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Acknowledgements appear throughout this Teacher's Guide, where relevant.

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משרד החינוך
המזכירות הפדגוגית

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Point5!

Point 5! is a comprehensive program for charedi girls in grade 10 and grade 11 studying towards a 5 point, B2 level, in English.
The books deal with topics of interest to the students, including topics expanding their ability to learn about themselves, the world around them and to broaden their horizons. The books offer a variety of text types, both written and oral, expanding both oral and written receptive and productive ability.
The books are rich in vocabulary work, presenting new vocabulary words at both the receptive and the productive level, integrating them throughout the books, with constant reentry and practice.
Likewise, the books expand on oral practice and on written practice. The units present a plethora of opportunities to work on oral skills and on writing skills, each expanding the language taught and worked on in the units, culminating in an oral and written productive activity.

Making the Most of Point 5!

The following sections give some suggestions on how to use the book with ideas on how to teach with it in class.

I) How to Teach Vocabulary

All the vocabulary in the book is presented via an exercise that works on receptive knowledge of the words. Prior to having the students work on the exercise, present the words and teach them to the class, without translating them. Present the words through a definition, or a sentence that shows what it means and how it's used in a sentence, or even through opposites or synonyms. It's important to emphasize the use of English to explain the vocabulary so the students learn how to explain English in English.
Play some word games on the board with the class to help them internalize the words.
Some simple games to play:

- Matching word to definition / synonym / opposite
- State a sentence orally with a missing word and the students have to fill in the blank orally.
- Whisper or just mouth a word and the students have to say the word and what it means.
- Look and Remember – have the students look at a few of the words for 10-15 seconds and then erase the board. They have to say what they remember, and the definitions.
- Tic-Tac-Toe - Prepare a chart, three squares by three squares. Place a picture, word or letter face down in each of the squares. Learners choose a card, turn it over and identify what is on the face. If they identify it correctly, they may place an X or an O. The first learner to complete a row is the winner. This game can be played between two teams or in pairs.
- Scrambled words – write scrambled words on the board and have the students unscramble

II) Working with a Text

Pre-Reading: When teaching a text, regardless of the type of text, it's a good idea to do some prediction questions prior to the actual reading of the text, a Pre-Reading activity. Prediction could be based on the layout, the title, pictures if there are, or a quick skim of the text. By doing prediction activities, the student feels invested in the text and has a real reason for reading the text.
While Reading: Don't have the students read quietly and do the Post-Reading activities on their own, especially at the beginning stages. Work with the students to help them build reading strategies to be able to approach a reading text independently in the future.
It's a good idea to ask questions while you read the text with the class. Ask the students to read a paragraph quietly and to find answers to questions that you present. Ask a few questions about each paragraph to give the students an opportunity to go back and reread and thoroughly comprehend the text.

Ask more than one question about each paragraph, depending on the reaction from the students. If you find that they need more, ask more questions, if you find they understood, ask one or two. But always ask something.

For example: Part 3 – Self-Confidence, Page 10, Exercise 5, the text – Tools for Banishing Those Negative Perceptions of Self

Part 1 – Self-Image

Ask:

Paragraph 1:

- What did the Chazon Ish tell his father? (that he could tell him what each letter is on any page in any volume in the Talmud)
- Why didn't he understand the pages he was referring to? (he didn't know how to read yet)
- What did his self-image let him believe? (that he'd be able to learn everything available to him one day)
- What was the base of his amazing personality? (a positive sense of self)

Paragraph 2:

- What improves if you improve your self-image? (your way of speaking and acting, emotional state, character traits and ability to make and reach goals)
- How long does it take to build a self-image? (it's a lifetime process)
- What does it mean that it's a lifetime process? (each act you do builds your character, each goal you reach, raises your self perception)
- Why is it still possible to do many worthwhile things and still see yourself negatively? (you can self talk yourself into a negative view of yourself)

Paragraph 3:

- When should you omit negative thoughts about yourself? (immediately)
- Why should you omit negative thoughts about yourself? (to increase a positive self-image of yourself)
- What should you focus on? (a lifetime goal of becoming a better and greater person)
- What tip does the text give if you catch yourself saying something negative about yourself? (say Next and move on)

Water on the Rock

Paragraph 4:

- Why did he become discouraged? (he kept forgetting what he was studying)
- What did he notice in the rock? (the dripping water made a hole)
- What did he understand by this dripping water? (that persistence eventually has a major effect)

Paragraph 5:

- How did Rabbi Akiva's perception of himself change? (at first he thought he wasn't capable of studying, but then he realized he was)
- What did he discover that he was able to do? (he was able to see himself as someone who could succeed, with patience and persistence)

Page 11:

Intrinsic Human Value

Paragraph 6:

- What is your self-image? (the answer to the question 'Who am I?")

Paragraph 7:

- What is the Torah view of who you are? (it is that you are created in the image of Hashem)
- What are you meant to meet? (your unique life mission)
- What does the Chafetz Chaim say? (Hashem loves you more than you love yourself)

Paragraph 8:

- Why should you resolve to view yourself in the perspective of the Chafetz Chaim? (you'll know you have great value and worth)
- Why don't you have to prove your value? (It's a Divine gift)
- What do you need to claim though? (your thoughts)

III) Writing Templates and Rubrics

In this section you'll find templates to teach the students how to write different text types. Likewise, you'll find the rubrics that are used for marking the writing task from the Ministry of Education.

Writing a Letter

A letter must have these parts:

1. The date, at the top right hand corner. Month #, year e.g. Chashvan 4, 5782
2. A greeting: Dear _____ ,
3. The body of the letter:
    a. The reason for writing the letter. e.g. I'm writing this to …
    b. The main idea of the letter, details, examples, etc.
    c. A conclusion – I hope you will……
4. The signature: Best wishes,
    Your name

Writing an Opinion Essay

An opinion essay must be organized in clear paragraphs.

- Paragraph 1: Introduction – Introduce the topic and give an opinion, stating whether you agree or disagree with the statement given.
- Paragraph 2 and 3: Body – Give a reason for your opinion, explanation and supporting examples. Each reason should be in a separate paragraph.
- Paragraph 4: Conclusion – summarize your ideas and state your opinion in a slightly different way than before.

Writing a Descriptive Essay

The goal of a descriptive essay is to create an image of the place, object or the person being described for the reader or listener so it will be as if they are actually experiencing the situation themselves. The impression the writer reveals should be vivid, and alive.

It should include:

- The imagery should use the five senses.
- Describe what, where and when in relation to what is being described.
- Tell what the object of description thinks, looks like, sounds like, smells like, and feels.
- Furthermore, express the actions that occur in relation to the subject.
- Use expressive adjectives, verbs, and adverbs to interest the readers
- The order of the description can be any of the following:
    - order of importance, chronological order, or spatial order

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Writing Rubrics

WRITING RUBRIC				
CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• fully on topic • fully developed (main idea and supporting details) • all elements of task are addressed • information is relevant • content is understood task is well organized and coherent	• partially on topic • partially developed (main idea or supporting details) • partially addresses elements of task • information is partially relevant • content is partially understood task is partially organized and coherent	• minimally on topic • minimally developed (main idea or supporting details) • minimally addresses elements of task • information is minimally relevant • content is minimally understood • task is minimally organized and coherent	• not on topic • not developed (main idea or supporting details) • elements are not addressed * • information is not relevant * • content is not understood • task is not organized and not coherent * *due to misunderstanding*
8	8	5	2	0
VOCABULARY	• correct use of varied and rich vocabulary • appropriate use of instances of language chunks and phrases • correct use of connecting words or phrases • use of appropriate register	• correct use of basic, appropriate vocabulary • partially appropriate use of instances of chunks and phrases. • partial and correct use of connecting words or phrases • occasional use of inappropriate register	• minimally correct use of basic, appropriate vocabulary • minimally appropriate instances of chunks and phrases. • minimal use of connecting words or phrases • consistent use of inappropriate register	• incorrect use of words • inappropriate use of chunks and phrases • no use of connecting words or phrases • consistent use of inappropriate register
10	10	6	3	0
LANGUAGE USE	• correct use of basic tenses and/or language structures • correct use of advanced language structures • correct word order • correct use of parts of speech, pronouns and prepositions	• correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • occasional instances of incorrect word order • occasional incorrect use of parts of speech, pronouns & prepositions	• minimally correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • minimally correct word order • minimally correct use of parts of speech, pronouns and prepositions	• Incorrect use of basic tenses and/or language structures • incorrect or no use of advanced language structures • incorrect word order • incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0
MECHANICS	correct use of: • spelling • punctuation • capitalization • paragraphing no run-on sentences	partially correct use of: • spelling • punctuation • capitalization • paragraphing some run-on sentences	minimally correct use of: • spelling • punctuation • capitalization • paragraphing frequent run-on sentences	Incorrect use of: • spelling • punctuation • capitalization • paragraphing consistent use of run-on sentences
6	6	4	2	0

(Question = 40 points)

GENERAL COMMENTS:

1. Teachers can give in-between grades e.g. 7 pts.
2. In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
   - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
   - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.
3. An entire composition will receive a zero when any of these criteria occur:
   - there are fewer than 50 words
   - the piece is totally unrelated to the topic
   - the content cannot be understood at all
4. Do not include the following words when doing the word-count:
   - letter elements (e.g. date, Dear X, Yours/Love and kisses,signature).
   - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
   - substantial parts are copied word for word from the reading passage.
   - a title (Note that students are not required to write a title.)
5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion and if necessary, continuing to the additional criteria.
6. Deduction for length (task required: 120 -140 words).

# of words	**110-119**	**100-109**	**90-99**	**80-89**	**70-79**	**60-69**	**59-50**	**Fewer than 50**
# points off	2	4	8	12	16	18	20	40

Breakdown of criteria with further caveats and explanations:

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• fully on topic • fully developed (main idea and supporting details) • all elements of task are addressed • information is relevant • content is understood task is well organized and coherent	• partially on topic • partially developed (main idea or supporting details) • partially addresses elements of task • information is partially relevant • content is partially understood task is partially organized and coherent	• minimally on topic • minimally developed (main idea or supporting details) • minimally addresses elements of task • information is minimally relevant • content is minimally understood • task is minimally organized and coherent	• not on topic • not developed (main idea or supporting details) • elements are not addressed due to misunderstanding • information is not relevant due to misunderstanding • content is not understood • task is not organized and not coherent

Partially correct:

- when students are required to present the advantages and/or disadvantages on a given subject and express their opinion and they do not express their opinion.
- when students write the task in the wrong tense, for example, instead of describing an event in the past, a future event is described.
- In cases when students state their opinion but contradict it later in the task.

Minimally correct:

- a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic clearly reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school.
- if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
- When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task almost incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
- In cases when the content is completely incomprehensible due to the above, zero should be given to entire task.

***Partially organized & structured**: Deduct according to severity (but not more than 50%) when:*

- the student writes in list form;
- the student writes in letter format (date, Dear X, signature) in tasks that are not letters;

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
VOCABULARY	• correct use of varied and rich vocabulary • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) • correct use of connecting words or phrases • use of appropriate register	• correct use of basic, appropriate vocabulary • partially appropriate use of instances of chunks and phrases. • partial and correct use of connecting words or phrases • occasional use of inappropriate register	• minimally correct use of basic, appropriate vocabulary • minimally appropriate instances of chunks and phrases. • minimal use of connecting words or phrases • consistent use of inappropriate register	• incorrect use of words • inappropriate use of chunks and phrases • no use of connecting words or phrases • consistent use of inappropriate register
10	10	6	3	0

Correct use of vocabulary:
Students are expected to use a variety of low frequency words. They are required to use appropriate connectors (words and/or phrases).
Please note: As of Winter, 2020, students will be required to show productive knowledge of Band 3 vocabulary in their compositions.
Deduct up to 3 points for each of the following cases:

- when vocabulary is correct but repeated; for example, using the word *very* and *much* over and over when students use slang in general or in abbreviations such as 4U (for you), BTW (by the way)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
LANGUAGE USE	• correct use of basic tenses and/or language structures • correct use of advanced language structures • correct word order • correct use of parts of speech, pronouns and prepositions	• correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • occasional instances of incorrect word order • occasional incorrect use of parts of speech, pronouns and prepositions	• minimally correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • minimally correct word order • minimally correct use of parts of speech, pronouns and prepositions	• Incorrect use of basic tenses and/or language structures • incorrect or no use of advanced language structures • incorrect word order • incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0

Correct use of language:
Students are expected to be able to formulate sentences correctly using the basic tenses (present simple/progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns.
Advanced language structures:
Students are expected to be able to formulate sentences using advanced structures such as passive, conditionals, inversions, verb complements (gerunds, infinitives), relative clauses, reported/indirect speech, indirect questions, perfect tenses, temporal clauses as well as other complex sentence structures. Students should be able to correctly use a variety of (at least 3) advanced structures in their task. If the student has written a task using the basic language and structures correctly, however, has made no use of any advanced forms, deduct up to 6 points.

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
MECHANICS	correct use of: • spelling • punctuation • capitalization • paragraphing no run-on sentences	partially correct use of: • spelling • punctuation • capitalization paragraphing some run-on sentences	minimally correct use of: • spelling • punctuation • capitalization • paragraphing frequent run-on sentences	Incorrect use of: • spelling • punctuation • capitalization • paragraphing
6	6	4	2	

The maximum deduction for spelling alone is 3 points. When problematic spelling is accompanied by errors of punctuation, capitalization, paragraphing and/or run-on sentences, more points may be deducted.

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Speaking Rubrics

Point 5! has many speaking activities for the students to do and practice their speaking. You can choose to assess only some of the tasks that they are asked to do.
When working on speaking in class, encourage the students to speak and to practice whatever they can, allowing for mistakes so that they may learn from them. It's a good idea to point out mistakes that you find many of the students making after the activities, not during.
The main aim of speaking is fluency and free production, so encourage that as much as possible, within the constraints of the material and the lessons.

To assess it's best to use the following assessment rubric, as provided by the Ministry of Education.

Rubrics for Writing and Speaking from Ministry of Education English Inspectorate site

Criteria	Value	100-76	75-55	54-26	25-0
Topic Development (Extended answers)	**50%**	**Answers:** -are relevant to topic asked -show **complete** understanding of key information, questions and prompts -are logical and well organized -are well developed (**in-depth**, including detailed explanations/ examples to support answers)	**Answers:** - are **mostly** relevant to topic asked -show understanding of key information, questions and prompts for the most part -are **mostly** logical and well organized -are mostly developed (lacking detail or explanations / examples to support answers)	**Answers:** - are **partially** relevant to topic asked - show partial understanding of key information, questions and prompts - are **partially** organized - lack development (lacking detail or superficial explanations /examples information to support answer)	**Answers:** - irrelevant to topic - show lack of understanding of key information, questions and prompts -lack organization -lack development -no depth, explanations and examples
Delivery (Clarity and Fluency)	**15%**	**Speech:** - is comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - **has almost no hesitations**	**Speech:** - is **mostly** comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part) - has some hesitations	**Speech:** - is **partially** comprehensible (pace, intonation and word stress make it difficult to comprehend) - has many hesitations	**Speech:** - is incomprehensible (pace, intonation, and word stress are unintelligible) - is mostly hesitant
Vocabulary	**20%**	**Answers include:** correct and varied use of appropriate words, chunks, and expressions	**Answers include:** -**mostly** correct and mostly varied use of appropriate words, chunks, and expressions	**Answers include:** -**partially** correct and some inappropriate use or repetition of words, chunks, and expressions	**Answers include:** -**mostly** incorrect and repetitive use of words, chunks, and expressions
Language	**15%**	**Answers include:** -correct use of appropriate language structures -only the use of English (other than religious holidays, national celebrations)	**Answers include:** -**mostly** correct use of appropriate language structures -only the use of English (other than religious holidays, national celebrations.	**Answers include:** -**partial** use of appropriate language structures with many errors -only the use of English (other than religious holidays, national celebrations)	**Answers include:** -**mostly** incorrect use of language structures -use of languages other than English (other than for religious holidays, national celebrations)