

# Critical Thinking Skills

## Master Writing - Big Book

*How to Write a Paragraph*  
*How to Write a Book Report*  
*How to Write an Essay*  
 Master Writing - Big Book

Skills For Critical Thinking	Chapters											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>LEVEL 1</b> Remembering • Define, Describe, Identify, Label, List, Match, Name, State	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b> Understanding • Describe, Discuss, Explain, Paraphrase, Restate, Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 3</b> Applying • Predict, Project, Provide, Relate, Report; Show	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysing • Illustrate, Infer, Outline, Point Out, Prioritize, Recognize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Evaluating • Appraise, Compare and Contrast, Conclude, Decide, Support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b> Creating • Categorize, Compare, Compose, Contrast, Create; Design; Revise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



# Assessment Rubric

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Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of concepts. Requires teacher intervention.	Demonstrates a basic understanding of concepts. Requires little teacher intervention.	Demonstrates a good understanding of concepts. Requires no teacher intervention.	Demonstrates a thorough understanding of concepts. Requires no teacher intervention.
Analysis & Application of Key Concepts	Limited application and interpretation in activity responses.	Basic application and interpretation in activity responses.	Good application and interpretation in activity responses.	Strong application and interpretation in activity responses.
Creativity and Imagination	Limited creativity and imagination applied in projects and activities.	Some creativity and imagination applied in projects and activities.	Satisfactory level of creativity and imagination applied in projects and activities.	Beyond expected creativity and imagination applied in projects and activities.
Application of Own Interests	Limited application of own interests in independent or group environment.	Basic application of own interests in independent or group environment.	Good application of own interests in independent or group environment.	Strong application of own interests in independent or group environment.

SAMPLE

**STRENGTHS:**

**WEAKNESSES:**

**NEXT STEPS:**



# Drafting Your Paragraph

Put the letter of the correct term beside its definition:

<b>A</b>	<b>prewriting</b>	<input type="checkbox"/>	anyone who reads or hears your writing	<b>1</b>
<b>B</b>	<b>drafting</b>	<input type="checkbox"/>	states what you want your readers to know, believe, or understand after reading your paragraph	<b>2</b>
<b>C</b>	<b>writing</b>	<input type="checkbox"/>	putting your ideas on paper as sentences for the first time – the second step in the writing process	<b>3</b>
<b>D</b>	<b>purpose for writing</b>	<input type="checkbox"/>	the sentences in the middle of the paragraph that tell more about the topic	<b>4</b>
<b>E</b>	<b>audience</b>	<input type="checkbox"/>	the first step in the writing process	<b>5</b>
<b>F</b>	<b>things to know about your audience</b>	<input type="checkbox"/>	your reason for writing a paragraph	<b>6</b>
<b>G</b>	<b>topic sentence</b>	<input type="checkbox"/>	a process a set of steps toward a goal	<b>7</b>
<b>H</b>	<b>detail sentences</b>	<input type="checkbox"/>	What they are; what level of information they have about your subject; and the context, or situation, in which they will be reading a piece of writing	<b>8</b>
<b>I</b>	<b>summary sentence</b>	<input type="checkbox"/>	the last sentence in a paragraph, it restates the idea in the topic sentence	<b>9</b>

SAMPLE

A Good Topic Sentence Should:	Bad Example	Good Example
1. be a statement not a question.	"Will the students of City Elementary School successfully complete the written composition exams?"	"Because of their determination and hard work, the students of City Elementary School successfully completed the written composition exams."
2. not be too broad	"All the students did great work."	"The students used correct punctuation, grammar, and sentence structure on their composition exams."
3. not look like an announcement	"They made the highest scores in the school's history."	"As a result of their preparation and enthusiasm, the students made the highest scores in the school's history."



# Graphic Organizers for Fiction Book Reports

You know that a **fiction book** is a novel or story that describes **imaginary** people and events made up by the **author**, or the person who wrote the book. All fiction books have **characters** (who the story is about), a **setting** (the time and place the story happens), and **plot** (what happens in the book or story).

There are many good **graphic organizers** for fiction book reports. Each one includes some or all of the elements of a fiction book. Sometimes, your teacher will tell you which kind of graphic organizer to use when you present your fiction book report, but you will often have the chance to choose your own organizer for your report. When you do get to choose, make sure that the organizer gives you the opportunity to discuss some or all of the elements of fiction.

One very good graphic organizer for fiction books is the **Characterization Organizer**. The reader is asked to "describe one change in the main character's personality from the beginning of the novel to the end of the novel" and how is the setting important to the development of the plot?" The emphasis on the characters of a book is an excellent way to let others know how much you like or dislike it and whether or not you would recommend it to others.

Another good graphic organizer for a fiction book is the **Comparing Myself to a Character**. The reader is asked to compare three of the main character's traits to three of the reader's own traits. Doing this gives the reader a chance to identify his/herself and the character's likenesses and differences.

The **Story Frame Summary** graphic organizer gives the reader an opportunity to summarize the plot of a fiction book. In it, the reader identifies the problem that must be solved in the story and all the steps the characters took to solve it. It concludes with an explanation of how the story ends.

These are just some of the excellent graphic organizers that can help you present a good fiction book report. Remember, graphic organizers tell you exactly what they do – **organize your ideas**. Use them whenever you can to make sure that you include everything that's important in your report or essay.



**The Writing Watch Dog says,**  
**"Knowing the elements of a story**  
**will help you understand what is**  
**taking place in your book**  
**or novel."**



# Graphic Organizers for Oral Book Reports

Choose a book that you have recently read and use the information from it to complete one of the oral book report graphic organizers below. Make sure that your organizer is suitable for the type of book you choose.

**Story Map**

The Story Map graphic organizer consists of several interconnected boxes:

- Main Characters** (top left)
- Setting** (top right)
- Supporting Characters** (middle left)
- Title & Author** (center)
- Problem** (middle right)
- Solutions** (bottom left)

Arrows indicate relationships: Main Characters points to Supporting Characters; Supporting Characters points to Title & Author; Title & Author points to Setting and Problem; Setting points to Problem; Problem points to Solutions; and Solutions points back to Problem.

**Sequencing Events**

The Sequencing Events graphic organizer consists of four rectangular boxes arranged in a sequence:

- Box 1 (top left) points to Box 2 (top right)
- Box 2 (top right) points to Box 3 (bottom right)
- Box 3 (bottom right) points to Box 4 (bottom left)
- Box 4 (bottom left) points back to Box 1 (top left)

<b>Cause</b>	<b>Effect</b>