**Critical Thinking Skills** 

## **Reading Comprehension**

	Skills For Critical Thinking	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL 1 Remembering	Define, Duplicate, List, Memorize, Recall, Repeat, Reproduce, State	~	5	~					ý	5		5	
LEVEL 2 Understanding	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize						~	5	1	1		~	
LEVEL 3 Applying	Choose, Demonstrate Dramatize, Employ, Illustrate, Interpret, Operate, Wrue			~	~	1	1	1	1	1	~	~	~
LEVEL 4 Analysing	Appraise, Compare, Contrast, Criticice Differentiate, Discriminate, Distinguish, Examine	~	~	~	~	1	1	1	<i>✓</i>	1	~	~	~
LEVEL 5 Evaluating	Argue, Defend, Judge, Select, Support, Value, Decide, Evaluate	1		~	~		1			>	~		~
LEVEL 6 Creating	Assemble, Construct, Create, Design, Develop, Formulate, Write.	~	>	~	~	1	1	1	1	1	5	>	~

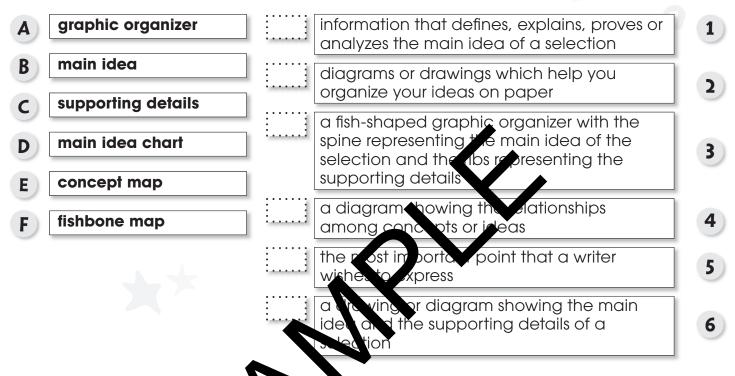
Based on Bloom's Taxonomy





## Using Graphic Organizers to Identify Main Ideas

### 1. Put the letter of the correct term beside its definition:



## 2. Reread the following paragraph. Then use what you learn from it to fill in the following graphic organize

Dolphins are amazing mills. They are mammals, not fish. They are warm-blooded like humans. They also give birth to live babies like humans do. They like to be together. They swim in large groups called pods. Dolphins also feed and protect their young like humans. In dolphins, we can see many of our own traits.

MAIN IDEA	SUPPORTING DETAILS
1.	Α
	В
	c
	D

There is only one main idea in this paragraph and there are at least four supporting details.

NAME:

# **Making Inferences**

Reading Passage

Sometimes a friend will try to tell you something without coming right out and saying it. He will *imply* what he wants you to know by giving you hints or clues. If you understand the meaning of his clues, you *infer* it. Writers do this, too. Often, a writer will give you hints about the meaning of the story. Then it's up to you to **infer** or figure out what the clues mean.

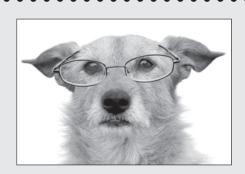
Making an **inference** also means choosing the most likely explanation from the facts and hints that the author has given you. It has also been called "reading between the lines". For example, suppose you read the following sentences; "Jac es lia ed the final square, posted it at the top corner of the envelope and dropped it in the labe blue box. He hoped it would get there in time. Nobody likes a late birthda, message.

What do you think James was doing? If you said mailing arbithday card, you're correct! You used clues such as "licked the final square", "posted it", "envelope", "large blue box", and "birthday message" to infer that James was bailing a birthday card.

In other words, making an inference is using clues from the text and your own knowledge and experience in figure out what the author is telling you. By putting all

the clues together, you are making a subament about the meaning of the text. Naking inferences allows the reader to use bin monination by reading between the lines of an author's work. It also allows the reader to create his own meaning from the reading selection.

Making an inference can be more complicated than drawing a conclusion. When you draw a conclusion, you make a sensible decision based on details or facts in a story or article. When you make an inference you have to add your own knowledge and judgment to what you read. Both skills are very valuable to you as you read.



The Reading Watch Dog says, "Making an inference also means choosing the most likely explanation from the facts and hints that the author has given you."

. . . . . . .

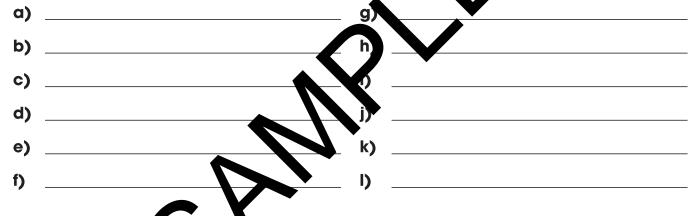
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After You Read

#### List each sequencing clue words or phrases you find in the following paragraph. (You may use a dictionary if needed.)

In the beginning, the children were just talking while they waited at the bus stop. Later, a truck pulled up and blew its horn loudly. Next, a man jumped out and looked around. At the same time, the driver put the truck in park and stepped into the street. Simultaneously, cars began stopping. Shortly thereafter, the bus arrived and joined the line of stopped cars. Following that, the police arrived. Soon they had the man calmed down. Then they asked the driver to move his tuck out of the way. When the street was clear, the line of cars moved on. Subsequently, the children got on the bus. The last thing they saw was a happy dog jump into the arms of the man.



- 2. Choose one of the activities below and write all the steps you would take to do it. Be sure to put the taps in sequence.
  - A. A. King a peanut butter and jelly sandwich
  - B. Tying your shoes
  - C. Dressing your baby brother
  - D. Brushing your teeth
  - E. Making a snowman

# Title of Activity: