

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

Sample Question For Barrett Taxonomy

RC Schank



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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 **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 Research in Education, 1973-12 Reading Research Quarterly, 1975 Watching Children Read and Write Max Kemp, 1990 Mississippi State University Abstracts of Theses and Dissertations Mississippi State University, 1977 **Proceedings** American Society for Engineering Education, 1987 **Report of the State Reading Council** Missouri. State Reading Council, 1976

Proceedings American Society for Engineering Education. Conference, 1987 **Library Publications** Mitchell Memorial Library, 1980 **Abstracts of Theses and Dissertations ...**, 1977 **Journal of Teacher Education and Teaching**, 1996-04 **English for Specific Purposes** Ronald Mackay, 1978 **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 and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience

deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin s earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress monitoring and grading **The High School Journal** ,1982

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