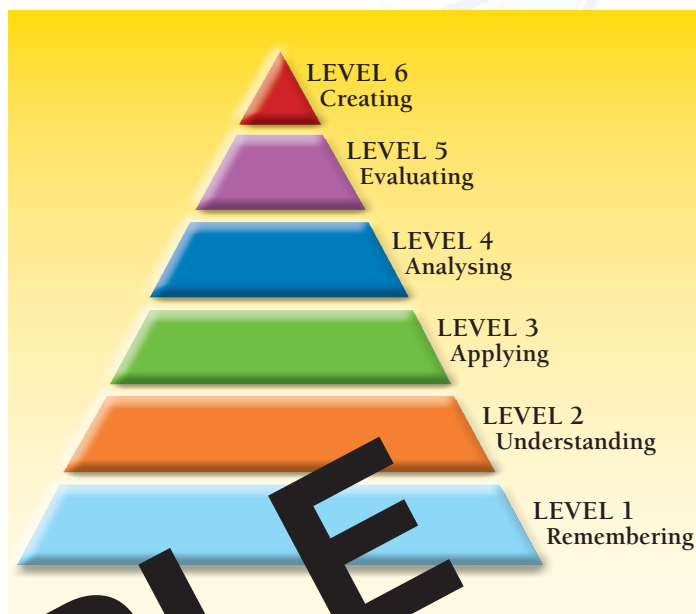




Bloom's Taxonomy* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students' reading comprehension. Based on the six levels of thinking in Bloom's Taxonomy, questions are given that challenge students to not only recall what they have read, but move beyond this to understand the text through higher-order thinking. By using higher-order skills of applying, analysing, evaluating and creating, students become active readers, drawing more meaning from the text, and applying and extending their learning in more sophisticated ways.

Our **Word Families - Long Vowel Book**, therefore, is an effective tool for any Language Arts program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask, inspiring students' interest, creativity, and promoting meaningful learning.



**BLOOM'S TAXONOMY:
6 LEVELS OF THINKING**

Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.

SAMPLE

Touch Sight Words

GRADE PreK

a	hers	play
and	I	red
away	in	run
big	is	said
blue	it	see
can	jump	the
come	little	three
down	look	to
find	make	two
for	me	up
funny	my	we
go	not	yellow
help	one	you

GRADE K

all	four	out	this
am	get	please	too
are	good	pretty	under
at	has	ran	want
ate	he	ride	was
be	into	saw	well
black	like	say	went
brown	must	she	what
but	new	so	white
came	no	soon	who
did	now	that	will
do	on	there	with
eat	our	they	yes

GRADE 1

after	had	open	when
again	has	over	
an	her	put	
any	him	round	
as	how	some	
ask	just	stop	
by	know	take	
could	let	thank	
every	live	them	
fly	may	then	
from	of	think	
give	old	walk	
going	once	where	



-oat Cloze

Choose the best word to finish each sentence. Say the word in the sentence. If it sounds right and makes sense, write the word on the line. **The first one has been done for you.**

boat

coat

goat

bloat

float

gloat

throat

1. He had to **gloat** when he won the race.

2. They have a big _____ in the bay.

3. I have a sore _____.

4. The _____ ate the man's hat.

5. The fish _____ in the sea.

6. Can you _____ in the water?

7. I have a brown and white _____.

SAMPLE

NAME: _____



Onset Cards

b	c	d	f	g
h	j	k	l	m
n	p	s	t	
v	sw	bl	cl	fl
gl	pl	sl	tw	br
cr	dr	fr	gr	

SAMPLE

Words We Know



Words we know can help us to read and write other words.

- Choose four rimes and write them in the boxes
- Think of a word that you know that has the rime
- Draw a picture of the word

ake

cake



SAMPLE

Empty box for writing a rime.

Empty box for writing a rime.

Empty box for drawing a picture of the word.

Empty box for writing a rime.

Empty box for writing a rime.

Empty box for drawing a picture of the word.

Empty box for writing a rime.

Empty box for writing a rime.

Empty box for drawing a picture of the word.

Empty box for writing a rime.

Empty box for writing a rime.

Empty box for drawing a picture of the word.

Empty box for writing a rime.

Empty box for writing a rime.

Empty box for drawing a picture of the word.