

CRITICAL THINKING SKILLS

1

Knowledge

Identification and recall of information

define
fill in the blank
list
identify

label
locate
match
memorize

name
recall
spell

state
tell
underline

Who _____?
What _____?
Where _____?
When _____?

How _____?
Describes _____?
What is _____?

2

Comprehension

Organization and selection of facts and ideas

convert
describe
explain

interpret
paraphrase
put in order

restate
retell in your own words
rewrite

summarize
trace
translate

Re-tell _____ in your own words.
What is the main idea of _____?

What differences exist between _____?
Can you write a brief outline?

3

Application

Use of facts, rules and principles

apply
compute
conclude

demonstrate
determine
draw

give an example
illustrate
make

show
solve
state a rule or principle
use

How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

Do you know of another instance where _____?
Could this have happened in _____?

4

Analysis

Separating a whole into component parts

analyze
categorize
classify
compare

contrast
debate
deduct
determine the factors

diagram
differentiate
dissect
distinguish

examine
infer
specify

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web/map _____.

How does _____ compare/contrast with _____?
What evidence can you present for _____?

5

Synthesis

Combining ideas to form a new whole

change
combine
compose
construct
create
design

find an unusual way
formulate
generate
invent
originate

predict
pretend
produce
rearrange
reconstruct
reorganize

revise
suggest
suppose
visualize
write

What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?

What solutions would you suggest for _____?
What might happen if you combined _____ with _____?

6

Evaluation

Developing opinions, judgements or decisions

appraise
choose
compare
conclude

decide
defend
evaluate
give your opinion

judge
justify
prioritize
rank


rate
select
support
value

Do you agree that _____? Explain.
What do you think about _____?
What is most important?

Prioritize _____ according to _____?
How would you decide about _____?
What criteria would you use to assess _____?

Critical Thinking Skills Language Arts

**Laura Wagner, Education Center
(Greensboro, N.C.), Mailbox Books
(Firm)**



Critical Thinking Skills Language Arts:

Take Five! for Language Arts Kaye Hagler, 2012 Kaye Hagler's unique bell ringers for language arts help you transform the first chaotic five minutes of class into authentic opportunities to practice critical thinking skills while also addressing the Common Core State Standards and providing support in the school's curriculum. Students in grades 3-9 exercise their mental muscles as they work collaboratively warming them up to tackle your standards-based lessons. Whether your students are inventing secret codes, concocting potions, rewriting history, making conjunction paper chains, or thinking like newspaper editors, these diverse and creative prompts will have them looking forward to the part of the day when they're asked to Take Five for critical thinking. The 180 plus prompts set up your teaching day from the minute that students step into your class. Each ready-to-use prompt includes corresponding standards, supply lists, language arts links, teacher tips, assessment options, rubrics, and digital connections that add more than 100 extension lessons. Begin every day of the school year with a burst of critical thinking and fun with this comprehensive resource. **Ready Set Take Five**

Take Five! for Language Arts Kaye Hagler, 2016-12-09 Create a vibrant writing classroom. Take 5 for Language Arts Writing that builds critical thinking skills supports K-2 students who are just beginning to grasp the elements of writing. This resource will help you introduce students to the writing process through mini lessons and daily writing prompts. Writing prompts support writing and drawing exercises in engaging ways that relate to content and are within the framework of college and career readiness standards. They also provide support on the different writing purposes: informative, opinion, narrative, and descriptive writing. This resource is filled with diverse prompts that will have students looking forward to the part of the day when they're asked to Take 5 for language arts. Each ready-to-use prompt includes corresponding standards, supply lists, language arts links, teacher tips, assessment options, rubrics, digital connections, and resources and opportunities for teacher modeled writing and independent writing activities. Begin every day of the school year with a burst of critical thinking and fun with this comprehensive resource. **Ready Set Take 5**

Language Smarts Level B (B/W) Judy Wilson Goddard, 2008-05-06

Critical Thinking Skills Richard Bailey, Frank Schaffer Publications, 1994

Take 5! for Language Arts Kaye Hagler, 2016-12-09 This resource will help you introduce students to the writing process through daily mini lessons. Writing prompts support writing and drawing exercises in engaging ways that relate to content and are within the framework of the Common Core State Standards.

Thinking Like a Lawyer Colin Seale, 2025-01-31 Critical thinking is the essential tool for ensuring that students fulfill their promise. But in reality, critical thinking is still a luxury good, and students with the greatest potential are too often challenged the least. This best-selling book introduces a powerful but practical framework to close the critical thinking gap. Gives teachers the tools and knowledge to teach critical thinking to all students. Empowers students to tackle 21st century problems. Teaches students how to compete in a rapidly changing global marketplace. Colin Seale, a teacher turned attorney turned education innovator and founder of thinkLaw, uses his unique experience to introduce a wide

variety of concrete instructional strategies and examples that teachers can use in all grade levels Individual chapters address underachievement the value of nuance evidence based reasoning social emotional learning equitable education and leveraging families to close the critical thinking gap In addition to offering examples for Math Science ELA and Social Studies this timely updated second edition adds a variety of new examples and applications for Physical Education Fine Arts Foreign Language and Career and Technical Education

Improving critical thinking skills in English language arts Anne Kuiper,2014 Critical thinking skills need to be taught in schools today to fully prepare students for higher education and the work force Many teachers are aware of the importance of higher order thinking but don t always know the methodology to incorporate these into lessons Incorporating critical thinking into the curriculum needs to be intentionally done by the teacher Therefore this project will explain the learning theories that support the acquisition of critical thinking skills The methods and researched techniques of modeling collaboration and questioning will be explained to show how these help to develop and enhance critical thinking skills The activities and teacher units provided are based on these techniques allowing the growth of critical thinking of the middle school English language arts students at Dutton Christian School

Handbook of Research on Critical Thinking and Teacher Education Pedagogy Robinson, Sandra P.A.,Knight, Verna,2019-04-12 Critical thinking is an essential skill for learners and teachers alike Therefore it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students The Handbook of Research on Critical Thinking and Teacher Education Pedagogy examines and explains how new strategies methods and techniques in critical thinking can be applied to classroom practice and professional development to improve teaching and learning in teacher education and make critical thinking a tangible objective in instruction This critical scholarly publication helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system Highlighting topics such as early childhood education curriculum and STEM education this book is designed for teachers instructors instructional designers education professionals administrators policymakers researchers and academicians

Research Anthology on Developing Critical Thinking Skills in Students Management

Association, Information Resources,2020-10-02 Learning strategies for critical thinking are a vital part of today s curriculum as students have few additional opportunities to learn these skills outside of school environments Therefore it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students The Research Anthology on Developing Critical Thinking Skills in Students is a vital reference source that helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system Highlighting a range of topics such as discourse analysis skill assessment and measurement and critical analysis techniques

this multi volume book is ideally designed for teachers instructors instructional designers curriculum developers education professionals administrators policymakers researchers and academicians

10-Minute Critical-Thinking Activities for English Deborah Eaton,1998 For teachers who need to fill in between time These puzzles games stories and brain teasers sharpen your students focus The titles say it all Decomposition Nab the Kidnapper Peanut Butter Is Don t Bug Me and 52 more Includes answer key See other 10 Minute Critical Thinking Activities titles

Critical Thinking in Secondary Language Arts Augustine Enabulele,2011 The purpose of this research was to examine the effectiveness of the dialectical journal as a tool for teaching critical thinking skills and to assess middle school teachers perception of critical thinking Two groups of middle school students were split into one control and one experimental group Both groups took a critical thinking test before the experimental group alone was instructed on how to use the dialectical journal Both groups took another critical thinking test after this instruction For the second part of the research middle school teachers responded to survey questions and statement They responded with written statements and checked boxes to indicate their perceptions of critical thinking Results demonstrate that after two weeks of instruction the experimental group performed poorer than it did in the pretest group Similarly the control group performed poorer than it did in the pretest with the difference being that the control group never received any instruction on how to use the dialectical journal Results also showed that majority of the teachers surveyed have perceptions of critical thinking that are favorable and accurate by virtue of their consistency with research Results show that the dialectical journal is ineffective as a tool for teaching critical thinking but a few threats to validity make this result inconclusive and therefore a pilot research Additionally since teachers have favorable perception of critical thinking they are willing to learn more about it and to teach it More research should be done regarding the use of dialectical journal and the research should take timing and the duration of the research into consideration To help their students think critically using tools such as the dialectical journal teachers should consider doing so flexibly and incrementally The following are appended 1 Critical Thinking What Do You Think 2 Dialectical Journal 3 Table C1 4 Table D1 and 5 Notice of Approval Contains 6 tables

Language Smarts Level C (B/W) Judy Wilson Goddard,Kathy Erickson,2008-05-06

Teaching Thinking Skills Beau Fly Jones,1987 This book presents a framework for teaching skills that reflects new research on thinking teaching for understanding and instruction in the language arts and content areas at all levels The book is organized into two parts Part 1 presents the framework for teaching the language arts as thinking topics covered are learning organizational patterns and instruction In Part 2 five examples for teaching specific content and skills objectives are presented the short story or novel content area passages poetry finding the main idea and argumentation A glossary of terms related to current educational research is included MM

Infusion of Critical Thinking Skills Across English Language Arts Curriculum Shila Chandran Fernandez,2006

Mind Builders Language Arts Laura Wagner,Education Center (Greensboro, N.C.),Mailbox Books (Firm),2001-01-01 Reinforce your curriculum in a challenging

and fun way while strengthening critical thinking skills Use Mind Builders as problems of the day free time challenges learning center activities or daily homework Any way you choose to use these stimulating problems will energize your students thought processes Learning to Think Things Through Gerald M. Nosich,2009 Textbook for critical thinking across academic study areas Contents What is critical thinking The elements of reasoning What is critical thinking withing a field or discipline Standards of critical thinking Putting it all together answering critical thinking questions The Teaching of Critical Thinking Edward D'Angelo,1971 **Critical Thinking** Don Barnes,1987 Teaching Creative and Critical Thinking Marjorie S. Schiering,2016-06-07 This workbook contains over sixty activities for learning through play The activities were created by teacher candidates retired educators and student learners They include interdisciplinary activities for first through twelfth grade levels Each activity includes how to implement instructions along with applicable learning standards *Mind Builders Language Arts* Cindy Mondello,Ann Fisher,Pam Crane,2001-01-01 Reinforce your curriculum in a challenging and fun way while strengthening critical thinking skills Use Mind Builders as problems of the day free time challenges learning center activities or daily homework Any way you choose to use these stimulating problems will energize your students thought processes

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