

# 5

## Box 4: Taxonomy of Thinking

Many years ago, Dr. Benjamin Bloom proposed a multi-level approach to learning. He suggested that, as learners, we begin with very concrete levels of thinking and move toward deeper understanding. More recently a former student of Benjamin Bloom, Lorin Anderson and a group of psychologists revisited Bloom's taxonomy and presented a revised version (2001) thought to be more relevant in the 21st century. As a result, there were a number of changes that were made to the original taxonomy proposed by Bloom.

### Bloom's Taxonomy Revised

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

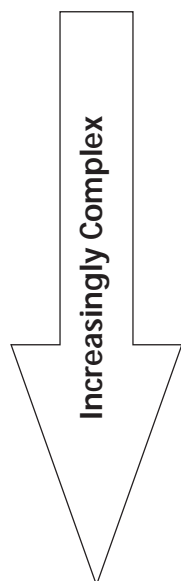
1. The first level of thinking is referred to as Remembering. At this level we are able to recall information that we have encountered, but have little need to change it, use it, or understand it. We simply *know* it.
2. The second level is Understanding. At this level we grasp information and are able to compare or contrast ideas, and even retell using our own words. We are able to *explain* it.
3. Moving beyond comprehension, we learn to use the information that we have learned. This level is called Application. At this level, learners are able to demonstrate knowledge, solve problems, or apply what they know to new and similar situations. We *use* it.
4. Once we can apply something, we can begin to analyze this information. At the Analysis level, we can classify or categorize information. We are able to deconstruct something that we have learned into separate elements in order to think about the parts and how they fit together. We *examine* it.
5. At the Evaluation level, we are able to make choices and judgments about information. We see the value of the new learning and identify ways in which it is beneficial. We *assess* it.
6. Finally, the highest level of thinking is the level at which we are able to use the information we have learned to create something new. At the Creating level of thinking, we are able to combine new learning with our existing knowledge and synthesize it into something unique. We *integrate* it.

More recently, this familiar taxonomy has been simplified even further by grouping some of the levels of the taxonomy together.

- Tony Stead (2004) describes the early levels of thinking (Remembering and Understanding) as *literal understanding* of text. In these levels, readers are using the text as the foundation for all understanding and comprehension. All meaning is generated by the text. Tasks that monitor student's literal understanding require students to be able to read text, understand it, and recall facts.

- The middle two levels of thinking (Application and Analysis) both address the reader’s ability to form an *interpretative understanding* of text. This level of thinking requires students to construct meaning that is beyond the stated facts in the text. The text provides the basic understanding and the reader brings meaning to the text.
- Finally, *evaluative understanding* includes the higher levels of thinking (Evaluation and Creating). At this level of understanding, readers use implicit and explicit information from the text to create meaning. Readers must combine personal experiences with the text to construct a personal interpretation of the text.

### Overview of Bloom’s Taxonomy



Types of Understanding (Stead 2004)	Bloom’s Taxonomy	Behavior Descriptions	Connections to Reading
Literal Understanding	Remembering	Recall of something but without having to change it, use it, or understand it. Knowing the facts.	Recall information from the text.
	Understanding	Explaining new learning; ability to compare, contrast, or retell.	Demonstrate an understanding of the text.
Interpretive Understanding	Applying	Use of new learning to solve situations or new problems in an appropriate ways.	Apply information from the text to new situations
	Analyzing	Taking apart something learned into separate elements, and thinking about the parts and how they fit together.	Demonstrate an understanding of the various components of the text.
Evaluative Understanding	Evaluating	Forming judgments about information or new learning,	Make judgments based on information from the text.
	Creating	Generating or creating something new by combining or connecting ideas in a new way.	Combine information from the text in new and creative ways.

## Connecting Bloom's Taxonomy to Reading Skills

As students become stronger readers and are presented with increasingly challenging books, they fluctuate between levels with which they are able to think about the text. Rather than seeing reading as a linear progression through Bloom's Taxonomy, students jump between the various levels of thinking, depending on their understanding of the text. If a student is spending a great deal of time trying to decode new words and formulate an understanding of the concepts in the text, he or she is not likely to be able to use the higher levels of thinking. However, the same student, when presented with a different text, may feel quite comfortable evaluating the information and using it creatively.

The relationship between level of thinking and level of text is an inverse one: i.e., as the texts increases in difficulty, the student is able to process it at a lower level of thinking, whereas a student has greater success applying higher-order thinking skills to an easier text.

Consider for a moment two different texts that you are able to read. You are familiar with all of the vocabulary and have a genuine interest in the subject matter. Let's think of one as a novel that you have been reading for enjoyment, and the other the installation manual for your new dishwasher. Beginning with your novel you are probably quite comfortable with the higher-order levels of thinking. I'm sure you could think critically about the content, analyze the facts presented and compare them with your existing knowledge on the subject matter. With ease you could evaluate the actions of a character and consider how you may have acted differently. Now consider the other text: the dishwasher manual. How comfortable with higher-order thinking would you be with this text? Pretend that you are able to read and understand the instructions—although even this may be a stretch for some of us. Now pretend that you've opened your kitchen cabinet and discovered that your pipes are not exactly where the instruction manual promised they would be. Now how are your application skills? Can you figure out where to attach the pipes? Let's now pretend that you do not even see pipes when you opened your cupboard. Could you figure out the purpose of each pipe and wire, find their origin, and formulate new ways to attach them to your new dishwasher? Can you analyze the components that make your dishwasher function? For the true higher-order thinkers: can you use your new found knowledge creatively by combining your understanding of plumbing and electricity with the information in your manual to safely and successfully install your dishwasher? Finally, what about evaluation? Have you concluded by now that the manual is useless and the only text that you need to be able to read effectively is the phone directory to find the number of the nearest plumber?

The Key Ideas task is on a non-fiction article "People More Dangerous than Sharks" in *Science in the News* by Jane Sellman; the Character Identification task is on the novel *A Wrinkle in Time* by Madeleine L'Engle.

### Remembering Key Ideas

Can you recall and describe three key ideas from the text?

1. Basking and whale sharks only eat plankton, tiny sea animals and plants.
2. Sharks are disappearing from our planet.
3. Sharks are important for the environment.

### Remembering Character Identification

Identify and describe as many characters as possible.

1. Meg - poor student, stubborn, always crying.
2. Calvin - tall, skinny, red hair, lots of freckles, oldest of the children.
3. Charles Wallace - 3 years old, 1 year away from starting school, very smart, Meg's little brother.
4. Mrs. Whatsit - Very cherry, not from Earth.
5. Mrs. Who - Has trouble speaking, friends with Mrs. Whatsit and Which.
6. Mrs. Which - Has trouble speaking, leader of the group.

We need to ensure that we are providing opportunities for students to practice the higher levels of thinking. They need to learn how to analyze and evaluate information found in their books and think creatively about the content; however, this is possible only when students are reading a text at a level that is suitable for them. As students choose texts of increasing difficulty, they may lose some ground with their ability to think deeply about it. By providing regular opportunities for students to practice these various levels of thinking, they will find ways of adapting them to a greater variety of texts.

The task boxes that address the earlier levels of understanding (Remembering and Understanding, page 55) require students to think about the literal interpretation of the text. These tasks target their comprehension of the basic content of the book. They can be completed with information that is found in the text, and the student is required to do very little interpretation of the text.

Analyzing tasks provide an opportunity for students to connect their own thinking with the information found in the text. Students complete these tasks using their own thinking as well as information found in their books. They must have a good understanding of the text in order to think critically of it.

The Fiction or Non-Fiction? task is on *Anastasia's Album* by Hugh Brewster; the Who's Most Important? task is on the novel *Barely Hanging On* by Karen Rivers.

**Analyzing**  
**Fiction or Non-Fiction?**

How do you know that this text is fiction or non-fiction? Give as many reasons as you can.

I know this text is non-fiction because on the spine of the book it has a Dewey Decimal. I also know because it is facts and photos written in the book. I also know because they have quotes from her tutors and samples of letters and sections of the Bears diary. Finally, it has sequences like the war years.

**Analyzing**  
**Who's Most Important?**

Which character do you think is the most important to the plot? Why?

I think Carly is the most important character in the book because she is telling the story, everything in the book is about her life. Another thing is that if there was no Carly there would be no story and if Carly got re-placed then the story would be all wrong.

The Evaluating task is on the book *Secret Santa* by Sabrina James; the "Dear Diary" task box is a Creating task on *Goldilocks and the Three Bears*, retold by Jan Brett.

**Evaluating**

Do you agree with the decisions made by the main character? Would you have acted differently? Explain your thinking.

No, I do not agree with the main character's decisions in the book. When she was trying to find out who was her secret Santa I would have watched people. I know. Not like what she had did. The main character in my book assumed it was the boy she liked.

(She was wrong)

**"Dear Diary"**

Write a diary entry that one of the characters may have written before, during or after one of the book's events.

Dear Diary,  
I was sad because Goldilocks used all of my stuff. I was so hungry and there was no food for me. She broke my favourite chair. I hope Papa Bear fixes my chair.

Evaluating and Creating tasks allow students to judge and evaluate the information found in the text. When evaluating, students are encouraged to think critically about the text and assess it. When creating, students are connecting information from the text with things they already know to create something new and different.

## Literal Understanding Task Descriptions

The task boxes that address the first levels of Bloom's Taxonomy rely on students' Literal Understanding of text. These include tasks that target students' remembering and understanding of the text. Tasks that strengthen student's Interpretative Understanding of the text ask students to apply and analyze the information from the text. Finally, when evaluating and creating from the text, students are thinking on an Evaluative Understanding level about the text.

The reproducible boxes on pages 60–63 and 66–68 can be copied and placed into Reading 8-Boxes for students' use.

**Remembering  
What's Happening?**

Describe the most exciting part of the story.  
Use a picture to help explain your thinking.

**Remembering  
Character Identification**

Identify and describe as many characters as possible.

**Remembering  
Three Main Ideas**

Identify three main ideas that are explained in the text.

1. \_\_\_\_\_

**Remembering: The 5 W's**

Answer the five W's for the story: Who? What? Where? When? Why?

WHO is the story about?

### REMEMBERING: WHAT'S HAPPENING?

In this task, students recall the most exciting part of the story. They are invited to include a picture to support their ideas. This activity relies on students remembering critical information from the text and being able to retell it using their own words.

### REMEMBERING: CHARACTER IDENTIFICATION

Recalling and describing characters demands that readers have a good knowledge of the text. They may need to revisit the text to find supporting evidence for their ideas or specific details they may wish to include. Some readers may include a great number of characters (including those with minor roles), while others may select fewer characters but provide greater detail when describing them.

### REMEMBERING: THREE MAIN IDEAS

In this task, students recall and summarize three key ideas from the text. When reading fiction, students may choose to describe various elements of the text, such as setting, characters, or plot. They may retell these ideas with great detail and supporting evidence, or they may briefly summarize the information with little attention to details. When reading non-fiction, readers may describe three important facts from the text. Again, some readers may be quite brief, while others may include supporting details for each of the three key ideas they describe.

### REMEMBERING: THE 5 W'S

The five W's are the *who*, *what*, *when*, *where*, and *why* of any given story. In this task, readers think about the 5 W's in relation to the text they are reading: Who is the story about? What happens in the story? When does the story take place? Where does the story take place? And why is there a problem? This comprehensive approach to remembering the text encourages readers to examine a number of important elements in the text. Through this activity, students will think about the characters, setting, and plot of the story. Encourage students to include as much detail as possible and supporting evidence when available.

**Understanding  
What's the Problem?**

What is the problem in the story?  
\_\_\_\_\_

**UNDERSTANDING: WHAT'S THE PROBLEM?**

Students think about the problem in the story and explain the ways in which the problem is solved. Students will demonstrate their understanding of the various components of the plot as they describe the conflict and resolution of the story. Some students may provide great detail, including supporting evidence from the text; others may give a very rudimentary description of the plot elements.

**Understanding  
Summarizing Important Parts**

In your own words retell the most important part of the story.  
\_\_\_\_\_

**UNDERSTANDING: SUMMARIZING IMPORTANT PARTS**

When summarizing, students are thinking about the most important parts of the story and using their own words to express their thinking in concise ways. A summary should be brief and clear. Effective summaries will have a clear focus and provide just enough information to demonstrate a good understanding of the text.

**Understanding:  
Character Comparison**

Compare and contrast two of the characters in the story.  
\_\_\_\_\_

**UNDERSTANDING: CHARACTER COMPARISON**

In this task, readers compare and contrast two characters from the story. Students need to find ways in which the characters are similar and ways in which they differ. Some students may provide responses based on the obvious features and characteristics of the characters (appearance, age, description, etc), whereas others may form deeper connections between the characters, such as personality, motivation, morality, background and experiences, etc.

**Understanding  
Three Main Ideas**

Describe three main ideas that are explained in the text. Tell why each is important.  
1. \_\_\_\_\_

**UNDERSTANDING: THREE MAIN IDEAS**

Summarizing main ideas requires students to identify and demonstrate an understanding of the concepts that the author considers important in the text. In this task box, students identify three main ideas and describe each briefly. When conferencing with students, it is interesting to observe their rationale for selecting the ideas they choose to describe. Some may be able to articulate clearly their selections, drawing attention to text features and supporting evidence, while other students may find it harder to explain their choices.

**Applying  
Lessons to Learn**

What do you think is the most important thing that you learned from the story? Tell why.  
\_\_\_\_\_

**APPLYING: LESSONS TO LEARN**

This task requires readers to think about the important lessons they may have learned while reading the text. Some students may be able to form complex inferences, identifying overall themes and moral implications that may be present throughout the entire text. Other students may have a more limited understanding of the text as a whole and refer to specific instances in which important lessons were demonstrated.

**Applying  
What's Most Important?**

What do you think is the most important thing to remember from this book?  
\_\_\_\_\_

**APPLYING: WHAT'S MOST IMPORTANT?**

This task asks student to describe the important things to remember from the book and justify their thinking. Some students may refer directly to facts or main ideas that are either directly stated or implicitly present throughout the book; others may describe the overall tone or theme of the book; and others may refer to a specific element in the text that aided in their understanding of the book as a whole. With non-fiction, readers may describe interesting new learning that took place and describe ways in which this learning may be applied in the future.

**Interpretative Understanding Task Descriptions**

### Applying Plan of Action

Use the clues in the story to develop a plan of action for one of the characters. Based on what you know, what advice could you give this character?

#### APPLYING: PLAN OF ACTION

As active readers, we are constantly thinking ahead and formulating predictions based on our prior knowledge and experiences, and information from the text. This activity has readers create a plan of action for one of the characters, providing advice he/she may follow in order to resolve some element of conflict in the story. The varied backgrounds of students will play a large role in the wide range of possible responses for this task.

### Analyzing Fiction Facts

Make a list of the events in the story that indicate that it is fiction.

○ \_\_\_\_\_  
\_\_\_\_\_

#### ANALYZING: FICTION FACTS

Critical readers need to be able to decipher the subtle differences between fiction and reality. This task invites readers to carefully examine specific events in the story that indicate that the text is fiction. Readers must be able to use a variety of prior experiences and personal connections in order to accurately identify fictional components. Some genres of text, such as realistic fiction, may be more challenging than others, so readers may need to think not only about the content of the story, but about the text elements and features as well. In the case of realistic fiction, a prologue or epilogue may provide readers with some insight into the fictional components of the text.

### Analyzing Fiction or Non-Fiction

How do you know that this text is fiction or non-fiction? Give as many reasons as you can.

#### ANALYZING: FICTION OR NON-FICTION

As in the previous task, readers review the various text features as well as the content of the book to provide evidence whether the text is fiction or non-fiction. A reader who has had a wide range of experiences with a number of different genres of books might find this task easier than students with more limited text experiences.

### Analyzing Ordering Important Events

List the three most important events in the story. Put them in order of the most important or exciting event to the least important or exciting.

#### ANALYZING: ORDERING IMPORTANT EVENTS

In this task, readers select the three most important or exciting events in the story and rank them in order from most exciting to least exciting. By summarizing the events, students are demonstrating their general understanding of the text; however, by ranking them and justifying their thinking, students are able to think more critically about the text. When conferencing with students, ask them to share their rationale for their choices, not only their selection of events as most interesting/exciting, but also their reasons for placing events in the order that they did.

### Analyzing Who's Most Important?

Which character do you think is the most important to the plot? Why?

\_\_\_\_\_

#### ANALYZING: WHO'S MOST IMPORTANT?

Most plots are dependent on the interaction of a number of characters. In this task, readers analyze the roles played by the various characters and indicate which character they think is the most important to the plot. Initially, it may seem that the main character is the obvious choice; however, some more critical readers may consider the role of the villain or even minor characters as they lead up to the conflict in the story.

### Analyzing PMI Chart

Record four facts from the text. For each fact, think about Plus (positive), Minus (negative), and Interesting ideas you have about it.

Fact	Plus	Minus	Interesting

#### ANALYZING: PMI CHART

This PMI chart asks students to record the Plus (positive), Minus (negative), and Interesting things about four facts from the book. As students think about the implications about the facts presented in the text, they are actively analyzing the facts in the text and thinking critically about it using their prior knowledge, experiences, and opinions.



## Remembering What's Happening?

Describe the most exciting part of the story. Use a picture to help explain your thinking.

---

---

---

---

## Remembering Character Identification

Identify and describe as many characters as possible.

---

---

---

---

---

---

---

---

---

---

## Remembering Three Main Ideas

Identify three main ideas that are explained in the text.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

## Remembering: The 5 W's

Answer the five W's for the story: Who? What? Where? When? Why?

WHO is the story about?

WHAT happens in the story?

WHEN does the story take place?

WHERE does the story take place?

WHY is there a problem?



## Understanding What's the Problem?

What is the problem in the story?

---

---

---

---

Explain how the problem is solved.

---

---

---

---

## Understanding Summarizing Important Parts

In your own words retell the most important part of the story.

---

---

---

---

---

---

---

---

## Understanding Character Comparison

Compare and contrast two of the characters in the story.

---

---

---

---

---

---

---

---

## Understanding Three Main Ideas

Describe three main ideas that are explained in the text. Tell why each is important.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_



## Applying Lessons to Learn

What do you think is the most important thing that you learned from the story? Tell why.

---

---

---

---

---

---

---

---

---

---

## Applying What's Most Important?

What do you think is the most important thing to remember from this book?

---

---

---

Why do you think it is important?

---

---

---

---

---

## Applying Plan of Action

Use the clues in the story to develop a plan of action for one of the characters. Based on what you know, what advice could you give this character?

---

---

---

---

---

---

---

---

---

---

## Analyzing Fiction Facts

Make a list of the events in the story that indicate that it is fiction.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Analyzing Fiction or Non-Fiction

How do you know that this text is fiction or non-fiction? Give as many reasons as you can.

---

---

---

---

---

---

---

---

---

---

## Analyzing Ordering Important Events

List the three most important events in the story. Put them in order of the most important or exciting event to the least important or exciting.

Most important/exciting event:

---

---

Second most important/exciting:

---

---

Least most important/exciting event:

---

---

## Analyzing Who's Most Important?

Which character do you think is the most important to the plot? Why?

---

---

---

---

---

---

---

---

---

---

## Analyzing PMI Chart

Record four facts from the text. For each fact, think about Plus (positive), Minus (negative), and Interesting ideas you have about it.

Fact	Plus	Minus	Interesting

## Evaluative Understanding Task Descriptions

**Evaluating Interesting Facts**

Write three facts from the text and tell why each was important or interesting.

Fact #1: \_\_\_\_\_


**Evaluating Favorite Part**

What was your favorite part?

\_\_\_\_\_

**Evaluating Fairness**

Do you think the main character was treated fairly? Explain your thinking.



\_\_\_\_\_

**Evaluating "I Disagree"**

Describe one time when you disagreed with the actions of one of the characters.

\_\_\_\_\_

**Evaluating Admirable Character Traits**

What are some of the traits that you admire about the main character of the story?

\_\_\_\_\_

**Evaluating Interesting Facts**

Write three facts from the text and tell why each was important or interesting.

Fact #1: \_\_\_\_\_

### EVALUATING: INTERESTING PART

This task box for younger readers provides them with the opportunity to identify a part of the book that they found most interesting and justify their choice. By justifying their selection, students are judging the importance and relevance of the event.

### EVALUATING: FAVORITE PART

Selecting a favorite part invites students to describe personal connections they may have made to the text while reading. Even when reading the same book, different students could select a wide range of favorite parts, according to previous experiences they bring to the text. The most important part of this task is providing students with the opportunity to justify their selection.

### EVALUATING: FAIRNESS

Reflecting on the actions of all characters and the ways in which they are treated encourages readers to evaluate the author's intent. In this task, students think about the way the main character is treated and decide if it is fair. Examining the elements of fairness throughout the book, students will have an opportunity to consider the various actions of the characters and the outcomes that result.

### EVALUATING: "I DISAGREE!"

When readers are given the opportunity to state their approval or disapproval of a character's actions, they are forming an evaluative conclusion. As part of an ongoing dialogue between the reader and the text, we continually evaluate the decisions of the author and the actions and words of the various characters. This task invites students to describe one time when they may have disagreed with the actions of one of the characters, and explain ways in which the reader thinks the character should have acted.

### EVALUATING: ADMIRABLE CHARACTER TRAITS

As readers become more familiar with characters in the text, they recognize and connect with their various traits. In this task, students select one character from the text and describe the traits that they admire most in them. More sophisticated readers will think of traits that describe the character's moral perspective or defining beliefs, rather than the obvious physical or outward appearances. The graphic organizer provided in this task encourages students to be creative with their responses.

### EVALUATING: INTERESTING FACTS

This task invites readers to select three facts from the text. For each fact, students retell the fact, and then describe why they thought the fact was interesting or especially relevant. As they evaluate the importance of the different facts, students may form connections to their personal experiences or to other selections of the same text.

### Creating Plot Changes

How could you change the plot to make it appeal to a different audience?

#### CREATING: PLOT CHANGES

In this task, readers consider alterations they could make to the plot for it to appeal to a different audience. The reader must consider an alternative audience and think about appropriate changes that would make the book seem more inviting to that specific group.

### Creating Alternative Solution

Can you think of an original way for the characters to solve their problem?

#### CREATING: ALTERNATIVE SOLUTION

This activity enables readers to think about the climax of the plot and about alternative resolutions. Some students may consider some of the implications that one significant change may have brought about to the story. As students combine the text with their own thinking, they are synthesizing the information in new and creative ways.

### Creating New Summary

Create the summary to put at the back of the book. It needs to tell what the book is about without giving too much away. What would

#### CREATING: NEW SUMMARY

The information on the back cover of a book usually provides prospective readers with just enough information to have a general idea of what the book will be about, without giving away too much about the content of the text. In this task, readers create an effective summary for the back of the book. They may include a picture and other information to capture the reader's interest.

### Creating "Dear Diary"

Write a diary entry that one of the characters may have written before, during, or after one of the book's events.

Dear Diary:

#### CREATING: "DEAR DIARY"

Why not just jump into the story in role as one of the characters? In this task, readers write a diary entry in role as one of the characters. They should choose a significant event in the text and write an entry before, during, or after it happens. Writing in role will allow students to think about the numerous factors that may have influenced the characters while making decisions throughout the event. Students can think about the characters' emotions, actions, surroundings, circumstances, and countless other factors.

### Creating Who's Like You?

Which character can you relate to the most? Give examples from the book and your life to show how you are similar.

#### CREATING: WHO'S LIKE YOU?

As readers, we often feel empathy for characters that we relate to. In this task, students select one character from the book and describe ways in which that character is similar to themselves. Using personal experiences to connect to characters enables the reader to form stronger bonds with them and have a deep insight into their thoughts, actions, and decisions. It also causes greater internal conflict when a much-loved character reacts in a way that the reader may disagree with.

### Creating Alternative Actions

Do you agree with the decisions made by the main character? Would you have acted differently? Explain your thinking.

#### CREATING: ALTERNATIVE ACTIONS

In this task box, students are asked whether or not they agree with the decisions made by the main character. Readers think about the ways they may have reacted had they been in the position of the main character. Readers continually evaluate and judge the decisions made by the author. Examining the character's motivation or actions from a critical perspective enables students to consider a situation from a different point of view.



## Evaluating Interesting Part

Draw and write about the part of the book that you found the most interesting. Tell why you selected this part.

---

---

---

## Evaluating Favorite Part

What was your favorite part?

---

---

---

Why?

---

---

---

---

## Evaluating Fairness

Do you think the main character was treated fairly? Explain your thinking.



---

---

---

---

---

---

---

---

---

---

## Evaluating "I Disagree"

Describe one time when you disagreed with the actions of one of the characters.

---

---

---

---

How do you think he/she should have acted?

---

---

---



## Evaluating Admirable Character Traits

What are some of the traits that you admire about the main character of the story?

## Evaluating Interesting Facts

Write three facts from the text and tell why each was important or interesting.

Fact #1: \_\_\_\_\_

It's interesting because:

\_\_\_\_\_

\_\_\_\_\_

Fact #2: \_\_\_\_\_

It's interesting because:

\_\_\_\_\_

\_\_\_\_\_

Fact #3: \_\_\_\_\_

It's interesting because:

\_\_\_\_\_

\_\_\_\_\_

## Creating Plot Changes

How could you change the plot to make it appeal to a different audience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Creating Alternative Solution

Can you think of an original way for the characters to solve their problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Rubric for Taxonomy

	Skill	Level 1	Level 2	Level 3	Level 4
Literal Understanding	<b>Remembering</b> Recall information from the text	Little information from the text is recalled accurately.	Some information from the text is recalled accurately.	Most information from the text is recalled accurately.	All relevant information from the text is recalled and presented clearly.
	<b>Understanding</b> Demonstrate an understanding of the text	Demonstrates limited understanding of the content of the text.	Demonstrates some understanding of the content of the text.	Demonstrates a good understanding of the content of the text.	Demonstrates a thorough understanding of the content of the text.
Interpretive Understanding	<b>Applying</b> Apply information from the text to new situations	Student is beginning to apply information from the text to new situations.	Student sometimes applies information from the text to new situations.	Student effectively applies information from the text to new situations.	Student effectively applies information from the text to new situations in innovative and creative ways.
	<b>Analyzing</b> Demonstrate an understanding of the various components of the text	Student finds it challenging to describe the various elements and components of the text.	Student is sometimes able to describe the various elements and components of the text.	Student is able to describe the various elements and components of the text.	Student is able to describe the various elements and components of the text, and to describe the ways in which they fit together to form a unified text.
Evaluative Understanding	<b>Evaluating</b> Make judgments based on information from the text	Student is rarely able to make judgments based on information from the text.	Student is beginning to make judgments based on information from the text.	Student is able to make judgments based on information from the text.	Student is able to make judgments based on information from the text, and to support his/her thinking with evidence from the book and his/her own thinking.
	<b>Creating</b> Combine information from the text in new and creative ways	Student rarely combines information from the text with his/her own ideas.	Student sometimes combines information from the text with his/her own ideas.	Student can creatively combine information from the text with his/her own ideas.	Student can creatively combine information from the text with his/her own ideas, resulting in original ways of thinking of the text.

© 2008 *Independent Reading Inside the Box* by Lisa Donohue. Pembroke Publishers. Permission to copy for classroom use.