

Recommended Thinking Skills for Teaching Literature for Module B

The teaching of higher-order thinking skills (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 language skills as well as their thinking skills on all levels. Within the framework of the Literature Program, teachers should incorporate at least three HOTS.

All of the higher-order thinking skills found in the Literature Handbook are available to be taught in the Module B Literature program. The following are the higher-order thinking skills recommended for teaching to students learning the Module B literature program:

- a. Comparing and contrasting
- b. Distinguishing different perspectives
- c. Explaining cause and effect
- d. Making connections
- e. Uncovering motives

See chart, below, for more details about the HOTS for Module B (taken from the Literature Handbook).

State of Israel
 Ministry of Education
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 Language Department
 English Language Education and
 Diplomacy and International Communication in English

Thinking Skill	Students will be able to:	Sample Tasks/Questions
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.	<ul style="list-style-type: none"> • 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.
Explaining cause and effect	describe and explain the causal relationships between actions or events in a text.	<ul style="list-style-type: none"> • What were the results of ___'s action? • What caused ___ to think that ___?
Distinguishing different perspectives	identify the different perspectives within the text and/or among the readers of the text.	<ul style="list-style-type: none"> • Identify how different characters respond to a central 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?
Uncovering motives	identify motives that explain the character's behavior and support this with evidence from the text.	<ul style="list-style-type: none"> • Why do you think that ___ did ___? Support your answer. • What made ___ change his/her mind? Give supporting details.
Making connections	<p>make connections between specific aspects of the text.</p> <p>make connections between the text and other contexts in relation to theme, historical and cultural contexts or pertinent information from the author's biography.</p>	<ul style="list-style-type: none"> • How does the description of the setting connect to the characterization of ___? • 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?