

## K-12 English Language Arts/Reading Taxonomy

### K-12 ELAR Content Areas

<b>100</b>	<b>Phonemic awareness</b>
<b>200</b>	<b>Phonics</b>
<b>300</b>	<b>Vocabulary</b>
<b>400</b>	<b>Text and print features</b>
<b>500</b>	<b>Fluency</b>
<b>600</b>	<b>Comprehension</b>
<b>700</b>	<b>Critical Reasoning</b>
<b>800</b>	<b>Author's craft</b>
<b>900</b>	<b>Writing processes</b>

<b>1000</b>	<b>Elements of Presentation (Verbal and Written)</b>
<b>1100</b>	<b>Writing applications</b>
<b>1200</b>	<b>Language Study</b>
<b>1300</b>	<b>Listening and Viewing</b>
<b>1400</b>	<b>Speaking and Presenting</b>
<b>1500</b>	<b>Forms of Text</b>
<b>1600</b>	<b>Genre (fiction or non-fiction)</b>
<b>1700</b>	<b>Sources of Text</b>
<b>1800</b>	<b>Choice</b>

### Other Coding Conventions

#### Topics:

<b>0</b>	<b>All</b>
<b>999</b>	<b>Out of Subject Area</b>

#### Cognitive Demands:

<b>B</b>	<b>Memorize/Recall</b>
<b>C</b>	<b>Perform Procedures</b>
<b>D</b>	<b>Generate/Create</b>
<b>E</b>	<b>Analyze/Investigate</b>
<b>F</b>	<b>Evaluate/Integrate</b>
<b>Z</b>	<b>Non-Specific Cognitive Demand</b>

<b>100</b>	<b>Phonemic awareness</b>
101	Phoneme isolation(e.g.,the distinct sounds /c/,/a/,and /t/)
102	Phoneme blending (e.g., c/a/t = cat)
103	Phoneme segmentation
104	Onset-rime
105	Sound patterns
106	Rhyme recognition
107	Phoneme deletion, substitution, and addition
108	Identify Syllables
190	Other
<b>200</b>	<b>Phonics</b>
201	Alphabetic principle (includes alphabet recognition and o
202	Consonants
203	Consonant blends
204	Consonant digraphs (e.g., ch, sh, th, etc.)
205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)
206	R-controlled vowels (e.g., farm, torn, turn, etc.)
207	Patterns within words
208	Vowel letters (a, e, i, o, u, y)
209	Vowel phonemes (15 sounds)
210	Sound and symbol relationships
211	Blending sounds
290	Other
<b>300</b>	<b>Vocabulary</b>
301	Compound words and contractions
302	Inflectional forms (e.g., -s, -ed, -ing)
303	Suffixes, prefixes, and root words
304	Word definitions (including new vocabulary)
305	Word origins
306	Synonyms, antonyms, homonyms
307	Word or phrase meaning from context
308	Denotation and connotation
309	Analogies
310	Sight words
311	Use of references
390	Other
<b>400</b>	<b>Text and print features</b>
401	Book handling
402	Directionality; sequence of text
403	Parts of a book (e.g., cover, title, front, back)
404	Letter, word, and sentence distinctions
405	Structural elements (e.g., index, glossary, table of contents, subtitles, and headings)
406	Graphical elements (e.g., graphs, charts, images, illustrations)
407	Technical elements (e.g., bullets, instructions, forms, sidebars)
408	Electronic elements (e.g., hypertext links, animations)
409	Environmental print, i.e. prints or symbols found in students' everyday environment
490	Other

<b>500</b>	<b>Fluency</b>
501	Prosody (e.g., phrasing, intonation, and inflection)
502	Automaticity of words and phrases (e.g. sight and decodable words)
503	Speed and pace
504	Accuracy
505	Independent reading (e.g. repeated/silent reading for fluency)
590	Other
<b>600</b>	<b>Comprehension</b>
601	Word meaning from context
602	Phrase
603	Sentence
604	Paragraph
605	Main idea(s), key concepts, and sequence(s) of events
606	Descriptive elements (e.g., detail, color, condition)
607	Narrative elements (e.g., events, characters, setting, and plot) dramatic elements
608	Persuasive elements (e.g. propaganda, advertisement, and emotional appeal)
609	Expository or informational elements (e.g., explanation, lists, organizational patterns/contrast)
610	Technical elements (e.g., bullets, instruction, form, sidebars, etc.)
611	Electronic elements (e.g., hypertext links, animations)
612	Comprehension strategies (e.g., activate prior
613	Self-correction strategies (e.g., monitoring, cueing systems, and fix-up)
614	Metacognitive processes (e.g., reflecting about one's thinking)
615	Interpreting maps, graphs, charts
616	Test-taking strategies
690	Other
<b>700</b>	<b>Critical Reasoning</b>
701	Fact and opinion
702	Appealing to authority, reason, or emotion
703	Validity and significance of assertion or argument
704	Relationships among purpose, organization, format, and meaning in text
705	Author's assumptions or bias
706	Comparison of topic, theme, treatment, scope, or organization across texts
707	Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts)
708	Logical reasoning in text (e.g. implications, authors' rationale, development of argument, etc.)
709	Textual evidence and/or use of references to support
710	Drawing meaning from allegory and myth
711	Distinguishing real from fantastical events in literature
712	Problem solving
790	Other



<b>800</b>	<b>Author's craft</b>
801	Theme/thesis
802	Purpose (e.g., inform, perform, critique, appreciate)
803	Characteristics of genre and forms
804	Point of view (e.g., first or third person, multiple perspectives, etc.)
805	Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes)
806	Literary analysis (e.g., symbolism, voice, style, tone, and mood) -add word choice
807	Influence of time and place on authors and texts (e.g., historical era or culture)
808	Aesthetic aspects of text (e.g. dramatic or poetic elements)-add stylistic (sound) devices
809	Plot structures, allusion, irony, satire, resolution
890	Other
<b>900</b>	<b>Writing processes</b>
901	Printing, cursive writing, and penmanship
902	Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.)
903	Drafting and revising
904	Editing for conventions (e.g. usage, spelling, structure)
905	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)
906	Final draft and publishing
907	Use of technology (word processing, multimedia, etc.)
908	Collaboration
909	Plagiarism
990	Other
<b>1000</b>	<b>Elements of Presentation (Verbal and Written)</b>
1001	Purpose, audience, and context
1002	Main ideas
1003	Organization
1004	Word choice
1005	Support and elaboration
1006	Style, voice, technique, and use of figurative language
1007	Writing Conventions (e.g. capitalization, punctuation, indentation, citation, etc.)
1008	Transitional Devices
1090	Other
<b>1100</b>	<b>Writing applications</b>
1101	Narrative (e.g., stories, fiction, and plays)
1102	Poetry
1103	Expository (e.g., report, theme, essay, etc.)
1104	Critical/evaluative (e.g., review)
1105	Expressive (e.g., journals or reflections)
1106	Persuasive (e.g., editorial, advertisement, argumentative)
1107	Procedural (e.g., instructions, brochure, lab report)
1108	Technical(e.g., manuals, specifications, research report)
1109	Real world applications of writing (e.g., resumes, letters to editor, note taking)
1190	Other

<b>1200</b>	<b>Language Study</b>
1201	Syllabication
1202	Spelling
1203	Capitalization and punctuation
1204	Signs and symbols (e.g., semiotics)
1205	Syntax and sentence structure
1206	Grammatical analysis
1207	Standard and non-standard language usage
1208	Linguistic knowledge (incl. dialects and diverse forms)
1209	History of language
1210	Relationships of language forms, contexts, and purpose (e.g., rhetoric and semantics)
1211	Effects of race, gender, ethnicity on language and use
1290	Other
<b>1300</b>	<b>Listening and Viewing</b>
1301	Listening
1302	Viewing
1303	Nonverbal communication
1304	Consideration of others' ideas
1305	Similarities/differences of print, graphic, and nonprint communications
1306	Literal and connotative meanings
1307	Diction, tone, syntax, convention, rhetorical structure in speech
1308	Media-supported communication
1390	Other
<b>1400</b>	<b>Speaking and Presenting</b>
1401	Public speaking and oral presentation
1402	Diction, tone, syntax, convention, and rhetorical structure in speech
1403	Demonstrating confidence
1404	Effective nonverbal skills(e.g., gesture, eye contact)
1405	Situational and cultural norms for expression
1406	Conversation and discussion (e.g., Socratic seminars, literature circles, and peer discussion)
1407	Debate and structure of argument
1408	Dramatics and creative interpretation
1409	Media-supported communication
1410	Selecting presentation format
1411	Interviewing
1490	Other

<b>1500</b>	<b>Forms of Text</b>
1501	Myths, tales, fables, or epics
1502	Short stories
1503	Novels (including chapter books)
1504	Picture books
1505	Drama
1506	Poetry
1507	Public documents
1508	Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos)
1509	Newspaper or magazine articles
1510	Speeches
1511	Essays
1512	Criticism and commentary
1513	Historical accounts
1514	Biography and autobiography
1515	Content area materials
1590	Other
<b>1600</b>	<b>Genre (fiction or non-fiction)</b>
1601	Traditional literature
1602	Contemporary literature
1603	Multicultural literature
1604	Classical literature (e.g., Iliad, odyssey, greek myths)
1690	Other
<b>1700</b>	<b>Sources of Text</b>
1701	Basic readers
1702	Anthologies
1703	"Leveled" books
1704	Textbooks
1705	Children's trade books
1706	Young adult trade books
1707	Other supplementary texts
1708	Periodicals
1709	Non-print media
1790	Other
<b>1800</b>	<b>Choice</b>
1801	Teacher assigned
1802	Class or group choice
1803	Individual student choice
1890	Other

## Cognitive Demand Categories for English / Language Arts / Reading

B	C	D	E	F
<b>Memorize / Recall</b>	<b>Perform Procedures / Explain</b>	<b>Generate / Create / Demonstrate</b>	<b>Analyze / Investigate</b>	<b>Evaluate/Integrate</b>
<u>Reproduce sounds or words</u>	<u>Follow instructions</u>	<u>Create / develop connections among text, self, world</u>	<u>Categorize / schematize information</u>	<u>Determine relevance, coherence, internal consistency, logic</u>
<u>Provide facts, terms, definitions, conventions</u>	<u>Give examples</u>	<u>Recognize relationships</u>	<u>Distinguish fact and opinion</u>	<u>Assess adequacy, appropriateness, credibility</u>
<u>Locate literal answers in text</u>	<u>Check consistency</u>	<u>Dramatize</u>	<u>Compare and contrast</u>	<u>Test conclusions, hypotheses</u>
<u>Identify relevant information</u>	<u>Summarize</u>	<u>Order, group, outline, organize ideas</u>	<u>Identify with another's point of view</u>	<u>Synthesize content and ideas from several sources</u>
<u>Describe</u>	<u>Identify purpose, main ideas, organizational patterns</u>	<u>Express new ideas (or express ideas newly)</u>	<u>Make inferences, draw conclusions</u>	<u>Integrate with other topics and subjects</u>
	<u>Gather information</u>	<u>Develop reasonable alternatives</u>	<u>Predict probable consequences</u>	<u>Critique</u>
			<u>Generalize</u>	