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ABSTRACT

Designed to measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules, this test is intended to be used with primary age children. Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Reader so that each passage contained test sentences for 12 deletion retransformations (WH deletion, BE deletion, WH and BE deletion, that and subject as object, performative deletion, imperative deletion, preposition deletion, verb phrase deletion, noun phrase deletion, noun phrase and auxiliary deletion, noun phrase and verb and other elements in the verb phrase deletion, and comparative deletion), half in the deleted form and the other half intact. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

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The Research Instruments Project (TRIP)

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language development, listening, literature, reading, standard
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Category: Reading
Title: Cloze Tests for Deletion Produced Structures
Author: Grace V. Cosens
Age Range: Primary

Description of the Instrument:

Purpose - To measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules.

Date of Construction - 1972

Physical Description - Deletion transformations are one of the set of elementary transformations in the transformational generative grammar and they function to remove items from a string of words. Fagan's (1969) grammar served as the starting point in delineation of deletion transformations to be included in the experimental cloze tests. Rules were added and omitted on the basis of linguistic analysis of primary reading material. Only optional deletion transformation rules could be included because both the intact and deleted forms corresponding to these rules are grammatical. Intact sentence structures refer to sentences in which words that could be optionally deleted by a transformation rule have been left intact.

The 12 deletion transformations in the final set follow:

1. WH deletion: Example - Here are the very best shoes you can buy.
2. BE deletion: Example - Nothing but bread in the wagon.
- A big, big hill.
3. WH & BE deletion - Example - Here is a big bear funny and brown.

First Reader, Passage One, Version II

"We are ready to go now," said Mr. Wonderful.

"You get in the school bus."

Just then the children saw a balloon man.

"Balloons!" called the balloon man.

He had red balloons and he had blue balloons.

The children ran to get balloons as fast as they could.

"I want a red balloon," said one little girl.

"Red is the color that I like best."

Then the children ran and jumped on the bus.

Away went the big yellow bus.

Then the school bus went up, up, up.

It went up over the trees and it went up over the houses.

"What can I do?" said Mr. Wonderful.

"I think I know what to do," said one of the children.

"We can help to make the bus come down.

We can pop the balloons.

Then pop, pop, pop!

Pop! went the big blue balloons and pop! went the big red balloons.

All of the children in the bus did get home to dinner.

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4. (That) & S as Object: Example - They think I am too little.
5. Performative deletion: Example - Zoom! Zoom!
- On down a hill.
6. Imperative deletion: Example - Look in this bag.
7. Preposition deletion: Example - I can help you make a cake.
8. Verb phrase deletion: Example - Flip and Pony went fast.
9. Noun phrase deletion: Example - Mr. Green saw the girls and
came to the door.
10. Noun phrase and auxiliary (verb) deletion: Example - The fly
sat on his nose and then on his ear.
11. Noun phrase and verb and other elements in the verb phrase
deletion: Example - A black bear came to the pond to drink
and to catch fish.
12. Comparative deletion: Example - Before long he could read as
well as anyone in the woods.

Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Readers so that each passage contained test sentences for all 12 deletion transformations, half in deleted form and the other half intact. The cloze technique was applied to all passages so that ultimately every word was deleted. Since there is some question about the validity of the cloze procedure at the first-grade level, an oral response was accepted. Pupils in grade two provided written responses to cloze blanks.

First Reader, Passage One, Version I

"We are ready to go now," said Mr. Wonderful.

"Get in the school bus."

Just then the children saw a balloon man.

"Here are balloons!" called the balloon man.

He had red balloons and blue balloons.

The children ran to get balloons as fast as they could run.

"I want a red balloon," said one little girl.

"Red is the color I like best."

Then the children ran and the children jumped on the bus.

Away went the big yellow bus.

Then the school bus went up, up, up.

It went up over the trees and the houses.

"What can I do?" said Mr. Wonderful.

"I think that I know what to do," said one of the children.

"We can help make the bus come down.

We can pop the balloons."

Then pop, pop, pop went the balloons!

Pop! went the big blue balloons and the big red balloons.

All of the children who were in the bus did get home to dinner.

Validity and Normative Data:

The tests were administered to 160 children in each of grade one and grade two. In order to ensure a representative sample of cloze test items, grade one pupils completed between 26 and 106 cloze blanks. The number of items completed by pupils at the second-grade level ranged from 111 to 129. First grade pupils obtained a mean proportion score of 0.329 on the cloze tests with a standard deviation of 0.145. Pupils in grade two obtained a mean of 0.357 and a standard deviation of 0.136. Correlations between scores obtained on the experimental cloze tests and the comprehension subtest of the Gates-MacGinitie tests were computed. The correlation coefficient at the first-grade level was 0.738 and at the second-grade level, 0.744. Both scores were statistically significant at the .001 level of confidence, suggesting that the experimental cloze tests are a valid measure of reading comprehension at both the first and second grade levels when an oral response is accepted from pupils in grade one.

Related Documents:

- Cosens, Grace V. *The effect of deletion produced structures on word identification and comprehension of beginning readers.* Unpublished doctoral dissertation, University of Alberta, 1974.
- Fagan, William T. *An Investigation into the relationship between reading difficulty and number and types of sentence transformations.* Unpublished doctoral dissertation, University of Alberta, 1969.

Grace V. Cosens

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Grace V. Cosens
"Cloze Tests for Deletion
Produced Structures"
1972

DIRECTIONS FOR ADMINISTERING THE CLOZE TESTS

Say: "I have taken some stories from a grade one/two reader and I have left some of the words out. I want to see if you can tell what words should go in each of the spaces."

Grade One

Sample: Read: "Go fast, Flip," (pause and point to the space) Tom." Then say: "What word can go in this space (point)?" If the child responds correctly, proceed. If the child responds incorrectly, read the sentence with the word the child has suggested and say: "Does that word sound right?" If the child says yes, say: "Not quite. The word said can go in this space to make the sentence "Go fast, Flip," said Tom. If the child says no, say: "The word said can go in this space to make the sentence "Go fast, Flip," said Tom. Proceed with the next sentence. If the child does not respond after approximately 15 seconds, ask: "Do you have any idea what word could go in this space?" If no, say: "This is a practice one so I will help you." Then continue as above.

"Go fast, Flip," _____ Tom.
"Run fast, Pony.
_____ can play cowboy."
Flip _____ Pony did go fast.
_____ Cowboy Tom went fast.
_____ went Tom for a _____.

Test: Say: "Now I want you to tell me what word goes in each space on this page (present page). You may either read the sentence to yourself and then tell me what word should go in each space; or you can read the sentence out loud putting in the word that you think should go in the space." Record the child's response for each item on the answer form.

If the child does not respond after approximately 15 seconds, ask: "Do you have any idea what word could go in this space?" If not, say: "That's fine, leave that one and go on to the next one."

If the child responds with more than one word at any point in the test, say: "You can only put in one word."

.../2

Grade Two

Sample: Read the first two sentences and have the children orally complete the blanks. Then have them print one word in each blank in the remainder of the sample passages.

Test: Say: "Print one word in each blank on this page. If you need help to spell a word, put up your hand and I will help you."

One day Patsy and _____ mother went into the _____ paper store. They wanted _____ pick out wall paper _____ Patsy's room.
"Look, Mother!" _____ Patsy. "See all the _____ of wall paper! At _____ I liked this green _____ best of all. Now _____ like the yellow paper _____ the flowers better."

First Reader, Passage One, Version I

"We are ready to go now," said Mr. Wonderful.
"Get in the school bus."

Just then the children saw a balloon man.
"Here are balloons!" called the balloon man.
He had red balloons and blue balloons.
The children ran to get balloons as fast as they could run.

"I want a red balloon," said one little girl.
"Red is the color I like best."

Then the children ran and the children jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and the houses.
"What can I do?" said Mr. Wonderful.

"I think that I know what to do," said one of the children.
"We can help make the bus come down.
We can pop the balloons."

Then pop, pop, pop went the balloons!
Pop! went the big blue balloons and the big red balloons.
All of the children who were in the bus did get home to dinner.

First Reader, Passage One, Version II

"We are ready to go now," said Mr. Wonderful.
"You get in the school bus."

Just then the children saw a balloon man.
"Balloons!" called the balloon man.
He had red balloons and he had blue balloons.
The children ran to get balloons as fast as they could.

"I want a red balloon," said one little girl.
"Red is the color that I like best."

Then the children ran and jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and it went up over the houses.
"What can I do?" said Mr. Wonderful.

"I think I know what to do," said one of the children.
"We can help to make the bus come down.
We can pop the balloons."

Then pop, pop, pop!
Pop! went the big blue balloons and pop! went the big red balloons.
All of the children in the bus did get home to dinner.

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First Reader, Passage Two, Version I

"Betty!" called Mother.
"Put on your red dress now."

"This is the dress that I like," said Betty.

Mother said, "I want something at the store.
Here is the money.
I want some apples and I want some eggs."

"Mother wants apples and eggs," said Betty.
"Will you help me to get them, Susan?"

Betty and Susan ran to Mr. Mac's store.
They ran as fast as they could run.
Then they ran home again.

Down went Betty.
Bump! Bump!
Betty jumped up and Betty looked.
Nothing but apples on the walk.
The eggs were not there.

"I think that they are at Mr. Mac's store," she said.
And they were.

First Reader, Passage Two, Version II

"Betty!" called Mother.
"You put on your red dress now."

"This is the dress I like," said Betty.

Mother said, "I want something that is at the store.
Here is the money.
I want some apples and eggs."

"Mother wants apples and Mother wants eggs," said Betty.
"Will you help me get them, Susan?"

Betty ran to Mr. Mac's store and Susan ran to Mr. Mac's store.
They ran as fast as they could.
Then they ran home again.

Down went Betty.
Bump! Bump! went Betty.
Betty jumped up and looked.
Nothing but apples was on the walk.
The eggs were not there.

"I think they are at Mr. Mac's store," she said.
And they were.

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First Reader, Passage Three, Version I

"I cannot find my Bunny," said Susan.
"I think my Bunny is lost."

"Tom! Betty!" called Mother.
"Will you please help Susan to find her Bunny?"

Betty and Tom ran to the toy box.
They ran as fast as they could run.
Tom took out his big airplane.
Zoom! Zoom!

They looked at the toy monkey and they looked at the toy mouse.
They looked at all the toys in the toy box.
"I see her little farm wagon and I see her little toy bus,"
said Tom.
"But I do not see Bunny."

Just then Ben came to the house.
"I have something Susan likes," he said.
"You look in this box."

"Bunny!" said Betty.
"Bunny was in Mr. Mac's store."

Susan came and Susan looked in the box.
She was happy to see Bunny.

First Reader, Passage Three, Version II

"I cannot find my Bunny," said Susan.
"I think that my Bunny is lost."

"Tom! Betty!" called Mother.
"Will you please help Susan find her Bunny?"

Betty ran to the toy box and Tom ran to the toy box.
They ran as fast as they could.
Tom took out his big airplane.
Zoom! Zoom! went the airplane.

They looked at the toy monkey and the toy mouse.
They looked at all the toys that were in the toy box.
"I see her little farm wagon and her little toy bus," said Tom.
"But I do not see Bunny."

Just then Ben came to the house.
"I have something that Susan likes," he said.
"Look in this box."

"Here is Bunny!" said Betty.
"Bunny was in Mr. Mac's store."

Susan came and looked in the box.
She was happy to see Bunny.

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First Reader, Passage Four, Version I

One day a little old woman made a pancake.

The pancake jumped out of the pan.

"I will help you catch that pancake," said the little old man.

The old man ran after the pancake and the old woman ran after the pancake.

The pancake called back, "You run as fast as you can.
You cannot catch me."

Pancake Man rolled on and Pancake Man rolled on.

On down a hill.

A dog that was at the foot of the hill saw the pancake.

"A pancake!" said the dog.

"This is something that I want for my dinner."

The dog ran after the pancake but could not catch it.

The Pancake Man met a fox.

He sang, "I ran away from a little old woman and I ran away
from a little old man.

I know I can run away from you, too."

The fox said, "I do not want to run after you.

You sing for me again."

Pancake Man sat by the fox.

And the fox ate him up.

First Reader, Passage Four, Version II

One day a little old woman made a pancake.

The pancake jumped out of the pan.

"I will help you to catch that pancake," said the little old man.

The old man and the old woman ran after the pancake.

The pancake called back, "You run as fast as you can run.

You cannot catch me."

Pancake Man rolled on and on.

On down a hill went Pancake Man.

A dog at the foot of the hill saw the pancake.

"There is a pancake!" said the dog.

"This is something I want for my dinner."

The dog ran after the pancake but the dog could not catch it.

Then Pancake Man met a fox.

He sang, "I ran away from a little old woman and a little old man.

I know that I can run away from you, too."

The fox said, "I do not want to run after you.

Sing for me again."

Pancake Man sat by the fox.

And the fox ate him up.

First Reader, Passage Five, Version I

Betty and Nan ran up the street.
Soon they met Dick and they met Tom.
Buttons, Dick's little pet dog, was with the boys.

"You come with us," said Nan.
"We are going to look in the toy store window."

"Look at the toy cake," said Betty.
"I like to help Mother make cakes."

"There is a toy airplane," said Dick.
"A toy airplane is in the store window.
It can go faster than the train."

Buttons ran into the store and Buttons jumped up in the window.
The children did not know he was gone.
He ran over to a little bear and he ran over to a red ball.
"Bow-wow! Bow-wow!"

The children saw Buttons in the window.
"Look," said Nan.
"Buttons sees something that he wants."

First Reader, Passage Five, Version II

Betty ran up the street and Nan ran up the street.
Soon they met Dick and Tom.
Buttons, who was Dick's little pet dog, was with the boys.

"Come with us," said Nan.
"We are going to look in the toy store window."

"Look at the toy cake," said Betty.
"I like to help Mother to make cakes."

"There is a toy airplane," said Dick.
"A toy airplane in the store window.
It can go faster than the train can go."

Buttons ran into the store and jumped up in the window.
The children did not know that he was gone.
He ran over to a little bear and a red ball.
"Bow-wow! Bow-wow!" said Buttons.

The children saw Buttons in the window.
"Look," said Nan.
"Buttons sees something he wants."

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First Reader, Passage Six, Version I.

"Let's go to the barn," said Betty.

"I want to see the turkeys and the new rooster."

"I hear something," said Tom.

"Can you help me to find that big noise?"

Then out of the barn came the big noise.

"I see something big," called Tom.

"Uncle Fred has a new tractor."

"Yes," said Aunt Mary.

"Uncle Fred's tractor is the noise that you hear.
He must get the farm ready and plant wheat."

Betty said, "The tractor is as big as the street sprinkler is.
The street sprinkler on Cherry Street."

Away went Uncle Fred on the big new tractor.

Down and back! went the tractor.

Soon Uncle Fred said, "It is time for dinner now.
I think Aunt Mary has ice cream for dinner."

"You come on, Susan," said Betty.

Away went Susan and Betty.

Tom looked at Pony and Tom laughed.

"Pony has come for me," he said.

First Reader, Passage Six, Version II.

"Let's go to the barn," said Betty.

"I want to see the turkeys and I want to see the new rooster."

"I hear something," said Tom.

"Can you help me find that big noise?"

Then out of the barn came the big noise.

"I see something that is big," called Tom.

"Uncle Fred has a new tractor."

"Yes," said Aunt Mary.

"Uncle Fred's tractor is the noise you hear.
He must get the farm ready and he must plant wheat."

Betty said, "The tractor is as big as the street sprinkler.
The street sprinkler is on Cherry Street."

Away went Uncle Fred on the big tractor.

Down and back!

Soon Uncle Fred said, "It is time for dinner now.
I think that Aunt Mary has ice cream for dinner."

"Come on, Susan," said Betty.

Away went Susan and away went Betty.

Tom looked at Pony and laughed

"Pony has come for me," he said.

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First Reader, Passage Seven, Version I

"Let's make little cakes," said Betty.
"Then we can have a party.
A birthday party for Bunny."

"I will run and I will bring some water," said Susan.
"I want to help make the birthday cakes."
"We do not have candles," said Betty.
"But this corn will look like little yellow candles look."

"I like the cakes we made," said Susan.
"Let's take Bunny for a walk in the garden."

White Hen came by with her chicks.
"Cluck! Cluck!" said White Hen.
Red Hen and Black Hen came by.
They ate and they ate.
Soon all of the corn on the little cakes was gone.

"You look at the little cakes!" said Susan.
"Where is the corn?"

"I think hens like corn cakes," said Betty.
"We were going to have a party for Bunny.
But we had a party for three hens and we had a party for
some little yellow chicks."

First Reader, Passage Seven, Version II

"Let's make little cakes," said Betty.
"Then we can have a party.
A birthday party is for Bunny."

"I will run and bring some water," said Susan.
"I want to help to make the birthday cakes."
"We do not have candles," said Betty.
"But this corn will look like little yellow candles."

"I like the cakes that we made," said Susan.
"Let's take Bunny for a walk in the garden."

White Hen came by with her chicks.
"Cluck! Cluck!"
Red Hen came by and Black Hen came by.
They ate and ate.
Soon all of the corn that was on the little cakes was gone.

"Look at the little cakes!" said Susan.
"Where is the corn?"

"I think that hens like corn cakes," said Betty.
"We were going to have a party for Bunny.
But we had a party for three hens and some little yellow chicks."

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First Reader, Passage Eight, Version I

One day Mother Rabbit called, "Will you help me take this cabbage to Aunt Rabbit?"

"Yes, Mother," said Billy Rabbit.

"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.

"I think that I can," said Billy Rabbit.

Then he took the cabbage and got on his bicycle.

A frog that was by the brook saw Billy Rabbit.

"That is a big hill," said the frog.

"A big, big hill."

Up went Billy and up went his bicycle.

Little by little.

Billy worked as hard as he could work.

Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and his new bicycle.

"You stay to dinner, Billy," she said.

"I have something you will like.

We will have cabbage and we will have wheat cakes with honey."

First Reader, Passage Eight, Version II

One day Mother Rabbit called, "Will you help me to take this cabbage to Aunt Rabbit?"

"Yes, Mother," said Billy Rabbit.

"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.

"I think I can," said Billy Rabbit.

Then he took the cabbage and he got on his bicycle.

A frog by the brook saw Billy Rabbit.

"That is a big hill," said the frog.

"It is a big, big hill."

Up went Billy and his bicycle.

Little by little Billy went.

Billy worked as hard as he could.

Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and Aunt Rabbit was happy to see his new bicycle.

"Stay to dinner, Billy," she said.

"I have something that you will like.

We will have cabbage and wheat cakes with honey."

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Second Reader, Passage One, Version I

One morning Ben and Mary Ann ran to Father. "We are building a store at school," said Ben. "Can you help us to find some boxes, please?"

"I think there are some empty boxes in the basement," said Father. "You take as many as you want."

The children put some boxes on Ben's express wagon, and went up the street to school.

The man who was in the shoe store called to them, "Do you want some more boxes?"

"We want all the boxes we can get," said Ben.

Mr. Tony was the peanut man. He had a sign which said, "Popcorn and peanuts are warm and brown." He put a yellow box in the wagon.

"Thank you," called Ben. Then the children went around the block and on to school.

At school Mary Ann picked up the little yellow box. Rattle, rattle, rattle it went!

Ben said, "We can play store with these boxes and peanuts. Mr. Tony's peanuts are better than any other peanuts in town are."

Second Reader, Passage One, Version II

One morning Ben ran to Father and Mary Ann ran to Father. "We are building a store at school," said Ben. "Can you help us find some boxes, please?"

"I think that there are some empty boxes in the basement," said Father. "Take as many as you want."

The children put some boxes on Ben's express wagon, and they went up the street to school.

The man in the shoe store called to them, "Do you want some more boxes?"

"We want all the boxes that we can get," said Ben.

Mr. Tony was the peanut man. He had a sign which said, "Popcorn and peanuts, warm and brown." He put a yellow box in the wagon.

"Thank you," called Ben. Then the children went around the block and they went on to school.

At school Mary Ann picked up the little yellow box. Rattle, rattle, rattle!

Ben said, "We can play store with these boxes and we can play store with these peanuts. Mr. Tony's peanuts are better than any other peanuts in town."

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Second Reader, Passage Two, Version I

The day of the birthday party came. Mary Ann put on her new blue dress and her new blue shoes. Ben got dressed for the party and Joe got dressed for the party, too.

"Run to the window," called Mother. "Your friends will be here soon."

"That looks like the bus looks now," said Joe.

Mary Ann opened the door of the apartment and looked out. She saw five of her friends get off the elevator.

"Come in and see Sonny Bear dance," called Ben.

The children watched Sonny Bear dance and they watched him jump. Then they all helped Mary Ann eat the birthday cake!

After the party Mary Ann took some birthday cake out to Bill who was the elevator man.

"I thought something was happening up here today," he said. "Now I have a surprise for you. We will take a ride all the way to the basement." Then the elevator began to go down. Down to the basement it went. "We have some new neighbours," said Bill.

"Mrs. Tabby cat with five kittens!" said Mary Ann.

"I like the fine sign that Bill has put on the box!"

Second Reader, Passage Two, Version II

The day of the birthday party came. Mary Ann put on her new blue dress and she put on her new blue shoes. Ben and Joe got dressed for the party, too.

"You run to the window," called Mother. "Your friends will be here soon."

"That looks like the bus now," said Joe.

Mary Ann opened the door of the apartment and she looked out. She saw five of her friends get off the elevator.

"Come in and see Sonny Bear dance," called Ben.

The children watched Sonny Bear dance and jump. Then they all helped Mary Ann to eat the birthday cake!

After the party Mary Ann took some birthday cake out to Bill, the elevator man.

"I thought that something was happening up here today," he said. "Now I have a surprise for you. We will take a ride all the way to the basement." Then the elevator began to go down. Down to the basement. "We have some new neighbours," said Bill.

"There is Mrs. Tabby cat with five kittens!" said Mary Ann. "I like the fine sign Bill has put on the box!"

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Second Reader, Passage Three, Version I

Three circus clowns were dressing in a small tent. They were looking in their big boxes for trick hats and funny shoes. The three clowns wanted to look as funny as they could look for the big circus.

The tall clown had a policeman suit and green hair. He got into his old car. Away he went into the big tent.

The big clown had a trick hat. "This is the funniest hat that I have," said the big clown. "I think the children will like it." The hat had a little bell on the top. Tinkle! Tinkle! went the bell. The big clown went out with Billy, his trick goat.

The little clown was dressing too. He painted his face white and he put a big red dot on his nose. Into the circus tent he went.

Mary and Ben were in the big circus tent.

"There are the clowns!" called Mary. "The clowns are coming this way."

"I see the clown who helped me find my ticket," said Ben.

"He sees you too, Ben," said Father. "You look at him wave."

Second Reader, Passage Three, Version II

Three clowns were dressing in a small tent. They were looking in their big boxes for trick hats and they were looking in their big boxes for funny shoes. The three clowns wanted to look as funny as they could for the big circus.

The tall clown had a policeman suit and he had green hair. He got into his old car. Away he went into the big tent.

The big clown had a trick hat. "This is the funniest hat I have," said the big clown. "I think that the children will like it." The hat had a little bell on the top. Tinkle! Tinkle! The big clown went out with Billy who was his trick goat.

The little clown was dressing too. He painted his face white and put a big red dot on his nose. Into the circus tent he went.

Mary was in the big circus tent and Ben was in the big circus tent.

"The clowns!" called Mary. "The clowns are coming this way."

"I see the clown who helped me to find my ticket," said Ben.

"He sees you too, Ben," said Father. "Look at him wave."

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Second Reader, Passage Four, Version I

"Mother!" Ben called. "Guess where I'm going. Father is going to take me to the ball game. The game is at the ball park."

"I'm glad you can go," said Mother.

"Yes," said Ben. "We are going on Saturday."

The days went by. Then one morning Ben said, "This is the day that I'm going to the big game."

"I will help you get ready," said Mother. She brought Ben his hat and she brought him his baseball glove.

Away Ben and Father went to the ball park. They soon found their places and they sat down.

All the people were talking and laughing. Ben's father was talking as loud as anyone was talking.

All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up! Then the ball began to come down. Thump it went into Ben's baseball glove.

The people who were around Ben called, "Good catch, boy!"

Second Reader, Passage Four, Version II

"Mother!" Ben called. "You guess where I'm going. Father is going to take me to the ball game. The game at the ball park."

"I'm glad that you can go," said Mother.

"Yes," said Ben. "We are going on Saturday."

The days went by. Then one morning Ben said, "This is the day I'm going to the big game."

"I will help you to get ready," said Mother. She brought Ben his hat and baseball glove.

Away Ben went to the ball park and away Father went to the ball park. They soon found their places and sat down.

All the people were talking and they were laughing. Ben's father was talking as loud as anyone.

All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up it went! Then the ball began to come down. Thump it went into Ben's baseball glove.

The people around Ben called, "Good catch, boy!"

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Second Reader, Passage Five, Version I

"Some of the children at school have gardens," thought Abel. "I will have one, too." He picked up cans and he picked up sticks. Then he took the shovel and began to dig.

Mr. Gates looked out of his window. "You cannot have a garden without corn," he said.

Abel knew how to plant beans, but he did not know how to plant corn. "Can you help me plant my corn?" he asked.

Mr. Gates told him just what to do. "You put four seeds in each hill," he said. "I suppose you have heard the old rhyme?

One is for the squirrel,
One is for the crow,
One is for the chicks,
And one is to grow."

Mr. Gates' rhyme could not have been right. The squirrels and the chicks did not get this corn. How it did grow! It grew right up under Mr. Gates' window.

Mr. Gates said, "This is about the best corn I ever saw. It is as pretty as a picture is."

Second Reader, Passage Five, Version II

"Some of the children who are at school have gardens," thought Abel. "I will have one, too." He picked up cans and sticks. Then he took the shovel and he began to dig.

Mr. Gates looked out of his window. "You cannot have a garden without corn," he said.

Abel knew how to plant beans, but not corn. "Can you help me to plant my corn?" he asked.

Mr. Gates told him just what to do. "Put four seeds in each hill," he said. "I suppose that you have heard the old rhyme?

One is for the squirrel,
One is for the crow,
One is for the chicks,
And one to grow."

Mr. Gates' rhyme could not have been right. The squirrels did not get this corn and the chicks did not get this corn. How it did grow! Right up under Mr. Gates' window.

Mr. Gates said, "This is about the best corn that I ever saw. It is as pretty as a picture."

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Second Reader, Passage Six, Version I

Up flew the big airplane.

"Just the same old trip," said the pilot. "There is the same train that we always see on the track here."

"There are the piles of lumber at the lumber mill and by the loading station," said the co-pilot.

The pilot knew all of the big farms which were along the way.

All at once the co-pilot said, "Look down there!

What is that by the farmhouse? It looks like smoke looks."

The airplane turned and flew over the farmhouse. Roar!

Roar! it went.

"I don't see a fire engine," said the co-pilot. "I don't think the farmer knows that his barn is burning."

Around the airplane went once again. It flew low and it flew straight ahead. The farmer and his wife heard the noise.

Soon the pilot saw two big fire engines come up the road. He watched the fire engines help to put out the fire.

Second Reader, Passage Six, Version II

Up flew the big airplane.

"This is just the same old trip," said the pilot. "There is the same train we always see on the track here."

"There are the piles of lumber at the lumber mill and there are the piles of lumber by the loading station," said the co-pilot.

The pilot knew all of the big farms along the way.

All at once the co-pilot said, "You look down there!

What is that by the farmhouse? It looks like smoke."

The airplane turned and it flew over the farmhouse. Roar! Roar!

"I don't see a fire engine," said the co-pilot. "I don't think that the farmer knows that his barn is burning."

Around the airplane went once again. It flew low and straight ahead. The farmer heard the noise and his wife heard the noise.

Soon the pilot saw two big fire engines come up the road. He watched the fire engines help put out the fire.

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Second Reader, Passage Seven, Version I

Far away in the big woods was a little pond. The animals thought the little pond was beautiful.

A mother duck quacked to her baby ducks who were near the shore. A black bear came to the pond to drink and to catch fish. The birds liked the little pond and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass the rabbit liked to eat turned brown.

The duck said, "Far away through the trees, there is a big lake which has more water than our little pond has. I will help you find it. You follow me."

All the animals followed. On through the hot dry woods. All at once they heard a loud noise overhead.

"I have found it," quacked the duck. "I saw green grass and I saw flowers there."

For many days the animals stayed by the big lake. Then one day it rained and they started back to the little pond. The duck went ahead and showed the others the way. The animals did not think the trip was a long one this time.

Second Reader, Passage Seven, Version II

Far away in the big woods was a little pond. The animals thought that the little pond was beautiful.

A mother duck quacked to her baby ducks near the shore. A black bear came to the pond to drink and he came to the pond to catch fish. The birds and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass which the rabbit liked to eat turned brown.

The duck said, "Far away through the trees, there is a big lake which has more water than our little pond. I will help you to find it. Follow me."

All the animals followed. On through the hot dry woods they went. All at once they heard a loud noise overhead.

"I have found it," quacked the duck. "I saw green grass and flowers there."

For many days the animals stayed by the big lake. Then one day it rained and they started back to the little pond. The duck went ahead and she showed the others the way. The animals did not think the trip a long one this time.

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Second Reader, Passage Eight, Version I

Every morning all the animals in the woods went to school. That is, they all went but Timothy Bear.

One day Timothy saw something in his mailbox, but he did not know how to read.

Soon Billy Bunny came down the road and Betty Bunny came down the road. Hoppity-hop! Hoppity-hop! Billy was helping Betty to carry a big bowl of cabbage salad.

The five squirrel brothers brought an apple pie and a basket of nuts. More animals came by and each one had a covered basket.

Timothy followed them and he peeked around a tree. A picnic! It was the most wonderful picnic that he had ever seen. Timothy began to cry.

Mac Mouse saw Timothy. "Come to the picnic," he called. "The postman put a letter about the picnic in your mailbox."

Just then Mother Bear came down the road with a ginger cake and she came down the road with Timothy's letter. "Now you can see it is always good to know how to read," she said.

The very next day Timothy went to school. Before long he could read as well as anyone in the woods could read.

Second Reader, Passage Eight, Version II

Every morning all the animals who were in the woods went to school. That is, they all went but Timothy Bear.

One day Timothy saw something in his mailbox, but he did not know how to read.

Soon Billy Bunny and Betty Bunny came down the road. Hoppity-hop! Hoppity-hop! they went. Billy was helping Betty carry a big bowl of cabbage salad.

The five squirrel brothers brought an apple pie and they brought a basket of nuts. More animals came by and each one had a covered basket.

Timothy followed them and peeked around a tree. It was a picnic! It was the most wonderful picnic he had ever seen. Timothy began to cry.

Mac Mouse saw Timothy. "You come to the picnic," he called. "The postman put a letter about the picnic in your mailbox."

Just then Mother Bear came down the road with a ginger cake and Timothy's letter. "Now you can see that it is always good to know how to read," she said.

The very next day Timothy went to school. Before long he could read as well as anyone in the woods.

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ABSTRACT

Designed to investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse, this test contains four stories which were drawn from basal readers and modified so that the categories of pronouns were represented in proportion to their occurrence in the basal readers. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. Two passages are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple-choice items, with each item containing four choices. The two passages of cloze or TAR-C tests contain 50 deleted words, and a number of items test words other than pronouns for the purpose of avoiding set. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.]
(WR)

NCTE Committee on Research

The Research Instruments Project (TRIP)

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Category: Reading
Title: 1. Tests of Anaphoric Reference - Multiple Choice Format
(TAR-MC)
2. Tests of Anaphoric Reference - Cloze Format (TAR-C)
Author: Larry A. Miller
Age Range: Primary
Description of the Instrument:

Purpose - To investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse. In the TAR-C, the subject was required to supply a substitute, while in the TAR-MC, the subject had to identify the antecedent.

Date of Construction - 1973

Physical Description - A review of literature and an analysis of basal readers for frequency indicated three predominant categories of pronominal reference of the anaphoric type. Four stories were drawn from basal readers and modified so that these categories of pronouns were represented in proportion to their numbers which occurred in the basal readers. That is, sixty per cent of the pronouns were of the category 1 type, with twenty per cent for each of the other two categories. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. The distance between the antecedent and anaphora was counted in terms of "propositions" and was varied so that one half of the antecedent/anaphora were separated by 0-2 propositions, and half by 3 - 5 propositions. Other story modifications such as avoiding the identification

of sex stereotyping character roles were also made.

Two passages (one with two antecedents and one with four antecedents) are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple choice items, with each item containing four choices. Of the 48 items, 40 test the antecedent - anaphora relationship, whereas the remaining are used as distractor items so that the subjects will not develop a "set" for pronoun type questions. In the story with two antecedents, two additional characters (which do not enter into an antecedent relationship) were introduced to provide enough plausible answers in the multiple choice items. The children are first given the story to read. Upon completion of the story the children's attention is focussed on a particular anaphora in a given line or other word in the case of distractor items (the lines of the stories are numbered). They are then directed to look at the choices in the test and to choose the answer which means the same as the word in the line to which they have been directed. This procedure is followed until all items are completed.

The cloze or TAR-C tests were constructed on the two remaining passages. Fifty words are deleted to ensure validity, as has been suggested in research literature. As in the multiple choice tests, a number of items test words other than pronouns, for the purpose of avoiding "set".

Validity, Reliability, and Normative Data:

Normative data were obtained from 100 subjects in grade two and who were divided equally between reading achievement and sex. Content validity was established for the construction of the stories and for the multiple choice items. Validity for the cloze is based on research for this instrument. Reliability for the two forms of the cloze (TAR-C) was established by a test-retest. Coefficients were .93 and .84 for Forms 1 and 2, respectively. Split-half reliability was calculated for the TAR-MC and when corrected for length, the coefficients for Forms 1 and 2, respectively were .80 and .77.

Ordering Information:

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Related Documents:

Miller, Larry A. An Investigation Into the Relationship of Anaphoric Reference and Reading Achievement of Grade Two Children. Unpublished Doctoral Dissertation, The University of Alberta, Edmonton, Alberta, 1974

Larry A. Miller

Larry A. Miller

Close Directions

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You are going to read a story from which some words have been taken out. Whenever you see a blank, you are to try and guess what word has been left out. Write or print this word on the line. Look at your example sheet (hold up correct sheet). Here is an example.

The _____ began to moo.

What word might fit in the blank? (accept answers)

Let's try another one.

Red and _____ are my favorite colors.

What word would you want to write on the line? (Accept answers from the children). Now we see sometimes more than one word can be correct. Most of the time only one word has been taken out of the story. But if you want to put a name on the blank line you may need a title such as Mrs. Smith or Mr. Jones. This is the only time you will use more than one word. All the blanks are exactly the same length, but the words that fill them may be long or short.

Try to fill in every blank. If you cannot think of a word go on to the next blank. Don't be afraid to guess. Watch for punctuation marks such as periods. They tell you where a sentence ends. When you finish go back and try to fill in any blank you skipped. If you want to change an answer cross out the word on the blank and write the new one above it.

If you don't know how to spell a word, hold up your hand. I will come to your desk and spell it for you.

Before we begin the big story let's practice on the small story. Look at example 3. I want you to try and fill in the three blanks in the story. Ready? Begin. (Allow time for completion of the task. Ascertain all children understand the task.

Name _____

1. The _____ began to moo.
2. Red and _____ are my favorite colors.
3. The two bears were _____ for something to eat.
The mother found some _____. Just as they started
to eat another bear came.
"_____ out of my berries," said the big bear.

THE STORM (TAR-C Form 1)

One afternoon Jimmy was working in his garden. Mitten, the cat, was playing near by. Jimmy's father was in bed with a bad cold.

Mrs. Green came out of the lighthouse and said to Jimmy, " 1A will not be visiting 7A grandmother today. A storm is coming. 1B just heard the news on the N11 .

"Mother," Jimmy asked, "May 1A play out in the rain if 1B put on the new raincoat 1B bought for 2B ?"

"Not this time," answered 7B mother.

"The man on the radio said the N11 will be bad."

Mrs. Green went down to the dock. Mitten went with 2A . First, 1A moved the boat into the boathouse and shut the windows. Then 1B went back into the house.

Jimmy took Mitten into the lighthouse. A small drop of rain fell. The clouds were getting darker. 2A helped 7B mother shut the N11 in the house.

"The storm is coming very quickly," said Mrs. Green.

As the two of 2B looked out the window, Mrs. Green pulled down her hat. 1A saw that the lake was not blue anymore.

The waves were splashing up _____ N11 _____ the island. Soon rain began to fall hard.

Mrs. Green went into the lighthouse, took off 7A raincoat, and turned on the radio.

Mrs. Green said, " 1A hope all the small boats get to the docks safely. 7A friend Judy N11 sailing today."

Jimmy answered, " 1A hope so too. The small boats can upset very easy. 1B must go up in the lighthouse and turn on the lamp."

When Jimmy climbed to the top of the lighthouse, Mrs. Green went with 2A. The water looked wild. 1A looked out over N11 lake with the field glasses. 1B could see the small boats trying to find a safe place to stay.

Mrs. Green said, " 1A won't get much sleep tonight. A boat may get into trouble and 1B will have to keep watch. Anything can happen in such a N11 storm." She looked at Jimmy and said, 1A have to go to bed."

Jimmy didn't like going to bed but it was best to listen to 7B mother. It took 2B a long time to fall asleep.

The next morning Jimmy was up early. Mrs. Green was Nil the kitchen making breakfast. Putting on 7B new jacket, Jimmy ran into the room. Outside it was sunny again.

"Do 1B think there will be another storm today?" 1B asked.

Mrs. Green smiled. "No, Jimmy," 1A said. "The storm has blown away. Anyway, 1B have a long list of Nil for 2B to do."

Jimmy hung 7A head. 1A liked watching the stormy seas and listening to the wind. 1B could still remember the crashing waves. Jimmy wanted to stay. But when mother tells 2A to work there is no way of getting out of it. Jimmy's cat ran to 2A. Then 1A picked up a rake and Nil for the garden.

Key: 1,2,7 = respective categories of anaphora included in the study.

A = anaphora/antecedent separated by 0-2 propositions

B = anaphora/antecedent separated by 3-5 propositions

✓ = appropriate answer

The Little Fox (TAR-C Form 2)

Mr. Painter, Judy and Jim had left the car to take a walk in the woods. Beside a big tree Mr. Painter found a baby fox. Its eyes were shut.

"Is something wrong with the fox?" asked Jim. "It is so quiet."

"Yes" 7A father answered, " 1B think 1B needs food. Something must have happened to the mother. This fox won't live if left alone here."

Judy and Jim petted the fox but the nil red animal did not move.

They asked, "May 1B take it home? The fox needs help. 1B will take care of it until it get better."

Mr. Painter picked up the fox, put 2A in his coat, and took it to the car. Then 1B and the kids started nil.

Before long the car came to a stop in the Painter's garage. Jim and Judy hopped out and ran to find a box. A large nil box was found in the house. 1B put some rags in the box to make a bed and 7B father carried the fox over to it.

Judy looked at Jim and said, "Maybe 1A should get some food for the fox. It looks hungry to 2B."

1B thought their father was right and
nil the fox in the garage.

The nil day Judy and Jim were eating
breakfast in the house when 1A heard a loud noise.
Judy rushed to the window. When 1A looked out,
the fox was chasing the chickens and Mr. Painter was chasing
the fox. Taking 7B shoes she ran to help.

Jim rushed outside but by this time the fox had run away.
He looked around and saw 7B father. Mr. Painter
looked at Jim and gave 2A a shake of the head.

"1A must get rid of the fox," 1B
said.

Just then Judy came running out of the house. Jim told
2A the sad news. The fox must be set free in the
nil.

Mr. Painter knew the kids were very sad. 1A
looked at the fox and said, "1B know a wild
fox is not happy when it is kept tied up. So we must give
2B a chance to be free."

Judy and Jim felt sad, but they knew that 7A
father was right. They nil the fox a big break-
fast. Then 1B rode off with their father in the car.

When the three of them found a good place in the woods
the fox was set free. It ran into the woods. The Painters
stood by the car and watched 2B. Judy closed
7A eyes and when she opened them the fox was gone.

Judy went to the kitchen to get some nil for the fox. 1A placed the food beside the fox. Then 1B sat down and watched @2A. The fox opened its eyes but did not make a sound.

Jim said, "1A think the fox should be left alone. Then it will eat something."

Jim and Judy left the garage, but the next morning they were back early. nil of the food was gone. Their plan had worked. The fox sat watching them.

Jim said to the fox, "7A nose is cold and wet. 1A will be better soon."

Then Mr. Painter came into the garage. 1A smiled at the little fox which was now standing on its feet. Jim and Judy were standing nil the fox watching every move.

Mr. Painter said, "1A think the fox is going to get well. That was a kind thing the two of you did for it. Just look at 7B pretty eyes!"

The little fox kept on growing stronger. Before long it began to act like a pet. Jim and Judy played with fox as if 1A were a puppy.

One day Mr. Painter said to Jim and Judy, "The fox is growing fast. 1A must keep it tied up in the yard. 1B might jump over the fence and run after the chickens."

Key: see previous sheets.

Multiple Choice Questions

The Mice

(TAR-MC Form 1)

On your desk you have a story and two answer sheets. After you read the story I am going to ask you some questions and you will circle the answer on the answer sheets.

First, print your name at the top of each answer sheet (check that they don't print their names on the story sheet)

NOW I WANT YOU TO READ THE STORY. BEGIN. (Allow time for reading)

Now let's take answer sheet #1.

Put your finger on line 1. Find the word that tells the name of the witch and circle the word in number 1 on your answer sheet.

Put your finger on line 3. Find the word that tells the name of the cat and circle the word in number 2 on your answer sheet.

Put your finger on line 8. Find the word it and on your answer sheet in number 3 circle the word that means the same as it.

The Mice (cont:)

Put your finger on line _____. Find the word _____.
On your answer sheet in number _____. Circle the word that
means the same as _____.

6, I, 1, I

6, us, 2, us

9, I, 3, I

Put your finger on line 13. Find the word that tells why Crackle wanted
to stay in the house and circle the word in number 4 on your answer sheet.

17, she, 5, she

18, her, 6, her

20, he, 7, he

Put your finger on line 20. Find the word which tells who Crackle called
and circle the word in number 8 on your answer sheet.

21, him, 9, him

22, my, 10, my

TURN OVER THE SHEET

1, I, 11, I

2, you, 12, you

3, we, 13, we

Put your finger on line 6 and find the word which tells what awakened
Crackle and circle the word in number 14 on your answer sheet.

7, her, 15, her

7, his, 16, his

10, the second she, number 17, the second she

Put your finger on line 11 and find the word that tells on what Crackle
fell and circle the word in number 18 on your answer sheet.

12, you, 19, you

13, my, 20, my

15, us, 21, us

16, I, 22, I

17, he, 23, he

19, she, 24, she

THE MICE

1 Once upon a time there was a witch whose name was Crackle. 1
2 She lived with two dogs, Ginger and Sam, and a large cat named 2
3 Fluffy. They lived in a house at the edge of the forest. 3
4 Crackle's house was very old. 4
5 On stormy nights, Crackle would say to Fluffy, "Some- 5
6 times I think this house is getting too old for the two of us. 6
7 Maybe we should live in a new place." 7
8 Fluffy would answer, "Yes, the house is old and it leaks 8
9 in a storm. But I like this broken-down place. Except on 9
10 stormy nights, the house is very quiet. 10
11 On days when the sun was shining, Crackle would say 11
12 to herself, "I have decided Fluffy is right. If I left this 12
13 old house I would still need a new place. I need a quiet place 13
14 where I can get a good night's sleep. I am sure there isn't 14
15 a quieter house than this one." 15
16 One day trouble started. Crackle came home late. She 16
17 was tired. She had been shopping all day for a new hat. 17
18 She went to the cupboard for some food but her cupboard was 18
19 empty. 19
20 Crackle went to the door and called, "Fluffy!" He came 20
21 running in a second. Crackle said to him, "Look in this 21
22 cupboard. Someone has taken my bread and cheese." 22

1 Fluffy smelled the cupboard, "Mice!" he said. "I smell 1
2 mice!" Fluffy looked at Crackle and said, "You go to bed. 2
3 I will stay up and take care of the mice. Then we will both 3
4 be happy." The cat hid in the cupboard. 4

5 Crackle turned off the light and went to bed. She was 5
6 so tired that she fell asleep at once. Suddenly, noises 6
7 awakened her. Fluffy had jumped from his hiding place and 7
8 was running after the mice and bumping into everything in 8
9 the dark. Crackle jumped out of bed and ran downstairs. 9

10 At the bottom of the stairs she missed a step. She tripped 10
11 over Fluffy and fell on the floor. Crackle looked at Fluffy 11
12 and asked, "Did you catch those mice?" 12

13 "No," said Fluffy, "I tried my best. But I did frighten 13
14 them away." 14

15 "Good," said Crackle. "Now both of us can have a good 15
16 night's sleep. I am tired, and it's getting very late. 16

17 Fluffy was sorry that he had not caught the mice. 17

18 Crackle and Fluffy ate some food before going back to bed. 18

19 Then Crackle put out the light and she went upstairs. 19

20 Fluffy stayed downstairs. The night got quiet again. 20

21 "This is better," he said. "No mice!" 21

Answer Sheet Number 1 (TAR-MC Form 1)

Name: _____

1. a. Ginger
- b. Sam
- c. Crackle
- d. Fluffy

2. a. Fluffy
- b. Ginger
- c. Sam
- d. Crackle

3. a. Fluffy
- b. house
- c. place
- d. storm

Answer Sheet Number 2 (TAR-MC Form 1)

Name: _____

1. a. Sam
✓b. Crackle (1A)
c. Ginger
d. Fluffy

2. a. Crackle and Ginger
b. Sam and Ginger (2A)
c. Fluffy and Sam
✓d. Crackle and Fluffy

3. ✓a. Fluffy
b. Crackle (1B)
c. Ginger
d. Sam

4. a. old
b. quiet (1B)
c. new
d. good

5. ✓a. Crackle
b. Ginger (1B)
c. Fluffy
d. Sam

6. a. Sam
b. Fluffy 7B
✓ c. Crackle
d. Ginger

7. a. Ginger
b. Crackle 1A
c. Sam
✓ d. Fluffy

8. a. Ginger
b. Sam
c. Crackle
d. Fluffy

9. a. Sam
✓ b. Fluffy 2A
c. Ginger
d. Crackle

10. a. Fluffy
b. Ginger 7B
✓ c. Crackle
d. Sam

11. a. Crackle
✓ b. Fluffy 1B
c. Sam
d. Ginger

12. a. Fluffy
b. Ginger 1A
c. Sam
✓ d. Crackle

13. ✓ a. Crackle and Fluffy
b. Fluffy and Sam 1B
c. Fluffy and Ginger
d. Crackle and Ginger

14. a. noises
b. mice
c. light
d. tired

15. a. Sam
b. Ginger 2B
✓ c. Crackle
d. Fluffy

16. a. Ginger
b. Crackle 7A
c. Sam
✓ d. Fluffy

17. a. Sam
b. Fluffy 1B
✓ c. Crackle
d. Ginger

18. a. bed
b. stairs
c. floor
d. step

19. ✓ a. Fluffy
b. Sam 1A
c. Ginger
d. Crackle

20. a. Crackle
✓ b. Fluffy 7A
c. Sam
d. Ginger

21. a. Crackle and Sam
✓ b. Crackle and Fluffy 2B
c. Crackle and Ginger
d. Ginger and Sam

22. a. Fluffy
b. Ginger 1B
✓ c. Crackle
d. Sam

23. ✓ a. Fluffy
b. Sam 1A
c. Ginger
d. Crackle

24. a. Sam
b. Ginger 1A
✓ c. Crackle
d. Fluffy

Key: 1, 2, 7 = respective categories of anaphora including in the study.
A = anaphora/antecedent separated by 0-2 propositions
✓ B = anaphora/antecedent separated by 3-5 propositions
= appropriate answer.

Multiple Choice Questions

The Lost Turtle

(TAR-MC Form 2)

On your desk you have a story and two answer sheets. After you read the story I am going to ask you some questions and you will circle the answer on the answer sheets.

First, print your name at the top of each answer sheet (check that they don't print their names on the story sheets).

NOW I WANT YOU TO READ THE STORY. BEGIN. (Allow time for reading)

Now let's take Answer Sheet #1.

Put your finger on line 3 in the story. Find the word that tells where Tom and Jill were going. Circle the word in number 1 on your answer sheet. (Check)

Put your finger on line 11. Find the word her. On your answer sheet in number 2 circle the word that means the same as her.

Put your finger on line 12. Find the word which tells what Jill couldn't find and circle the word in number 3 on your answer sheet.

Now let's begin the next answer sheet.

The Lost Turtle (cont.)

Put your finger on line _____ . Find the word _____ .
On your answer sheet in number _____ circle the word that
means the same as _____ .

6, I, 1, I

7, him, 2, him

8, you ,3, you

Put your finger on line 10. Find the word that tells in what Tom kept
his turtle and circle the word in number 4 on your answer sheet.

10, I, 5, I

13, your, 6, your

14, you, 7, you

16, I, 8, I

Put your finger on line 16. Find the word that tells where Tom left the
turtle and circle the word in number 9 on your answer sheet.

19, you, 10, you

Turn Over The Page

22, he, 11, he

23, his, 12, his

Put your finger on line 32. Find the word that tells where Mrs. Coats,
Jill, and Tom went to pick up the turtle and circle the word in number 13
on your answer sheet.

34, I, 14, I

35, us, 15, us

37, it, 16, it

39, I, 17, I

40, he, 18, he

42, their, 19, their

Put your finger on line 43. Find the word that tells what Jill brought the turtle and circle the word in number 20 on your answer sheet.

43, it, 21, it

45, you, 22, you

49, it, 23, it

51, her, 24, her

The Lost Turtle

1 Mrs. Coats, Jill, and Tom were taking the train home 1
2 after a long visit on the farm. Tom and Jill were happy to 2
3 be going home again. Tom wanted to show his friends the new 3
4 turtle he found on the farm. 4

5 Tom said, "I know the first thing I'm going to do when 5
6 I get back home. I'm going to find something for my turtle 6
7 to live in. I think I will take a look at him now. Jill, 7
8 where did you put his box?" 8

9 "I don't see it," said Jill. "We each have a snowman 9
10 box but I don't see the little box for the turtle." 10

11 Jill helped her brother look all over their car in the 11
12 train. But they couldn't find the turtle anywhere. 12

13 "Oh Tom!" said Jill. "I'm sorry your turtle is lost. I 13
14 know how much you liked it." 14

15 All at once Tom cried, "My turtle isn't lost. I know 15
16 where the box is. I didn't bring it. I put it on a chair at 16
17 the farmhouse before we left today. Then I came off without 17
18 it." 18

19 Mrs. Coats said, "Tom, maybe our friends will send you 19
20 the turtle. I'll phone the farm when we get home. I'll ask 20
21 them to send you the turtle right away." 21

22 Tom sat down and began looking out the window. But he 22
23 couldn't help thinking about his pet. 23

24 At last the trip was over and the Coat's family was 24
25 home. Mrs. Coats went to phone the farm to ask for the turtle. 25
26 By the phone was a note for the family from Mr. Coats. The 26

27 note said that the turtle was being shipped by plane and the 27
28 family could pick it up at the airport. 28
29 Jill and Tom yelled happily. 29
30 Tom cried, "My turtle came by plane." 30
31 Mrs. Coats, Jill, and Tom got into the car and went to 31
32 the airport. Soon, Mrs. Coats stopped the car. 32
33 "Jill, you wait in the car," said Mrs. Coats. "Tom 33
34 and I will go get the turtle. We know where to go so it 34
35 won't take us long." 35
36 In five minutes Tom and his mother were back. 36
37 Tom cried, "I got my turtle. A letter came with it." 37
38 Tom laughed when the letter was read. 38
39 "Our friends wrote that I have the fastest turtle in 39
40 the world," he said. 40
41 The next morning Tom and Jill were up early. They 41
42 couldn't wait to show the turtle to their friends. Jill 42
43 brought some food for the turtle but it was not in the box. 43
44 Mrs. Coats and Tom came running from the kitchen. 44
45 Mrs. Coats said, "Tom, you look in this room. Jill 45
46 and I will look upstairs. The turtle couldn't have gone too 46
47 far. He must be here somewhere." 47
48 A short time later Jill let out a yell. 48
49 "Here it is!" she said. 49
50 Jill had found the turtle swimming around in the goldfish 50
51 bowl. Jill put her hand into the bowl and lifted the turtle 51
52 out. Then Mrs. Coats took the turtle downstairs to Tom. 52

Answer Sheet Number 1 (TAR-MC Form 2)

Name: _____

1. a. friends
b. home
c. turtle
d. farm

2. a. brother
b. car
c. Jill
d. train

3. a. train
b. car
c. brother
d. turtle

Answer Sheet Number 2 (TAR-MC Form 2)

Name: _____

1. a. Jill
✓ b. Tom (18)
c. Mrs. Coats
d. the turtle

2. a. Mrs. Coats
b. Jill (28)
c. Tom
✓ d. the turtle

3. a. Tom
b. the turtle (1A)
c. Mrs. Coats
✓ d. Jill

4. a. car
b. home
c. box
d. farm

5. ✓ a. Jill
b. Mrs. Coats (1A)
c. the turtle
d. Tom

6. a. Tom
b. Jill 7A
c. Mrs. Coats
d. the turtle

7. a. Jill
b. Mrs. Coats 1B
c. the turtle
 d. Tom

8. a. the turtle
b. Jill 1B
 c. Tom
d. Mrs. Coats

9. a. Box
b. chair
c. train
d. home

10. a. Mrs. Coats
 b. Tom 2A
c. the turtle
d. Jill

11. a. the turtle
b. Jill 1A
 c. Tom
d. Mrs. Coats

12. a. Mrs. Coats
✓ b. Tom 78
c. the turtle
d. Jill

13. a. farm
b. airport
c. home
✓ d. train

14. a. Jill
✓ b. Mrs. Coats 1A
c. Tom
d. the turtle

15. a. Mrs. Coats and Jill
b. Tom and Jill 2B
c. Tom and the turtle
✓ d. Mrs. Coats and Tom

16. a. Tom
✓ b. the turtle 2A
c. Jill
d. Mrs. Coats

17. a. Mrs. Coats
b. Jill 1B
✓ c. Tom
d. the turtle

18. a. Jill
✓ b. Tom 1B
c. the turtle
d. Mrs. Coats

19. a. Tom and the turtle
b. Jill and the turtle 7B
c. Mrs. Coats and Tom
✓ d. Tom and Jill

20. a. water
b. milk
c. breakfast
d. food

21. a. Mrs. Coats
✓ b. the turtle 1A
c. Jill
d. Tom

22. a. Mrs. Coats
b. Jill 1A
✓ c. Tom
d. the turtle

23. a. Jill
✓ b. the turtle 1B
c. Tom
d. Mrs. Coats

24. a. Jill
b. Tom 7A
c. Mrs. Coats
d. the turtle

KEY: 1, 2, 7 = respective categories of anaphora included in the study.

A = anaphora (antecedent separated by 0-2 propositions)

B = anaphora (antecedent separated by 3-5 propositions)

✓ = appropriate answer