as possible.
3. Teachers have the choice of where in the unit to present Bridging Text and Context.
4. Teachers are required to:
 - give a grade for at least two Key Components:
 - Summative Assessment
 - additional Key Component(s)
5. For information about using a Unit Planner, click [here](#) to see a PowerPoint presentation on the TLC site. Click [here](#) to download an editable Unit Planner.



UNIT PLANNER

| | | | |
|---|---------------------------------|--|--|
| Teacher's Name: | Date: | | |
| Name of School: | Piece #: | Grade taught: <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | |
| Name of Literary Text: | Genre: poem/story/play/novel | Level: <input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> F | |
| Targeted Higher-Order Thinking Skills (HOTS) for Analysis and Interpretation to be taught explicitly | Targeted HOTS to be Spiraled | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Relevant Literary Terms to be Taught | | | |
| Targeted Benchmarks in the Domain of Appreciation of Literature and Culture | | | |
| <input type="checkbox"/> Recognize the use of literary techniques in a variety of genres <input type="checkbox"/> Interpret literary texts <input type="checkbox"/> Are aware of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products <input type="checkbox"/> Are aware of how cultural practices are reflected in various literary and cultural products | | | |

| Lesson # | Date | Key Component | Activity/ies | List of attached worksheets (when used) |
|----------|------|---------------|--------------|---|
| | | | | |
| | | | | |



HIGH SCHOOL ENGLISH STUDIES PLANNER

The following tool can be used to help you organize and plan English studies at your school. There are many options of how to divide up the different requirements of studying English.

| Requirements | 10th grade | | 11th grade | | 12th grade | |
|--------------------|------------|-----|------------|--|------------|--|
| Bagrut Modules | --- | --- | | | | |
| Projects | | | | | | |
| Extensive Reading | | | | | | |
| Literature Program | | | | | | |
| Oral Bagrut | --- | --- | | | | |

| Literature Program | | |
|------------------------|------------------------|----------------------|
| Module F | Module D | Module B |
| a. One play or novel | a. Three short stories | a. Two short stories |
| b. Three short stories | b. Three poems | b. One poem |
| c. Two poems | | |

PERSONALIZING YOUR PROGRAM

While the textbook may give a general base for teaching the literature program, teachers need to be aware of the need to personalize their programs: adapting materials, adding/deducting/modifying/replacing activities and having fun teaching their students. The Literature Course, as well as the TLC site, will give you ideas for how to do this.

Also, if you are considering using another teacher's Summative Assessment, you must take into consideration whether it truly reflects what **YOU** have taught your students.

The more we enjoy what we are teaching, the more memorable and inspiring our lessons will be.



SAMPLE SUMMATIVE ASSESSMENT FOR BOTH UNIT LOGS AND THE EXAM (MODULE F)

Questions based on "A Summer's Reading" and adapted from various Bagrut exams

This is a sample Summative Assessment with point values based on the new Table of Specifications for module F. There are four LOTS questions, each worth 5 points, three 10-point HOTS questions, two extended HOTS questions worth a total of 15 points each and a Bridging Text and Context question worth 20 points.

A Summer's Reading / Bernard Malamud

LOTS QUESTIONS (5 POINTS EACH):

Rubric for LOTS Questions – Module F

| Criteria | Descriptors | | |
|----------|---|---|---|
| Content | Answer is correct. | Answer is partially correct. | Answer is incorrect. |
| | 4 | 2 | 0 |
| Language | Correct use of grammar, vocabulary, spelling and punctuation. | Partially correct use of grammar, vocabulary, spelling and punctuation. | Incorrect use of grammar, vocabulary, spelling and punctuation. |
| | 1 | 0.5 | 0 |

* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Question 1: When George went to the park, he wished for a better life. Give an example of something he wished for.

Answer 1: A girlfriend

Content: 4/4 (Answer meets all criteria)

Language: 1/1

Total = 5 points

Answer 2: A job

Content: 2/4 (Answer is partially correct. George wished for a good job. This is significant because George had already had quite a few jobs that weren't very good.)

Language: 1/1

Total = 3 points



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

Question 2: The result of George's leaving school at the age of sixteen was (--).

- i) he lived at home and studied carpentry
- ii) he spent most of his days doing nothing
- iii) he went to the fish market with his father
- iv) he walked around the neighborhood all day long

The correct answer is ii (he spent most of his days doing nothing). Multiple-choice LOTS questions get 0 points if they are wrong and 5 points if they are correct.

Question 3: Why does George like Mr. Cattanzara? Give one reason.

Answer 1: Because from the time he was a boy, Mr. Cattanzara was the only one who paid attention to him.

Content: 0/4 (The story does not tell us this.)

Language: 0/1 (Although the language is fine, wrong answers do not get points for language.)

Total = 0

Answer 2: Because Mr. Cattanzara give him money to buy lemon ice when he was a boy.

Content: 4/4 (Answer meets all criteria)

Language: 0.5/1 (Incorrect use of the present simple)

Total = 4.5 points

Question 4: George spent most of his day alone in his room. What did he do there?

Answer 1: He listen to the football game.

Content: 3/4 (Answer is partially accurate. He listened to the baseball game.)

Language: 0.5/1 (Incorrect use of the present simple)

Total = 3.5 points

Answer 2: He read a lot of books.

Content: 0/4 (Answer is inaccurate. He looked at picture magazines but he did not read books.)

Language: 0/1 (Incorrect answers do not get points for language.)

Total = 0



HOTS QUESTIONS (10 POINTS EACH):

Rubric for HOTS Questions – Module F

| Criteria | Descriptors | | | | |
|----------|---|---|---|---|---|
| Content | Answer is correct. | | Answer is partially correct. | | Answer is incorrect. |
| | The answer includes supporting details/examples when necessary. | | The answer does not include sufficient details examples when necessary. | | The answer is general and does not relate to the text. |
| | Message is clear. | | Message is partially clear. | | Message is unclear. |
| | 8 | 6 | 4 | 2 | 0 |
| Language | Correct use of grammar, vocabulary, spelling and punctuation. | | Partially correct use of grammar, vocabulary, spelling and punctuation. | | Incorrect use of grammar, vocabulary, spelling and punctuation. |
| | | | | | |
| | 2 | | 1 | | 0 |

* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Question 5: When George first meets Mr. Cattanzara he lies to him about reading books because he wants his respect. Why is Mr. Cattanzara’s respect so important to George? Support your answer with information from the story.

Answer 1: Because George thinks Mr. Cattanzara is smart and if he will respect him, all the people Mr. Cattanzara knows will respect him to.

Content: 7/8 (The first part of the answer is correct, the second part is inferred. George does think that Mr. Cattanzara is smart, but he doesn’t think that Mr. Cattanzara’s respect will bring him respect from others. In addition, there is no reference to the text.)

Language: 1.5/2 (Incorrect use of the conditional and a spelling error, but correct use of the present simple and correct punctuation)

Total = 8.5 points

Answer 2: Because George thinks that Mr. Cattanzara is smart. Mr. Cattanzara reads *The New York Times* and asks George different questions than other people.

Content: 8/8 (Answer meets all criteria)

Language: 2/2 (No language mistakes)

Total = 10 points



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

Question 6: After Sophie realizes that George hasn't been reading the 100 books she says, **"Why should I break my back for you? Go on out, you bum, and get a job."** Do you agree with Sophie's opinion of George? Explain, with reference to the text.

Answer 1: I agree because we see in the story how all he does with his day is walk in the park, read magazines or do nothing, making him a bum.

Content: 8/8 (Answer meets all criteria. There is suitable reference to the text.)

Language: 2/2 (No language mistakes)

Total = 10 points

Answer 2: I agree because George is very lazy.

Content: 6/8 (The answer is correct, but there are no supporting details.)

Language: 2/2 (No language mistakes)

Total = 8 points

Question 7: "Go buy yourself a lemon ice, Georgie." Why did Mr. Cattanzara say this to George?

Answer 1: Because he is drunk and he thinks George is a little boy again.

Content: 0/8 (The answer is incorrect. Although Mr. Cattanzara is drunk, he knows that he is not talking to a little boy.)

Language: 0/0 (Incorrect answers do not get points for language.)

Total = 0

Answer 2: When George was little boy, Mr. Cattanzara give him money to buy lemon ice. George lie to him about reading books and Mr. Cattanzara think he is acting like a little boy.

Content: 8/8 (Answer is correct and there is appropriate reference to the text.)

Language: 1/2 (Several language errors)

Total = 9 points

THE EXTENDED HOTS QUESTION (MODULES D AND F)

(15 points each; 10 points for the answer and 5 points for the appropriate use of the HOTS)

Note: This rubric should be used *in addition* to the Rubric for HOTS Questions

In this question, students are asked to name a HOTS that they will use to answer the question and then answer the question showing evidence of the appropriate use of the chosen thinking skill.

Teachers should first check the answer for content, which is 10 points. If the content is wrong, then the whole answer is wrong even if the student used the thinking skill correctly.



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

| Criteria | Descriptors | | |
|----------|---|---|--|
| Content | The chosen thinking skill is appropriate. | The chosen thinking skill is appropriate. | The chosen skill is appropriate but there is no evidence of its use. |
| | There is appropriate evidence of the use of the thinking skill. | There is partial evidence of the use of the thinking skill. | OR The chosen thinking skill is not appropriate. |
| | 5 | 3 | 0 |

Here are two examples of good answers to the extended HOTS question:

Question 8: How do you think Mr. Cattanzara sees George? Support your answer with information from the story.

Thinking skill: Inferring

I think Mr. Cattanzara sees George as someone who reminds him of himself when he was younger. I infer this from Mr. Cattanzara's words: "Don't do what I did" which means that once Mr. Cattanzara was in the same situation as George and he doesn't want George to repeat his mistakes.

Question 9: How does what we learn about George's family and / or his neighborhood help explain his situation at the beginning of the story?

Answer 1:

Thinking skill: Explaining cause and effect

George's family is poor they are not educated, his father for example accepted George's decision to leave school early he didn't encourage him to keep learning in order to succeed, so this fact caused George to misunderstand the importance of education and also caused him to do nothing for improving his life.

Content of answer: 7/8 (Basically correct answer with one inaccurate detail – we do not know that George's father accepted his decision to leave school early and there is no basis for this in the text).

Language: 1.5/2 (Basically correct language with one error)

Use of HOTS: 0/5 (There is a problem here. If the thing that CAUSED him to misunderstand/do nothing is the inaccurate detail, so then the HOTS have not been used correctly.)

Total = 8.5 points

Answer 2:

Thinking skill: Inferring

We can infer that the people in the neighborhood are uneducated. George doesn't have any social pressure to get an education and he quit school.

Content of answer: 8/8 (Correct answer with accurate information from the text)



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

Language: 2/2 (Correct language)

Use of HOTS: 0/5 (Although the HOTS is appropriate, there is only partial evidence of its use in the answer. For full points, the student must state on what he based his inference. For example: "We can infer that the people in the neighborhood are uneducated because they have low- paying jobs.")

Total = 10 points

RUBRIC FOR BRIDGING TEXT AND CONTEXT QUESTIONS – MODULE F

(The question is worth 20 points.)

| Criteria | Descriptors | | | | |
|----------|--|----|---|---|--|
| Content | Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer. | 12 | Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate. | 4 | The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/ examples are given to support the answer. |
| | 16 | | 8 | | 0 |
| Language | Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). | 3 | Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). | 1 | Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation). |
| | 4 | | 2 | | 0 |

There is no deduction for answers shorter/longer than recommended length.

** If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.*

Question 10: “Many first-generation Americans, like Bernard Malamud, valued education as a path to opportunity for themselves and their children.” -- from an interview for *The Paris Review* with Bernard



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education

Malamud by Daniel Stern. Make a connection between this quote and the story. Support your answer with information from the story.

Answer 1:

The story "A Summer's Reading" is a story about the life of immigrants in the US and the difficulties they face while they are trying to manage their lives with a big lack of money and proper conditions. As an immigrant himself, Bernard Malamud faced the same difficulties and obstacles that the characters in his story do and he points out that through education and knowledge you can earn respect and succeed in life, either if you are an immigrant or American. At this point, the quote comes to fruition because Bernard Malamud gives hope to the rest of the immigrants since he says that the "American dream" is possible through education, knowledge and will.

Content: 8/16 (The information about Malamud is relevant and accurate, the connection is not explicitly stated and there are no details whatsoever from the story to support the answer.)

Language: 4/4 (Very few language mistakes)

Total = 12 points

Answer 2:

In an interview, Bernard Malamud valued education as a path to opportunity. Malamud wrote a story "A Summer's Reading", about George, a young man of twenty that quit school. Obviously education is important to George: he feels shy to admit he had not finished school at job interviews and lies to Mr. Cattanzara about reading to "pick up" his education. As a teacher, Malamud knew that books played a important role in educating and learning. Books taught "different things than you learn in high school". Malamud wrote "A Summer's Reading" about the importance of books and education because he "valued education as a path to opportunity".

Content: 16/16 (Answer is well-organized, information is relevant and accurate, there is an explicitly stated connection at the end and there are supporting details from the text)

Language: 3/4 (Basically good language with a few errors)

Total = 19 points



SAMPLE SUMMATIVE ASSESSMENT FOR BOTH UNIT LOGS AND THE EXAM (MODULE D)

Questions based on "A Split Cherry Tree" and adapted from various Bagrut exams

This is a sample Summative Assessment with point values based on the Table of Specifications for module D. There are four LOTS questions, each worth 6-7 points, three 10-point HOTS questions, extended HOTS questions worth 15 points and a Bridging Text and Context question worth 15 points.

A Split Cherry Tree/ Jesse Stuart

LOTS QUESTIONS (6-7 POINTS EACH):

Rubric 1.1: LOTS questions (Question is worth 6 points.)

| Criteria | Descriptors | | | | |
|----------|---|--|--------------------------------|--|--|
| Content | ▪ Answer is correct. | | ▪ Answer is partially correct. | | ▪ Answer is incorrect. |
| | 5 | | 3 | | 0 |
| Language | ▪ Mostly correct use of grammar and vocabulary. | | | | ▪ Incorrect use of grammar and vocabulary. |
| | 1 | | | | 0 |

Rubric 1.2: LOTS questions (Question is worth 7 points.)

| Criteria | Descriptors | | | | |
|----------|---|--|--------------------------------|--|--|
| Content | ▪ Answer is correct. | | ▪ Answer is partially correct. | | ▪ Answer is incorrect. |
| | 6 | | 3 | | 0 |
| Language | ▪ Mostly correct use of grammar and vocabulary. | | | | ▪ Incorrect use of grammar and vocabulary. |
| | 1 | | | | 0 |

** If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*



Question 1: Why did Dave have to stay after school?

Answer:

Dave have to stay after school because he and boys broke the cherry split and they pay \$1 and Dave doesn't heve.

Content: 5/6

Language: x

Total = 5 points

HOTS QUESTIONS (10 POINTS EACH)

| Criteria | Descriptors | | | | |
|-----------------|--|----------|--|----------|---|
| Content | <ul style="list-style-type: none"> Answer is correct. The answer includes supporting details/examples when necessary. Message is clear. | | <ul style="list-style-type: none"> Answer is partially correct. The answer does not include sufficient details examples when necessary. Message is partially clear. | | <ul style="list-style-type: none"> Answer is incorrect. The answer is general and does not relate to the text. Message is unclear. |
| | 9 | 7 | 5 | 3 | 0 |
| Language | <ul style="list-style-type: none"> Mostly correct use of grammar and vocabulary. | | <ul style="list-style-type: none"> Partially correct use of grammar and vocabulary | | <ul style="list-style-type: none"> Incorrect use of grammar and vocabulary. |
| | 1 | | 0.5 | | 0 |

** If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*

Question 2: At the end of the story what caused Pa to help sweep the classroom?

Answer: Pa in the end of the story understand that the school it is an important place. Pa see that Dave's punishment is important so Pa stay whit Dave's and help him to sweep the classroom.

Content: 9/9 content is fully correct

Language: 0.5/1 vocabulary is good but grammar is poor

Total = 9.5/10 points



EXTENDED HOTS QUESTIONS (15 points each, 10 points for the answer and 5 points for use of the HOTS):

Note that this rubric should be used *in addition* to the Rubric for HOTS Questions – Module D.

| Criteria | Descriptors | | | | |
|----------------|--|--|--|--|--|
| Content | <ul style="list-style-type: none"> ▪ The chosen thinking skill is appropriate. ▪ There is appropriate evidence of the use of the thinking skill. | | <ul style="list-style-type: none"> ▪ The chosen thinking skill is appropriate. ▪ There is partial evidence of the use of the thinking skill. | | <ul style="list-style-type: none"> ▪ The chosen skill is appropriate but there is no evidence of its use. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ The chosen thinking skill is not appropriate. |
| | 5 | | 3 | | 0 |

Note: There are no language criteria for this part because language is included in the rubric for HOTS questions.

If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.

Question 3: At the end of the story Pa says to his son: “But I’m behind, Dave. I’m a little man. Your hands will be softer than mine. Your clothes will be better.” What has Pa learned from his visit to the school?

Answer: Thinking skill: Distinguishing Different Perspectives

At the beginning of the story Pas thinking about school was oldest and he disagree with the Propsor Hrbt atitude because his atitud ara more modern than Pa. but after the visit at school Pa undrstod why Propsor Hrbt was right.

Content: 6/9 (there is not real supporting information plus it is difficult to understand- we need to infer what the student meant)

Language: 0.5/1

HOTS: 2.5/5 (shows some evidence of differing perspectives but isn’t clear)

Total = 9/15 points



BRIDGING TEXT AND CONTEXT (15 points)

| Criteria | Descriptors | | | | |
|-----------------|--|-----------|---|----------|--|
| Content | <ul style="list-style-type: none"> ▪ Answer is well organized. ▪ All information is relevant and accurate. ▪ Answer explicitly states the connection between the new information and the text. ▪ Details/examples from the text are given to support the answer. | | <ul style="list-style-type: none"> ▪ Answer is fairly well organized ▪ Most information is relevant and accurate. ▪ The connection between the new information and the text is not clearly stated. ▪ Details/examples given to support the answer are insufficient and/or not entirely appropriate. | | <ul style="list-style-type: none"> ▪ The answer is poorly organized. ▪ No information is relevant or accurate. ▪ Answer does not show connection between the new information and the text. ▪ No details/ examples are given to support the answer. |
| | 13 | 10 | 7 | 4 | 0 |
| Language | <ul style="list-style-type: none"> ▪ Correct use of basic language structures. ▪ Mostly correct use of advanced language structures. | | <ul style="list-style-type: none"> ▪ Mostly correct use of basic language structures. ▪ Incorrect or no use of advanced language structures. | | <ul style="list-style-type: none"> ▪ Incorrect use of basic language structures. |
| | 2 | | 1 | | 0 |

There is no deduction for answers shorter/longer than recommended length.

** If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.*

Question 4: "Now what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else."- Charles Dickens, Hard Times.

Make a connection between the above quote above quote and the story. Give information from the story to support your answer.

Answer: The quote talks about facts. Pa want to see facts, "Teach these boys and girls nothing but facts." For all over the story The Split Cherry Tree we can see that Pa believed only in what he can see. He is a man of hard work, no education at all. Pa is coming with Dave to his school teacher after he is punished Dave about the broken tree. Pa doesn't believe at school from the beginning of the story he can't understand what they learn he believe only in facts. This is the connection between the quote and the story.

Content: 10/13 points (This answer is not detailed enough and some of the details are irrelevant.)

Language: 1/2

Total = 11 points – 13 or 14/15