

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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Write	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	Argue, Defend, Judge, Select, Support, Value, Decide, Evaluate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	Assemble, Construct, Create, Design, Develop, Formulate, Write.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



Using Graphic Organizers to Identify Main Ideas

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

- | | | | |
|----------|---------------------------|---|----------|
| A | graphic organizer | information that defines, explains, proves or analyzes the main idea of a selection | 1 |
| B | main idea | diagrams or drawings which help you organize your ideas on paper | 2 |
| C | supporting details | a fish-shaped graphic organizer with the spine representing the main idea of the selection and the ribs representing the supporting details | 3 |
| D | main idea chart | a diagram showing the relationships among concepts or ideas | 4 |
| E | concept map | the most important point that a writer wishes to express | 5 |
| F | fishbone map | a drawing or diagram showing the main idea and the supporting details of a selection | 6 |

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

Dolphins are amazing animals. 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.	A
	B
	C
	D

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



Making Inferences


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; "James *licked the final square, posted it at the top corner of the envelope and dropped it in the large blue box. He hoped it would get there in time. Nobody likes a late birthday message.*"

What do you think James was doing? If you said mailing a birthday 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 mailing a birthday card.

In other words, **making an inference is using clues from the text and your own knowledge and experience to figure out what the author is telling you.** By putting all the clues together, you are making a judgment about the meaning of the text. Making inferences allows the reader to use his imagination 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."



Sequencing

1. 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 truck 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.

- a) _____ g) _____
- b) _____ h) _____
- c) _____ i) _____
- d) _____ j) _____
- e) _____ k) _____
- f) _____ l) _____

2. Choose one of the activities below and write all the steps you would take to do it. Be sure to put the steps in sequence.

- A. Making 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: _____
