

Critical Thinking Skills

Reading Response Forms - Big Book

Reading Response Forms - Grades 1-2
 Reading Response Forms - Grades 3-4
 Reading Response Forms - Grades 5-6
 Reading Response Forms - Big Book

Skills For Critical Thinking		Word Study	Compre-hension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Remembering	<ul style="list-style-type: none"> Understands Word Meanings And Text Identifies Parts Of Speech: Nouns, Verbs, Adjectives Recall Details Identify Story Sections: Beginning, Middle, End 	✓ ✓ ✓	✓	✓ ✓	✓ ✓	✓ ✓ ✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> Character Study Sequence And Summarize Events Identify The Main Idea Describe Characters, Setting Interpret Ideas 	✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
LEVEL 3 Applying	<ul style="list-style-type: none"> Select And State Information Identify The Outcome Apply New Learning Make Connections To Personal Experiences And To Real Life 	✓	✓ ✓	✓ ✓ ✓	✓ ✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> Draw Conclusions Find Proof In The Story Infer Character Motivation Identify Cause And Effect Make Inferences Using Personal Experiences 	✓ ✓	✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> Develop And Express An Opinion Make Judgments Ask Questions 			✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
LEVEL 6 Creating	<ul style="list-style-type: none"> Make Predictions Give Personal Interpretation Of Story Create Imagine Alternatives To Story 			✓ ✓ ✓	✓ ✓ ✓	

Based on Bloom's Taxonomy

Contents



TEACHER GUIDE

• Critical Thinking Skills	2
• Assessment Rubric	6
• Teacher Guide	7
• Student Reading Log	9
• Student Self-Assessment Rubric	10
• Bloom's Taxonomy.....	13
• Vocabulary List	14



EASY MARKING™ ANSWER KEY

15



STUDENT WORKSHEETS

Reading Response Forms - Grades 1-2

• Remembering	19
• Understanding.....	27
• Applying	31
• Analysing	37
• Evaluating	43
• Creating	49
• Hands-on Activities	55
• Crossword Puzzle	59
• Word Search Puzzle	60
• Comprehension Quiz	61

Contents

Reading Response Forms - Grades 3-4

• Remembering	64
• Understanding.....	70
• Applying	76
• Analysing	82
• Evaluating	88
• Creating	94
• Hands-on Activities	100
• Crossword Puzzle	104
• Word Search Puzzle	105
• Comprehension Quiz	106

Reading Response Forms - Grades 5-6

• Remembering	109
• Understanding.....	115
• Applying	121
• Analysing	127
• Evaluating	133
• Creating	139
• Hands-on Activities	145
• Crossword Puzzle	149
• Word Search Puzzle	150
• Comprehension Quiz	151

OVERHEAD TRANSPARENCIES

153

Assessment Rubric

Reading Response Forms - Big Book

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Comprehension of Story Content	<ul style="list-style-type: none"> • Demonstrates a limited understanding of story content • Requires teacher intervention 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of story content • Requires some teacher intervention 	<ul style="list-style-type: none"> • Demonstrates a good understanding of story content • Requires minimal teacher intervention 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of story content • Requires no teacher intervention
Response to the Text	<ul style="list-style-type: none"> • Expresses responses to the text with limited effectiveness 	<ul style="list-style-type: none"> • Expresses responses to the text with some effectiveness 	<ul style="list-style-type: none"> • Expresses responses to the text with appropriate skills 	<ul style="list-style-type: none"> • Expresses thorough and complete responses to the text
Analysis and Application of Key Concepts	<ul style="list-style-type: none"> • Interprets and applies various concepts in the text with few unrelated details 	<ul style="list-style-type: none"> • Interprets and applies various concepts in the text with some details 	<ul style="list-style-type: none"> • Interprets and applies various concepts in the text with appropriate details 	<ul style="list-style-type: none"> • Effectively interprets and applies various concepts in the text with consistent, clear and effective details

STRENGTHS:

WEAKNESSES:

NEXT STEPS:



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our Reading Response Forms allow the young readers to share their thinking about the literature they have heard or read themselves. Reading response also gives readers the opportunity to demonstrate their understanding of the materials. Responses can range from personal, which relates to present and past experiences and knowledge, to new learning. The variety of responses can be oral, written, dramatic, musical or visual.



- Students can complete activities on their own, freeing the teacher to work with small groups or conference individual readers.
- Reading response provides for student choice and values individual opinions and experiences. They encourage connections between literature and real life.

Also provided are four Hands-On Activities, a word search and a crossword. The Assessment Rubric (page 6) is a useful tool for evaluating students' responses to many of the activities in our resource. The Comprehension Quiz (page 61, 106 and 151) can be used for either a follow-up review or assessment at the completion of the unit.

How Is Our Resource Organized?

STUDENT HANDOUTS - READING RESPONSE FORMS

- Teachers can use response forms to extend your student's reading experience by offering a wide variety of activities. Early readers need to explore literature and recognize that stories are a beginning point for expanding their ideas and language.
- Teachers can use our forms to assess student understanding and connections to previous learning.
- The reader builds meaning from the text and applies any prior related knowledge.
- The reader explores conventions and ideas about written materials. Reading response provides a reason to closely examine and reread written materials.

PICTURE CUES

Our resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

- Information and tools for the teacher



Student Handout

- Reproducible worksheets and activities

The Critical Thinking Skill **Picture Cues** are located at the bottom right of each work sheet.





Teacher Guide

GETTING READY TO BEGIN:

- Provide a wide selection of reading materials to accommodate reading levels and interest.
- Keep folders of various **Reading Response Forms** available for student selection.
- Model and demonstrate each form in a mini-lesson.
- Share and discuss examples of completed forms from previous classes.
- Make a **Reading Response Form** Folder for each child.
- Develop a schedule for individual conferences and group activities.
- Encourage students to select a variety of response forms.

MINI-LESSON FORMAT

- Select a book for shared reading that reflects the skill focus of the **Reading Response Form**.
- Use the supplied **Overhead Transparencies** to facilitate student understanding (or download the Overheads from our web site if you are using a computer projection system. See page 5 for download instructions).
- Use a “Think and Talk Aloud” strategy as you model how to complete the form. Encourage student discussion and responses.
- Use the mini-lesson to introduce and practice new **Reading Response Forms**.
- After teaching and modeling several forms, students may proceed to work independently.

Reading response may take the form of:

Whole class response: Establish a whole class routine so that the students understand how to respond and what to respond to. Displaying the routine plan on a chart may be helpful.

Small group response: Use guided reading groups or literature circles for response opportunities.

Individual responses: Provide a class sharing time for individual response. Allow for enough time for students to proudly present their achievements. Display student work for other classes to see. Consider visiting other classes to share responses or sharing with reading buddies.

HELPING STUDENTS CHOOSE APPROPRIATE BOOKS:

- **Shared Reading:** Teacher is reading text aloud to class. Text can be at any reading level. This is a great opportunity to select based on student interest, unusual topics, science or social studies related topics.
- **Guided Reading:** Students within the group should be able to read with 90 - 95% accuracy rate. This text may be somewhat harder than at the independent level. Teacher will provide assistance as required.
- **Independent Reading:** Help students to understand the “just right” concept. Books should be chosen at this level. The student should be able to read any page with not more than five reading mistakes. Some categories include:

- Leveled books	- Poetry books
- Easy Readers	- Picture books
- Joke and Riddle books	- How To books
- Chapter books	- Non-fiction

RUBRICS AND ASSESSMENT (PAGE 6 AND PAGES 61, 106 AND 151):

A rubric is an effective assessment tool for students and teachers. It provides a scoring scale which shows a set of performance criteria and descriptions of achievement of what a reading performance should look like at each point along the leveled continuum. By its format, a rubric can be used as a guide to assessing student performance.

STUDENT SELF-ASSESSMENT RUBRIC (PAGE 10, 11 AND 12):

- Need to be explained fully to students and modeled for optimum effectiveness.
- Assist students to evaluate their own thinking and personal learning.
- Help students to think about their own performance and consider ways to improve and set goals for future performance.



My name: _____

Title of my book: _____

Author: _____

All About the Main Character

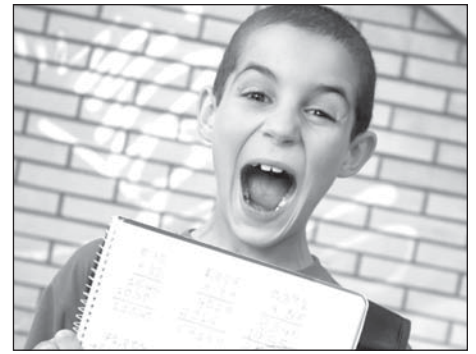
The **main character** is the **most important** person or animal in your story.

Think about words that **describe** your character:

- how he or she **looks**
- how he or she **acts** or **behaves**
- how he or she **feels**
- how he or she **treats other characters**

In the box **draw** and **color** a picture to show how your character looks.

On each line, write a word that **describes** your character.



My name: _____

Title of my book: _____

Author: _____

Character Feelings

Pick a character from your story.

In the space beside each feeling, write about a time in the story when your character felt this way.

My character is _____

Feelings	Example from my story
excited	
upset	
unhappy	
brave	
afraid	
pleased	

In this story, my character felt _____ most of the time.

I think this was because _____



My name: _____

Title of my book: _____

Author: _____



Problems Need Solutions!

Every story has a **main problem** that needs a **solution**.

Think about the **main problem** in your story.

Write your ideas in good sentences.

1. What is the **main problem** in this story? _____

2. **Outline three solutions** that the characters used to try to solve the problem.

a) _____

b) _____

c) _____

3. How was the problem finally solved? _____

4. How would you have solved the problem? _____

5. Would your solution have changed the story? How? _____

SAMPLE