

# Critical Thinking Skills

## Reading Response Forms Grades 3-4

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

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: \_\_\_\_\_

# Describing Words

**Words** that **name people, animals, places or things** are called **nouns**.

**Words** that **describe nouns** are called **adjectives**.

Look in your story for **nouns**.  
Find the **adjectives** that **describe** the **nouns**.

**Complete the chart.** Look at the example.  
Write the **nouns** that you found.  
Then write the **adjectives from the story** that **describe** those **nouns**.

Adjectives	Nouns – people, animals, places, things	Adjectives	Nouns – people, animals, places, things
<i>shaggy</i>	<i>dog</i>	<i>ghostly</i>	<i>sky</i>



My name: \_\_\_\_\_

Title of my book: \_\_\_\_\_

Author: \_\_\_\_\_

# Why Did It Happen?

A **cause** is the **reason** something **happens**.

An **effect** is the **thing** that **happens**.

Look in your story and find **3 important events** in your story.

Pick one from the **beginning** of the story; one from the **middle** of the story and one from the **end** of the story.

Write these events in the **Effect** column.

Then write the reason it happened in the **Cause** column.

<b>Effect:</b> the thing that happened	<b>Cause:</b> the reason this happened
<b>1. beginning</b>	<b>1. beginning</b>
<b>2. middle</b>	<b>2. middle</b>
<b>3. end</b>	<b>3. end</b>

SAMPLE



My name: \_\_\_\_\_

Title of my book: \_\_\_\_\_

Author: \_\_\_\_\_

# Making the Top 10 List

**Pretend** you are the author of your book. You have been asked to appear on a TV show to tell why your book should be on the Top Ten List of favorite books.

**Prepare** what you are going to say to convince the host that your book should be on the list.

**1. Characters:** Tell who your characters are and why they are exciting, interesting, etc.

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**2. Setting and Plot:** Tell some details about the setting and give some hints about the plot. ( Don't tell the whole story!)

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**3. Audience:** Tell who you think will read and like your book. Tell why.

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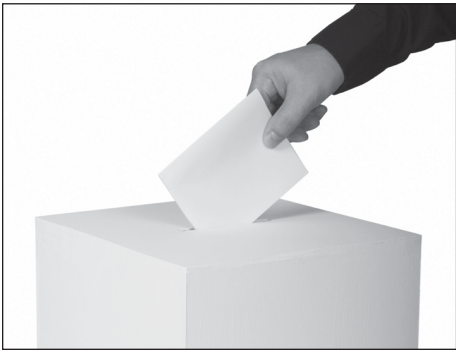
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**4. The future:** Give a hint about a story (maybe a sequel) that you plan to write in the future.

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SAMPLE



My name: \_\_\_\_\_

Title of my book: \_\_\_\_\_

Author: \_\_\_\_\_

# Time to Vote!

Your class is holding an election to decide on **“Our Favorite Book”**.

Design an **election poster** for your book. It will need:

1. the **title** of the book
2. a **picture** of the characters, the setting, or your favorite part.
3. a **statement** of why you think your book is the best.

SAMPLE

Vote for \_\_\_\_\_

Vote for \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_