

# The Barrett Taxonomy

Literal comprehension focuses on the ideas and information that are explicitly stated. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents.

LITERAL COMPREHENSION	Recognition	Details	What's this? Who? What? Where? Why?
		Main Idea	What happened when or during ____? Find out what ____ is going to do
		Sequence	What did ____ do first/next/last?
		Comparison	Find/tell me the differences between ____ and ____ Are ____ and ____ the same? Find similes; find metaphors
		Cause and Effect	Find out the reasons for ____? What caused ____?
		Character Traits	Find/tell me the words and phrases which describe the characters
	Recall	Details	Write/tell me a list of all the details you can remember
		Main Idea	What happened to ____?
		Sequence	Tell in correct order Look at the illustrations and retell the story
		Comparison	How was this ____ different from the others? In what ways were ____ and ____ similar/different?
		Cause and Effect	Why was ____ so determined to ____? What was the purpose of ____?

Reorganisation requires the student to analyse, synthesis, and/or organise ideas or information explicitly stated in the selection. The student may utilise the statements of the author verbatim or may paraphrase or translate the author's statements.

REORGANISATION	Classifying	Which of the following are ____? Which of the following ____ does not belong?
	Outlining	Divide the story into ____ parts
	Summarising	What has happened up to this point? Tell the story in your own words
	Synthesising	How long did the entire ____ last? How many times did ____ take place? On what day did ____ happen?

The student demonstrates inferential comprehension when he or she uses ideas and information explicitly stated, his or her intuition, and his or her personal experience as a basis for conjecture and hypotheses. Prior knowledge, regardless of where his knowledge came from, is an integral part of inference.

INFERENTIAL	Supporting Details	Did he realise ____? Do you think ____?
	Main Ideas	What is the main idea of this ____? Discuss the significance of ____?

# Sample Question For Barrett Taxonomy

**Zena Sutherland, May Hill  
Arbuthnot, Dianne L. Monson**



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Questions in Elementary Science and Social Studies Textbooks Bonnie B. Armbruster, 1989      An Analysis of Reading Comprehension Questions in Basal Reading Series According to the Barrett Taxonomy Dean Albutt Cooke, 1970      Favorites, Friendships, Food, and Fantasy Ann Lukasevich, 1994 This two volume set of literature based thematic units integrates all of the latest thinking on how children become literate      **Forum**, 1980 A journal for the teacher of english outside the United States      *Research in Education*, 1973-12      **Resources in Education**, 1986      Learning From Textbooks Bruce K. Britton, Arthur Woodward, Marilyn Binkley, 2012-11-12 It is surprising that there is so little research on textbooks given their centrality to teaching and learning in elementary and secondary schools Textbooks have become a focus of political and cultural controversy advocating a multicultural curriculum that has sparked some vigorous protests Research is absent in this debate therefore questions of legitimate knowledge the role of textbooks textbook design policy selection issues and economic issues concerning the marketplace are not part of the current debate Without insights of research on considerate text mentioning illustrations and so forth the current controversy will result in publishers responding to demands for more content not less thus textbooks will become compendia of information that on the surface satisfy everyone This volume demonstrates how research on important issues relative to textbook design can advance our knowledge about what makes textbooks effective learning tools and thus inform policymakers publishers and those involved in textbook selection Representing pure and applied approaches researchers present papers on the quality of writing the role of questions the role of pictures and illustrations and the role of auxiliary materials in the design of effective textbooks The chapters provide insight into research and its application to textbook design and improvement stimulating others to follow this lead

*Content Area Literacy* Robin Eanes, 1997 This text focuses on methods for helping teachers develop their students literacy skills to enhance learning of content subject matter across all disciplines It pulls together some of the most current and popular strategies and techniques in content area literacy These strategies and techniques have been carefully selected for their ease of application and adaptation by classroom teachers in any classroom at any level      *Watching Children Read and Write* Max Kemp, 1990      **Proceedings** American Society for Engineering Education. Conference, 1987      *Proceedings* American Society for Engineering Education, 1987      *Report of the State Reading Council* Missouri. State Reading Council, 1976      *English for Specific Purposes* Ronald Mackay, 1978      *Journal of Teacher Education and Teaching*, 1996-04

**The High School Journal**, 1982      **The New Taxonomy** Quentin D. Wheeler, 2008-04-09 Finalist for 2009 The Council on Botanical Horticultural Libraries Literature Award A Fresh Look at Taxonomy The most fundamental of all biological sciences taxonomy underpins any long term strategies for reconstructing the great tree of life or salvaging as much biodiversity as possible Yet we are still unable to say with any certainty how      **Applying Depth of Knowledge and Cognitive Rigor** Karin Hess, For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK

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**English Language Teaching Textbooks** N. Harwood,2013-11-29 English language teaching textbooks or coursebooks play a central role in the life of a classroom This edited volume contains research informed chapters focusing on analysis of textbook content how textbooks are used in the classroom and textbook writers accounts of the materials writing design and publishing process

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