

Critical Thinking Skills

Reading Response Forms Grades 5-6

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 your readers to share their thinking about the literature they have 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



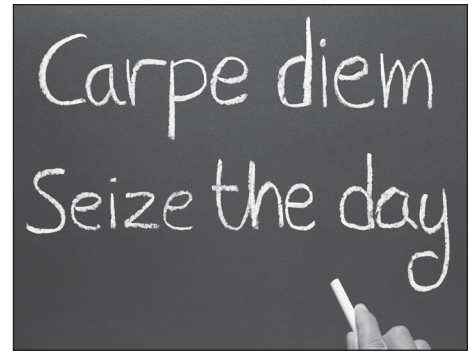
Synthesis



Application



Evaluation



My name: _____

Title of my book: _____

Author: _____

Phenomenal Phrases!

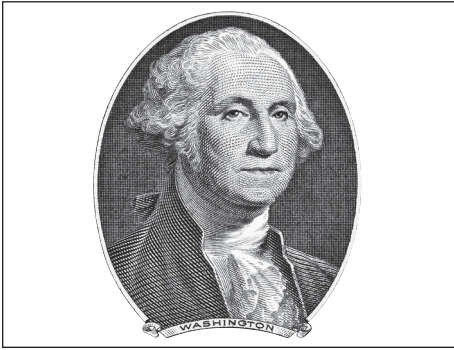
A **phrase** is a **group of words** that can be used to describe **how** or **where** action takes place.

An **adverb phrase** describes the **action** or **verb**.

Look in your story for **10 adverb phrases**.

Write the **adverb phrase** and the **verb** under the correct heading.

Verb with adverb phrase that tells how	Verb with adverb phrase that tells where
<i>Example: laughed as loudly as possible</i>	<i>ventured into the cave</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



My name: _____

Title of my book: _____

Author: _____

What is a Biography?

A **biography** is a book about the life of a **real person**. Often the biography is about someone who has done something special in their lifetime. When we read a biography, we get to know the person better and we learn about what they have accomplished.

Fill in the facts you learned in the biography you read.

1. Who is the person you read about? _____

2. Tell something about the person's life as he/she was growing up.

a) When was this person born? _____

b) Where was this person born? _____

c) What was their family life like? _____

3. What struggles did this person have before they were successful?

4. What was this person's special talent? _____

5. What was this person's main accomplishment? _____

6. How do you think this person's accomplishments have affected our world?



My name: _____

Title of my book: _____

Author: _____

The Great Debate

One way that we **discuss** and **evaluate** ideas is to have a **debate**. We look at the **pros** (reasons **for** something) and the **cons** (reasons **against** something)

Think about and **write** the **problem** in your story.

Write the author's **solution** to the problem.

Now **think** about whether this was the **best solution** for this problem. Consider the characters involved, the setting, and other choices for a solution.

Write your reasons **for** and **against** the author's solution in the chart.

Pros: reasons for	Cons: reasons against

What would your solution be for this problem? _____
