

Critical Thinking Skills

Reading Response Forms Grades 1-2

Skills For Critical Thinking		Word Study	Compre-hension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Knowledge	<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 Comprehension	<ul style="list-style-type: none"> • Character Study • Sequence And Summarize Events • Identify The Main Idea • Describe Characters, Setting • Interpret Ideas 	✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
LEVEL 3 Application	<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 Analysis	<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 Synthesis	<ul style="list-style-type: none"> • Make Predictions • Give Personal Interpretation Of Story • Create • Imagine Alternatives To Story 			✓ ✓ ✓	✓ ✓ ✓ ✓	
LEVEL 6 Evaluation	<ul style="list-style-type: none"> • Develop And Express An Opinion • Make Judgments • Ask Questions 			✓ ✓	✓ ✓ ✓	✓

Based on Bloom's Taxonomy



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 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The Comprehension Quiz (page 53) 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.



Comprehension



Analysis



Knowledge



Synthesis



Application



Evaluation



My name: _____

Title of my book: _____

Author: _____

Story Summary

A story has three parts: **beginning, middle, end.**

Write what happened in each part of your story.

Draw and **color** a picture to show your answer.

	My Sentences	My Pictures
Beginning		
Middle		
End		

SAMPLE



My name: _____

Title of my book: _____

Author: _____

That Reminds Me ...

Share your **thoughts** and **ideas** about your story.

Think about **another story** you have read or heard that is like this one.

Think about things that have happened in **real life**.

Compare your story to another one. Complete the chart.

	In my story	In another story I know
Main character		
Where the story takes place		
When the story takes place		
What happens in my story		



My name: _____

Title of my book: _____

Author: _____

Character Friend

Which character from your story would you pick for your friend?

Write the name here _____

Now **complete** these sentences. Use the character's **name** in your answers.

1. I would pick _____ to be my friend because

2. _____ and I are the same because

3. _____ and I are different because

Draw and **color** a picture to show you and your new friend having fun.

