

# 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.

<b>LITERAL COMPREHENSION</b>	<b>Recognition</b>	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
	<b>Recall</b>	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.

<b>REORGANISATION</b>	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, in an integral part of inference.

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

<b>INFERNIAL</b>	Sequence	What will happen next? What happened between ___ and ___? Please these ___ in logical order
	Comparisons	How does ___ resemble ___? Compare ___ with ___ Are ___ and ___ related?
	Cause and Effect	What was it necessary to ___? How did ___ know ___? What is the result of ___?
	Character Traits	What did ___ prove about their attitudes toward ___? What does ___ tell us about her? What kind of person is ___?
	Outcomes	Do you think ___ will ___? What do you think will happen?
	Figurative Language	What is meant by the phrase ___?

Evaluation deals with judgement and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrence. Evaluative thinking may be demonstrated by asking the students to make the following judgements.

<b>EVALUATION</b>	Judgements of Reality or Fantasy	Is ___ imaginary? How many unreal things can you find? Did ___ really happen? Is ___ fact or fiction? Is ___ possible?
	Judgements of Fact or Opinion	Do you think ___ had anything to do with ___? Which ___ seem to be correct?
	Judgements of Adequacy and Validity	Did ___ ever actually ___? Is ___ really ___?
	Judgements of Appropriateness	What part of the story best describes the main character?
	Judgements of Worth, Desirability and Acceptability	Do you like this character? How do you feel about this character? Why was it wrong for ___ to ___?

Appreciation calls for students to be emotionally and aesthetically sensitive to the work and to have a reaction to the work of its psychological and artistic elements. Appreciation includes both the knowledge of the emotional response to literary techniques, forms, styles and structures.

<b>APPRECIATION</b>	Emotional Response to the Content	Are you surprised? Why do you like or dislike this selection?
	Identification with Characters or Incidents	What words will describe the feelings of ___? What would you do if you were ___?
	Reactions to the Author's Use of Language	Why is ___ a good term? How did the author express the idea of ___?
	Imagery	Dramatise the story. Read/say the part the way the character might have talked. How does ___ make you feel?