ABSTRACT
                A study examined the relationships between cognitive
tasks and social skills that are relevant to prereading or beginning
reading instruction by observing lessons given to small groups of
children. Four preschool children--one with many prereading skills
and three with few skills--participated in the study. Student-teacher
interaction that occurred in an early reading lesson was compared
with that occurring in a later lesson to determine if differences
existed between the teacher's interaction patterns with the "high
knowledge" child and with the "lower knowledge" children. The results
showed that over time, the children did learn how to make more
accurate and more extensive use of social patterns to participate in
a lesson. An analysis of the teacher's interaction with the four
students revealed that the teacher was affected by the "high
knowledge" student's displays of competence and tended to repeat,
acknowledge, or praise that child's answers more frequently than
those of the other children. The findings of the study suggest that
the problem of how to interact with a group of children rather than
with one child can be resolved by routine use of a familiar
participation pattern--by using exactly the same set of tasks. Such a
pattern would allow the teacher to gradually diminish his or her role
in the learning process. (FL)

CENTER FOR THE STUDY OF READING

Technical Report No. 205

LEARNING SOCIAL CONTEXT CHARACTERISTICS
IN PREREADING LESSONS

Jana M. Mason
University of Illinois at Urbana-Champaign

Kathryn Hu-pei Au
Kamehameha Early Education Program

May 1981

University of Illinois
  at Urbana-Champaign
51 Gerty Drive
Champaign, Illinois 61820

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, Massachusetts 02238

EDITORIAL BOARD

Learning Social Context Characteristics

in Prereading Lessons

An area of reading research in which interest is fast growing is the study of actual classroom instruction. Perhaps the main reason for this trend is that we have begun to recognize how little we know about the conditions in which children must learn to read, in real classrooms (Cazden, in press). Until very recently, we had little information even at a basic descriptive level. For example, we did not have data on the amount of time generally allocated for reading instruction nor on how much of this time children spent academically engaged in reading. Fortunately, these gaps in our knowledge are fast being filled (e.g., Fisher, Filby, Marliave, Cahen, Dishaw, Moore, & Berliner, Note 1). The conviction that we should try to find out more about what actually transpires during classroom reading instruction is further reinforced by the growing body of evidence that cognitive tasks cannot be interpreted accurately apart from social setting characteristics (e.g., Cole, Hood, & McDermott, Note 2). The idea is that research results are misleading unless cognitive processes, such as those involved in reading, are studied in conjunction with the social circumstances in which skills are learned and practiced. However, if we study the ways in which cognitive and social processes are interrelated in classroom reading instruction, we might then be able to improve the quality of instruction. Cazden (in press) states the argument in the following way:

Learning to read, like mature reading later on, is certainly a cognitive process; but it is also a very social activity, deeply embedded in interactions with teachers and peers. Hopefully, as we understand those interactions more fully, we will be able to design more effective environments for helping children learn. (p. 1, manuscript)

In one set of studies which rely on ethnographic techniques, analyses of teacher-pupil interactions have begun to show how the nature of the social structure in a classroom can affect learning. Children may need to understand the rules governing participation in classroom lessons-- that is, rules for speaking and listening during group activities--in order to benefit from instruction. Analyses of social participation structures in instructional settings (which have shown that the predominant structure is a teacher question followed by a student response and then a teacher evaluation) have provided evidence of communication mismatches between students and teachers. Au (1980), Boggs (1972), Collins and Michaels (1980), Kochman (1972), Philips (1972), Shultz, Erickson, and Florio (in press), Cole, Hood, and McDermott (Note 2), Erickson and Mohatt (Note 3), and Michaels (Note 4) found discontinuities between turntaking structures used in school and at home. They found, principally, that minority culture children did not adjust easily to the prevailing social interaction patterns. Au further demonstrated that when children were allowed to use a turntaking structure that was more familiar to them, their

5

rate of topically relevant verbal interchange, interest in the lesson,
and attentiveness to reading increased. McDermott and Aron (1978)
showed that turntaking structures for children in the bottom reading
groups were different from and, moreover, more disruptive to learning
than were the structures utilized for the top groups. Collins and
Michaels (1980) reported differences in the way a lesson is structured
and in correction procedures provided for good and poor readers, dif-
ferences which favor good readers. These studies suggest that school
achievement is in part a function of the means by which children are
allowed to participate in a classroom lesson. That is, how a lesson
is socially structured can influence children's willingness or ability
to attend to a cognitive task. None of these studies, however, has
centered on the development of young children's ability to participate
within a well-defined context nor on teachers' responses to improvements
in children's interactive skills. We hoped that by analyzing children's
social interactions with a teacher but in an academic setting, we would
find changes over time in children's ability to interact with a teacher.
We also hoped that grouping children together for instruction whom we
knew from our tests differed somewhat in their understanding of reading
would enable us to propose a model indicating how children might use
social interactions to signal their knowledge to others and how teachers
use interactions to foster learning.

In the study to be described here, we focused on the relationships
between cognitive tasks and social skills that would be relevant to pre-
reading or beginning reading instruction, studying lessons given to small

groups of children. We analyzed four children's interactions with a teacher, comparing an early lesson with one that occurred later, and looking for differences in the social interaction patterns of a high-knowledge child (one who had many prereading skills) in comparison with three other lower-knowledge children. Because we wanted to study the early use of social skills in an instructional setting, we arranged to work with preschool children who had not already learned to work in group settings. Some of the methods we used are termed "microethnographic" because our aim was the fine-grained analysis of a relatively small sample of behavior, in this case two videotaped lessons. We think that microethnography makes it possible for researchers to sort out many of the complexities of lessons in order to reveal relationships previously unseen. In addition, we applied methods of discourse analysis. Specifically, we looked at the relationships among academic tasks, social interaction (turntaking) structures, and participants' speech acts.

Methods

Subjects and Setting

Fifteen children, aged 3.7 to 5 years, were given ten 15-minute prereading lessons. Four of the children, whose lessons we analyzed for this report, were selected from among the 15 because parent interviews and a test we gave indicated that these four were representative of children just beginning to understand what it might mean to read. Three of the children knew a few letter names but were not able to read any words.

The fourth, although also not reading words, knew half or more of the letters, showed more interest than the others in letters and words, and was beginning to figure out how to spell short words. The teacher who conducted the lessons was experienced, with a sound background in reading instruction, and was not the children's regular classroom teacher. The lessons were conducted in a small room at the church-sponsored daycare center where the children were enrolled. The church was located in a mid-sized town in Southern Illinois. The children were middle class in socioeconomic status and their mothers had fulltime jobs or were attending college.

Procedures

The lessons consisted of letter, word, picture, and story tasks that had been tried out in earlier work with preschool children (Mason, 1980). For all the tasks, the children sat around a small table with the teacher. The teacher was instructed that for most tasks children were to be called on one by one, in the same order each time, so that they would learn how to take turns during the lessons. Instruction took place daily, in the morning, with lessons planned to last about 15 minutes. Four of the sessions were videotaped, the second and fifth being transcribed for purposes of this analysis. The remaining seven videotapes, including those made of the three other groups, were more briefly studied to verify the patterns of change over time and of signaling used by the more knowledgeable child in each group.

Identification of tasks and turntaking structures. The teacher closely followed the tasks set for the lessons by the researcher, enabling the tasks seen in the videotapes to be easily identified and categorized. Also, because at least one turntaking structure had been specified for the teacher, this area of the analysis was made somewhat easier.

In accordance with the procedure outlined by Erickson and Shultz (in press), transcripts were made of the second and fifth lessons. Both the transcripts, and the videotapes, were studied until we could determine when the teacher shifted to a new task or to another way of managing turntaking structures. (In those transcripts, this consisted of (a) teacher talks, children listen, (b) teacher directs, children take turns responding, and (c) children talk, teacher answers.) Both were discerned from proxemic cues of the teacher (shift in body position or change in focus of attention), intonation and use of key words signaling the introduction of something new (e.g., "Now" with falling tone), and a return to speaking to the group as a whole, rather than to individuals. After marking off task and turntaking structures, we coded each remark by the teacher and the children and the nonverbal response of the children to task demands that signified a new intent or message. Each lesson was considered to have begun when the teacher, after having seated the children, verbally introduced the initial reading task. It was considered to have ended when, in the first case, the teacher announced, "Okay, I think that's all we have to do for today," and in the second, when she said "Okay" after the children agreed that they had read enough stories.

Identification of speech acts. Work by Dore (1976, 1977, 1978),
Lieven (1976), and Shields (1976) provided the basis for a modified classi-
fication of verbal utterances and nonverbal responses, adjusted to focus
on the intent of a classroom lesson. All were classified according to
their explicit or implied intent and tagged with a minus sign if the remark
was out of place with regard to the turntaking structure then in force.
Since most of the interactions were dominated by the teacher around
academic tasks and required information about degree of compliance or
correctness, we separated assertive remarks into two categories (statements
which were related to the topic and comments which dealt with other child-
inserted topics) and separated responsives into correct or incorrect
categories. Performatives were chosen to capture children's attempts to
express their ability or interest in carrying out an academic task.
Requestives coded the few occasions that children asked for something.
Regulatives and expressives were separated into repetitives (when a child
repeated someone else's remark immediately after it was made) and conversa-
tional devices (a catch-all category for an assortment of miscellaneous
remarks). Since nearly all of the children's remarks were made to the
teacher, coding the intended listener was not necessary. The teacher's
remarks were classified into requestives (prompts, directives, and genuine
questions), assertives (statements), regulatives (conversational devices
to order, maintain, or extend an interaction), responsives that attempted
to change behavior (admonish, correct, aid), and responsives that did not
attempt change (accept, praise, repeat, answer). Her remarks were also
coded with respect to the intended listener. More complete definitions of
each type of speech act are presented in Appendix A.

Results

Tasks

Seven different tasks were identified, four of which appeared in both lessons. The tasks are listed below, in the order in which they occurred in Lesson 2. Times given are accurate to about ± 3 seconds.

(1) Identifying a child's name on a card (.6 minutes, Lesson 2 only). The teacher asked the children, "Who knows whose name is on this card?"

(2) Finding the letter-of-the-day from a box of letters (3.4 minutes in Lesson 2, 2.3 minutes in Lesson 5, ~5.7 minutes total). The teacher held out a box containing letter cards and children attempted to pick out a t in Lesson 2 and an m in Lesson 5.

(3) Thinking of a word that begins with the letter-of-the-day (1.15 minutes in Lesson 2, 1.8 minutes in Lesson 5, 2.95 minutes total). Children were asked to say words that began with a t in Lesson 2 and with an m in Lesson 5.

(4) Drawing the letter-of-the-day and pictures of objects beginning with the letter (4.2 minutes in Lesson 2, 4.4 minutes in Lesson 5, 8.6 minutes total). Children were asked to draw a t or m then, with the teacher's help, to think of and draw pictures of objects that began with the letter.

(5) Reading stories (4.55 minutes in Lesson 2, 5.8 minutes in Lesson 5, 10.35 minutes total). After the teacher read a brief story,

she asked each child to read one or two pages of it. The stories were in small booklets, and each was designed to incorporate many words beginning with the same letter. The t story was learned in Lesson 2 and the m story in Lesson 5. Also, other stories already learned were reread.

(6) Reading and pointing to the letter-of-the-day (1.3 minutes, Lesson 2 only). In Lesson 2 the teacher introduced this task with, "Now this time I'm gonna read it [one of the stories described in Task 5] but I want you to show me all the words that start with 'tuh'." In Lesson 5 she briefly attempted to introduce this task again, but the children continued to read without pointing, so no additional time in it was recorded.

(7) Handing a letter card to the teacher (.3 minutes, Lesson 5 only). The teacher inserted this task before Task 3 by asking the children to hand her a card as she named a word that began with the letter, e.g., "Could you give me an m for marshmallow, please?"

The four tasks which occurred in both lessons (Tasks 2, 3, 4, and 5) accounted for 27.6 of the 29.8 minutes. The other three tasks (1, 6, and 7), which appeared in only one lesson, encompassed little lesson time (only 2.2 minutes).

Turntaking

Based on earlier work by Au (1980), Mehan (1979) and Sinclair and Coulthard (1975), three turntaking structures were identified in the two lessons: (a) child-initiated remarks (CIR), 4.4 minutes in Lesson 2, 4.7

minutes in Lesson 5, 9.1 minutes tota'; (b) teacher question-child response-teacher evaluation (QRE), 7.6 minutes in Lesson 2, 7.4 minutes in Lesson 5, 15.0 minutes total; and (c) teacher direction-child listen (TDL), 3.2 minutes in Lesson 2, 2.5 minutes in Lesson 5, 5 7 minutes total.

The CIR structure is evident when a teacher responds to a child-initiated remark. It occurred for the longest duration when the teacher set up a drawing and printing task (Task 4) for the children to carry out, and briefly when another turntaking structure was supposedly in force. In the drawing task during the CIR structure, the teacher either responded to requests, talked to individuals, or occasionally inserted comments to the whole group. For example, in Lesson 5, both KR and TO had initiated requests for help in drawing letter m's. The teacher finished helping TO saying:

T: There you did it TO. (Moves to KR.) Oh that's a--Do you want a little one KR or a big one?
KR: Uhh.
JE: Here's a picture of mud.
T: You're right. That does look like mud. Put an m by it. (Moves to AN.) Okay AN.
JE: I'm goin' to make a big m. Make a monster.
T: A monster: Okay. You put an m by it.
KR: I'm goin' make my mud.
T: Mud? [What is that?] (Starts to move to KR but stops by TO).
KR: [Inaudible]

13

As is evident from this portion of the transcript, children were free to comment whenever they pleased without regard for the teacher's activity or attention, although the teacher attempted to respond to each child's request or remark.

The QRE structure, which prevailed here as it does also in most primary grade classrooms, occurring for half the lesson time, is one in which a series of short dialogues transpire between the teacher and a single child. In these lessons the teacher gave each child a turn in a counter-clockwise direction around the small table, usually by mentioning the child's name and/or directing her gaze to the child. Occasionally she also added, "It's your turn." Following her directive or prompt and a response by the child, she typically acknowledged or evaluated the response. Each three-part interaction generally took only 5-10 seconds. Usually the other children remained attentive while one child was receiving a turn. Here are examples from two different tasks.

> (Teach⁼ has children reread . ⁴ y fror. the s booklet, Lesson 2.)
>
> T: What was this one, TO? ∴ . . .
> TO: Snail.
> T: A smiling snail. Very good. What was this one, AN?
> AN: A sneeze--a sneezing snake.
> T: Right. A sneezing snake.
> ALL: Laugh
> T: Now JE hasn't seen this one before.   I'll go. A splashing . . .
> JE: Spider.
> T: Yeah. What're they doin', sitting . . .
> KR: . . . in a . . .
> T: At supper

(Teacher has asked children to find m's in a box.)

T: JE, you find an m.

      (JE picks letter card.)

T: Oh, he got one. A--oh AN. Can you find an m, our letter
      for today? (AN picks letter card.)

T: Huh, you did. Let's let TO get one.

      (TO picks letter card.)

T: Huh, good.

The TDL structure was used by this teacher principally to introduce
the procedures for working or responding. During this time the children
were supposed to listen but not speak. Duration of this structure never
exceeded 36 seconds and more often occurred for 6-12 seconds. Here are
two examples from the second lesson.

(Children are about to read a story.)

T: Now. Let's look at our tuh story. Remember from yesterday.
      I read it first and then you read it. (After an interruption
      by TO and JE, she continues.) This is a story about Teeny
      Tiny . . . (continues by reading the story).

(After she reads the story, she says)

T: Okay, let's see. TO, can you tell me what's this page?

Mapping of turntaking structures over tasks. The four tasks which
occurred in both lessons were conducted almost entirely in either the
CIR or the QRE turntaking structure, apart from some time in the TDL
structure, when the teacher explained the task to the children. Thus,
Tasks 1, 2, 3, 5, 6, and 7 were conducted principally in the QRE turn-
taking structure, while Task 4 was associated with the CIR structure.

15

The occurrence of turntaking structures within tasks across the two lessons is shown in Figure 1. It was apparent, as others have demonstrated (e.g., Sinclair & Coulthard, 1975), that changes in lesson content were usually marked by the teacher taking control of the floor, using the TDL structure to speak to the group. As seen in the figure, the later lesson showed fewer shifts in task and turntaking structure. There were 6 task and 30 turntaking structure shifts in Lesson 2, but 4 task and 23 turntaking structure shifts in Lesson 5.

Insert Figure 1 about here.

Violations of turntaking rules. Each turntaking structure carries with it particular rules for social interaction. It is readily apparent, for example, that the QRE structure requires children to take turns responding. Not only does the teacher point to, turn toward, look at, or name the child who has the turn, but children who speak out of turn are admonished, while those who remain silent are often helped or prodded until they do respond. That the TDL structure allows only the teacher to have a turn is evident by the response to an interruption--the teacher either ignores it or gives a very brief answer but returns immediately to the teacher's topic. The CIR structure, by contrast, allows anyone to talk, but since communication is the purpose, speakers should not interrupt each other. Ideally, children should vie for the floor but then be quiet when another person is speaking. Children, then, have a complex set of school social interaction patterns to figure out: When ought they remain silent,

when is it sharing-turns time, and when can they speak out? How does the
teacher signal these changes to the children?

To study whether children learned to follow the rules that were evident
in these transcripts, their remarks were coded with a minus if they violated
a rule of the turntaking structure that was then in force. Violations
were then categorized as shown in Table 1.

Insert Table 1 about here.

In no category were there more violations in Lesson 5 than in
Lesson 2, and altogether there was a reduction by three times in the
propr cion of violations. However, two borderline types of remarks which
occurred only in Lesson 5 were not included here: (a) There were six insertions
of statements by children during the TDL structure, but these occurred
when the teacher had paused because she was at the end of a statement or
directive. Since the children may have believed she was at a juncture
between turntaking structures, and since they did not in these cases overlap
her speech, these were not counted as violations. (b) There were nine
occasions when, during the QRE structure, as a child hesitated in answering,
another child whispered the answer to him or her. Since the child spoke
directly to the turntaker, without usurping the other's turn, these remarks
were not counted as violations either. Both of these borderline cases
seemed to us attempts to "bend the rules;" that is, they seem to be based
on an understanding of the rules, rather than a lack of knowledge of them.

Speech Acts

The four children produced a total of 140 speech acts (verbal utterances and nonverbal messages) in Lesson 2, and a total of 215 in Lesson 5, as shown in Table 2. There were substantial changes over the two lessons in the type of speech acts children used. They more than doubled their self-initiated remarks (requestives, assertives, and performatives) and remarks that could extend an interaction with the teacher (regulatives and expressives), but they had fewer responsives.

The teacher produced a total of 637 remarks (Table 3), which were nearly evenly divided between the two lessons. The only noticeable change for the teacher was in the incidence of the two types of responsives. There was a decrease over time in change-initiating responsives (help, correct, or admonish) and an increase in other responsives (praise, accept, or repeat). These changes probably occurred because the teacher adjusted the tasks to children's knowledge.

Insert Tables 2 and 3 about here.

Table 4 shows a breakdown of the children's speech acts according to the turntaking structure. A comparison over the two lessons of the child-initiated remarks (summing requestives, assertives, and performatives) indicates that these remarks increased principally during the CIR structure (14 such remarks in Lesson 2, but 44 in Lesson 5). However, increase in use of regulatives and expressives occurred almost entirely during the QRE structure (24 remarks in Lesson 2, but 67 in Lesson 5).

This suggests that the children adapted their verbal interactions with the teacher to fit better the turntaking structure imposed by the teacher. However, to guard against the possibility that the effects attributed to learning of turntaking rules were actually the results of particular tasks, children's speech acts were tabulated according to lesson and task. As shown in Table 5, speech acts increased in all four tasks which occurred in both lessons. Thus, there is little evidence to suggest that task differences affected speech rate changes. (For example, it was not true that easier tasks generated a greater response rate.)

Insert Tables 4 and 5 about here.

The following examples from the transcripts show how much more smoothly Lesson 5 occurred as the result of the children's greater social and cognitive understanding. Children interpreted a greater number of task-appropriate remarks at appropriate junctures in the turn-taking contexts.

Lesson 2, CIR Structure, Task 4

```
T:  Let's make a t for - um - a toaster.
    Can you make another t for Toas ┌ter?┐
KR:                                  └Look!┘
T:  Okay.  Now let's think of a picture you could draw
    and make a t to go with it.  (leans toward TO).  What has -
    what has a t sound?
KR: ┌Toooo  ┐
JE: └Inaudible┘
T:  A toad or a turtle or a turnip.
    ┌Who could make--┐           10
AN: └What is that-- ┘
```

Lesson 5, CIR Structure, Task 4

T: Okay, which one are you goin to make?   (Speaking to TO)

       Shall we make the big one?

AN: I can't make an--any either.

T: That's very good AN. Try again.

       That's really very good.

JE: I made a m, a small m.

T: Oh, very nice.

KR: I can't make one.

JE: I'm goin to make a picture of mud.

T: There you did it TO. (Moves to KR.) Do you want a big

       one K. Yes? A big one?

KR: Uh uh.

JE: Here's a picture of mud.

Lesson 2, QRE Structure, Task 2

T: Get a t outa there.   T places box in front of AN.

       Huh. Good girl.   AN picks letter.

JE: (inaudible)   T places box in front of JE.

T: There's some big ones and some   JE picks letter.

       little ones. Good JE.

T: Okay, KR.

       Huh, Good boy.

Lesson 5, QRE Structure, Task 2

T:	KR. [Let KR go next.	T places box before KR.
JE:	I got a big one.	
TO:	I got a big one too.	
T:	Did you get one?	KR picks letter.
	Everybody got a big one this	
	time.	
TO:	But not AN.	
T:	Didn't ya, oh, you're right TO.	
	She got a little m.	
	There you go JE.	T puts box before JE.
JE:	Big m.	
T:	Another big one.	

Reduction of speech acts while giving directions. Another aspect
of social learning is evident as the teacher realizes the children under-
stand the task and reduces task descriptions. On repetitions of the four
tasks that were repeated, she used fewer words and phrases and often
made fewer directives or descriptive statements. There were 17 separate
remarks over the four tasks in Lesson 2 and 13 in Lesson 5. All the
teacher's TDL remarks for the four tasks are reported below: The number
of remarks made are noted after each task.

Lesson 2, Task 2 (after drawing for children a printed upper- and lower-case t)

    T: Now, let's see if you can find the t. All right? This is first time for JE but TO did this yesterday. TO, you want to pick the first one? (4)

Lesson 5, Task 2 (after drawing m's)

    T: Let's see how many m's you can find in this box. Let's take them one at a time. JE, you find an m. (3)

Lesson 2, Task 3

    T: Now let's think of some words that begin with t. Like let's start with TO. Who else--what else w--starts with tuh? (3)

Lesson 5, Task 3

    T: Now you tell me--You give me an m for--you give me a word that starts with m. (1)

Lesson 2, Task 4

    T: I have some paper here and what I would like you to do is to make a couple of t's for me. I'll give you a word that has a tuh sound and I'd like you to make a t to go with that word. Okay? I'm gonna give you a nice black pen and you can make your t just like this one up on the top. (7)

Lesson 5, Task 4

    T: Could you make me--print a couple of m's? We'll print an m for monster and milk and then we'll draw a picture of a monster or a milk carton or a marshmallow. Let's all make an m just like at the top of your paper. Make an m right up there just like it. (5)

Lesson 2, Task 5

    T: Now 'et's look at our tuh story. Remember from yesterday.

        I read it first and then you get to read it. (3)

Lesson 5, Task 5 (after a child interjects the comment that he's going

outside to play)

    T: Huh, do you know .,hat? You guys (inaudible) you didn't hear

        our <u>m</u> story. Know what it's about? A monster. (4)

    <u>Truncation of teacher's QRE directives</u>. A change was observed in

the patterning of interaction during QRE structured tasks, both within

and across lessons. The teacher usually shortened her directives to

individual children as task performance and responding began to operate

smoothly. Here are the directives given during the letter selection task

in the two lessons. We skipped the first because it appeared directly

after the general directions for the task, and skipped some in the middle

because they are similar to the middle ones that are reported.

Lesson 2

    Directive 2:   Okay, AN. Let's let AN go and then JE. Get a <u>t</u> outa
                     there.

    Directive 3:   There's some big ones and some little ones.

    Directive 4:   Okay KR.

    Directive 6:   Okay TO. Look again. See what you can find.

    Directive 8:   JE picks letter before teacher verbally directs him.

    Directive 10: Okay TO.

    Directive 11: Okay AN. They're getting very hard to find now. There's
                     just a couple left.

    Directive 12: JE. There's one real silly looking <u>t</u>. See if you can
    (last)   find that one. You have to be very good to be able to
                     find . . .

Lesson 5

Directive 2:	Oh, AN. Can you find an m, our letter for today?
Directive 3:	Let's let TO get one.
Directive 4:	KR. Let KR go next.
Directive 6:	AN. Let's let AN go next then you can go TO.
Directive 8:	Okay KR.
Directive 10:	Okay AN.
Directive 11:	Okay TO. Look closely. You may have to move 'em around a little bit.
Directive 12: (last)	Okay. Let's see, KR. I see it. This is a tricky one. Can you see it?

Directives changed within each lesson. At first, the teacher reminded the children of the task; in the middle she usually reminded them only of their turn, with an okay and their name; and at the end, because of the scarcity of letters, she added comments, offering hints so that they would be successful. Over the two lessons, there was a decrease principally in the teacher's initial description of the task. However, she continued to issue regulatives to maintain a rapid response rate and again provided additional comments at the end.

Effects of Competency Differences among Children

When we study lessons as social contexts, we should expect to find interactive effects: Not only does the teacher influence students, but students in turn affect the teacher. To identify these effects, we needed to have children in a group who differed from one another. We chose to focus on a contrast in knowledge about reading, placing one higher-knowledge child in each group of four children. That allowed

us to measure both differences in children's displays of competence
and differences in the teacher's responses. That is, the first step
in the analysis was to confirm that the one high-knowledge child either
used more speech acts altogether or used them in different proportions
than the other three. The second step was to determine whether or not
the teacher responded differently to this child than to the others.

Differences in children's display of competence. Differences among
the children were expected based on a notion that competence is evident from
the use of clear and accurate statements and a larger number of correct
responses. Thus, we tabulated for each child the number of performative
statements (e.g., "I can do . . .") in conjunction with statements made
about the task (e.g., "this is a picture of mud"), requests to do the
activity first, alone, or without help (e.g., "I wanna read it by myself"),
and correct responsives. It is important to note that while children were
given an equal number of opportunities to respond and did not differ in
the incidence of requestives, regulatives, or expressives, they varied
as expected in their use of assertives, performatives, and responsives.

Differences among children on the quantitative characteristics
(presented in Table 6) show clearly that JE, the child with the most
knowledge of prereading, made a larger number of descriptive statements to
the teacher about the tasks, more often issued remarks about task-related
activities, and despite receiving no more directives to answer than did

25

other children, found more opportunities to express his knowledge. Here

are some of his remarks, nearly all of which drew a teacher response.

```
-------------------------
      Insert Table 6 about here.
-------------------------
```

In comparison to other children's remarks, also presented below, JE's

statements show his greater ability to describe accurately the tasks.

JE: (1) I made a gigantic t.
     (2) Look at my gigantic t.
     (3) Want me make a smaller m?
     (4) I'm goin to make both m's.
     (5) Here's a mouse.
     (6) I'm goin to color in the
         pictures.
     (7) I wanna read that all by
         myself.

JE's first five remarks were made during the letter-picture drawing task. All were appropriate to the task and secured a teacher response. In remark (7) he asked to read the m story.

KR: (1) Look at the tree I made.
     (2) Look at those pears on there.
     (3) Look at this. A person's
         splashin in it.
     (4) I wanna do that.
     (5) I can make a little--
         (gestures to complete thought).

All of KR's remarks were made during the letter-picture drawing task. Remark (2) occurred when he was supposed to be drawing t pictures, No. 3 referred to his picture of mud, in No. 4 he wanted to draw a letter, and in No. 5 he was talking about the letter m.

AN: (1) And this is gonna be--this is
         a monster.
     (2) I wanna make a flower.

AN's second response occurred after the teacher tried to interest her in drawing something that began with m.

TO: (1) I made mud.
     (2) I'm--I'm doing it.

TO's second response occurred during story-reading. He wanted his turn to read.

Even before the end of the second lesson (which was JE's first lesson since he had been absent the day before), JE had begun in several ways to demonstrate his greater competence. On the easy, letter-picking task (Task 2), JE found letters before the teacher could issue a directive. Then, following the task of pointing to letters in the story (Task 6), the teacher commented to all the children, "All those words have a a at the beginning, don't they?" JE, apparently noticing t's at other locations in words, added, "And at--in the middle and in the last." After one reading of the new story by the teacher, JE began to insert the correct word or phrase both during his own turn and when others had been nominated. In the fifth lesson he was even more confident. Twice he reached for the book, thrice requested to read it, and on several occasions told other children the word if they hesitated. In addition, when drawing, he was able to ask the astute question, "What else starts with m?" and was the only one to be able to say, "I don't know that word."

Differences in the teacher's verbal response to children. Relying on our intuitions that teachers try to foster correct responses and also are more apt to notice clear and accurate statements, we expected that the high-competence child's statements and responses would be somehow highlighted by the teacher. We tabulated separately the remarks made by the teacher to each child. Differences in her use of speech acts are shown in Table 7.

Insert Table 7 about here.

27

While the teacher made similar numbers of requestive remarks and change-influencing responses to all children and gave them about the same number of opportunities to respond, she did not distribute her other remarks equally. She more often verbally noted JE's responses or remarks (by repeating, praising, or acknowledging) and also carried out longer or more frequent interchanges with him. As a result, nearly a third of all her remarks were directed to him while the other children each received a little less than their quarter share.

Additionally, two unusual remarks by the teacher occurred in Lesson 2 (letter picking) which set JE apart from the other children. Noticing how quickly he found letters, she exclaimed, "Oh, JE knows right away." To AN, however, she said, "Can you find one? There's a couple more left. Let's look through 'em. C'n you find one? See a t?" KR was also helped: "Let's look. There's some big ones and some little ones." TO was nearly helped: "Now there's just a--that's a good pick." Furthermore, to JE on his last turn, she challenged with, "There's one real silly looking t. See if you can find that one. You have to be very good to be able to find-- there you did it." By contrast, when KR got the last turn for the same task in the fifth lesson, she implied her readiness to help saying, "Can you see it?" Thus, even with a task that all of these children were able to accomplish, the teacher made remarks that in subtle ways differentiated JE from the others. JE's greater competency was acknowledged through the teacher's special comments to him and her greater readiness to help the others,

Another revealing incident occurred in Lesson 2 during letter drawing (Task 4). The teacher had been telling the children what they could draw that began with t, because none had yet thought of any words by themselves. Turning to JE, she said "How 'bout a turtle. Can you do a turtle?" JE shook his head, looked down at his paper. "Whatchado?" she asked. JE answered, "Teetertotter." She was apparently surprised that his competency extended this far, for, her praise was loud with a strong emphasis on his answer: "Teetertotter, that's great. That's just exactly right."

Differences in selection of turntaker. Another way to highlight a response is to give a child the first turn for a task. To look at this, we compared the teacher's selection of the first turntaker. In Lesson 2, TO was asked to begin letter picking, letter-word matching, and on three occasions to start rereading a story (where the orderly sequence was broken in order to begin with TO). JE and AN were each asked to begin one of the story rereadings, and JE was asked to begin the name-card task. In Lesson 5, JE was asked to initiate letter picking, word repetition (Task 7), letter-word matching, and two of the four story-reading occasions. The other two story readings were begun in the regular sequence by KR. Thus, even though the teacher had agreed beforehand to assign turns in the same sequence from child to child, she most often started Lesson 2 tasks with TO (perhaps she did not yet realize JE's greater competency) and nearly always chose JE to begin Lesson 5 tasks.

Discussion

Did the children know better by the fifth lesson how to interact with the teacher? Evidence from several sources indicates that the answer is yes. The first piece of evidence comes from incidence of violations of turntaking rules (Table 1). In all categories of violations children made fewer inappropriate remarks in Lesson 5 than they did in Lesson 2 (17 versus 35). Taking into account the fact that children made half again as many remarks in the fifth lesson, the disparity becomes even larger (8% of all Lesson 5 remarks and 25% of Lesson 2 remarks). Our interpretation that the reduction of violations is due to social learning is compelling because reductions occurred for all tasks (Table 5).

The decrease over the two lessons in inappropriate remarks accompanied by an increase in children's speech acts is the second piece of evidence that children were learning the social interaction patterns. While there was little change in the incidence of children's responsives, incidence of requestives, assertives, and performatives increased from 20 remarks in Lesson 2 to 57 remarks in Lesson 5. Regulatives and expressives increased from 34 to 84. When these were broken down according to the participation structure in which they had occurred (Table 4), it was apparent that most of the increase in self-initiated remarks occurred during the CIR structure, while the principal increase in responsives occurred in the QRE structure. This indicates that the children adapted to the particular turntaking structures, utilizing both structures more effectively in order to increase their participation in the lessons.

Finding that the children did learn to make more accurate and more
extensive use of social patterns to participate in the lesson permitted
us to ask a question about effects on the teacher. Were the changes in
children's social knowledge noticed by the teacher. If so, what were
her responses? An analysis of task directions, given for the same tasks
in Lessons 2 and 5, suggests that the teacher did perceive these changes.
In Lesson 5, she gave a briefer description of each of the four tasks
that had also occurred in Lesson 2. An analysis of her directives in the
QRE structure also supported this interpretation. She made fewer controll-
ing statements in the Lesson 5 task than the Lesson 2 task. Further, there
was an orderly truncation of directives within each task, so that "Okay"
or the child's name often became sufficient to cue the right child to
answer a question or carry out a task.

Next, we looked at the effect on the teacher of children who differed
in their knowledge about reading. The teacher's responses to the children
indicated without doubt that she was affected by JE's displays of compe-
tence. While giving the children an equal opportunity to respond, she
repeated, acknowledged, or praised JE's answers far more frequently than
those of the other children (Table 6). This seemed to be an appropriate
action in this context because it made the other children better aware of
good or correct answers. Interestingly, in a later interview, the teacher
reported that until reading this paper she had not realized the extent
of JE's influence.

31

The final effect of JE's competence that we analyzed was teacher selection of the first responder. While in Lesson 2 (JE's first lesson), JE was twice chosen to be first, and in Lesson 5 he was chosen to begin five of the seven tasks. This was also an appropriate response, because it helped to minimize children's errors. That is, a high-knowledge child is more likely to model the task accurately, making the task somewhat easier for the other children. The teacher's choosing JE most often in Lesson 5 indicates that she was reacting to his greater competency and was adapting her lesson structure accordingly.

A Social Interaction Model

While the patterning of social interactions revealed by this analysis of two lessons given to young children may not prevail in public school classrooms among older children, it ought to provide a model for teachers of the social strategies to be aware of, particularly when introducing young children to formal lessons. It is apparent that teachers often play a role not unlike that suggested by Bruner (1976), Snow (1976, Note 5), and Cazden (Note 6), who studied how young children learn through interaction with their mothers. They showed that a predominant pattern is a routinized game between mother and young child in which the child is given an increasingly larger role to play until the game can be carried out successfully with mother as onlooker. In similar fashion to the QRE structure, the mother asks questions to which she knows the answer, and the child's principal role is to perform without error. However, there

the similarity ends, because in a school setting, a teacher must interact
with a group of children rather than a single child and must somehow
figure out how to provide opportunities for several children to perform
flawlessly and yet gain increasing expertise. Evidence from this study
suggests that the problem of how to interact with a group of children
rather than one child can be resolved by routinized use of a familiar
participation structure, that is, by making frequent use of exactly the
same interaction pattern with repeated use of the same set of tasks.
With its repetition, the teacher can gradually diminish his or her role
until a word or nod is sufficient to initiate the next round of student
participation. Our teacher used the QRE structure to achieve this effect.
However, to keep children from feeling that they had no interactional
rights (see Au, 1980), she occasionally allowed the CIR structure; that is,
she relinquished her control of the setting so that children could initiate
requests or statements to her. Flawless performance, or minimizing errors,
is addressed by (a) coupling a familiar participation structure with a
task so that children can focus on the cognitive rather than social demands,
(b) revising tasks or giving more clues about the answer when incidence of
errors is high, (c) giving the "hard" questions to more competent students and
"easy" questions to less able students, and (d) highlighting and prolonging
interactions with high-competence children in order that their display of
knowledge can serve as a model for other children. In this study, these
were achieved in the following ways. First, coupling the QRE c CIR

33

participation structure with particular tasks occurred throughout the lessons. Thus, the children quickly learned to expect to interact with the teacher in a certain way as soon as a task was announced. Second, when errors were high, the teacher eliminated the task in later lessons or preceded the task with more information and gave more clues during its occurrence. That meant a decrease over the set of lessons in wrong responses. Third, dispensation of hard items to more able children meant turning to JE. Although the teacher was committed to circling round the group for turns, which meant that she could not pick out hard items for him to answer, she created a substitute, that of giving him the first turn of most tasks. The fourth point, highlighting responses of more able children, was very apparent. JE was praised and his answers accepted or repeated by the teacher far more frequently than was the ca' with the other children.

The model proposed here of social interaction in the primary grades is characterized by establishment of routinized macrostructures (task and turntaking procedures) but also by frequent modification of micro-structures (type of speech act, particularly incidence of teacher res-ponsives to children's answers) and ordering turntakers. Macrostructures are established by the teacher and, based on their familiarity to the children, are gradually or rapidly learned. As they are put into place (become routinized), the social interaction between teacher and students pro-ceeds more smoothly, making it more likely that messages from a teacher about the nature of the task or messages from children about their need for help, preferences, or understanding of the task become easier to communicate

and easier to interpret. The microstructures, manipulated by the teacher
to improve children's opportunities to learn, serve as fine-tuned
adjustments on the lesson as a whole.

Reference Notes

1. Fisher, C., Filby, N., Marliave, R., Cahen, L., Dishaw, M., Moore, J., & Berliner, D. Teaching behaviors; academic learning time and student achievement: Final report of phase III-B, beginning teacher evaluation study (Tech. Rep. No. V-1). San Francisco: Far West Laboratory for Educational Research and Development, June 1978.

2. Cole, M., Hood, L., & McDermott, R. Ecological niche picking: Ecological validity as an axiom of experimental cognitive psychology (Working Paper 14). New York: Rockefeller University, Laboratory of Comparative Human Cognition and the Institute of Comparative Human Development, 1978.

3. Erickson, F., & Mohatt, G. The social organization of participation structures in two classrooms of Indian students. Paper presented at the American Educational Research Association, New York, April 1977.

4. Michaels, S. Sharing time: An oral preparation for literacy. Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, March 1980.

5. Snow, C. Routines and rituals in parent-child interaction. Paper presented at the American Educational Research Association Convention, Boston, 1980.

6. Cazden, C. Peekaboo as an instructional model: Discourse development at home and at school. In Papers and Reports on Child Language Development (No. 17). Palo Alto, Calif.: Stanford University, Department of Linguistics, 1979.

References

Au, K. A test of the social organizational hypothesis: Relationships
between participation structures and learning to read. Unpublished
doctoral dissertation, University of Illinois, 1980.

Boggs, S. The meaning of questions and narratives to Hawaiian children.
In C. Cazden, V. John, & D. Hymes (Eds.), Functions of language in
the classroom. New York: Teachers College Press, 1972.

Bruner, J. On prelinguistic prerequisites of ੨ech. In R. Campbell &
P. Smith (Eds.), Recent advances in the psychology of language. New
York: Plenum Press, 1976.

Cazden, C. Learning to read in classroom interaction. In J. Guthrie (Ed.),
Reading comprehension and education. Newark, Del.: International
Reading Association, in press.

Collins, J., & Michaels, S. The importance of conversational discourse
strategies in the acquisition of literacy. In Proceedings of the Sixth
Annual Meeting of the Berkeley Linguistics Society. Berkeley:
University of California, Department of Linguistics, 1980.

Dore, J. Requestive systems in nursery school conversations: Analysis
of talk in its social context. In R. Campbell & P. Smith (Eds.),
Recent advances in the psychology of language. New York: Plenum
Press, 1976.

Dore, J. Children's illocutionary acts. In R. Freedle (Ed.), Discourse
production and comprehension (Vol. 1). Norwood, N.J.: Ablex, 1977.

Dore, J. The structure of nursery school conversation. In K. Nelson

(Ed.), Children's language (Vol. 1). New York: Gardner Press, 1978.

Erickson, F., & Schultz, J. When is a context?: Some issues and methods

in the analysis of social competence. In J. Green & C. Wallat (Eds.),

Ethnographic approaches to face-to-face interaction. Norwood, N.J.:

Ablex, in press.

Kochman, T. Rippin' and runnin'. Urbana: University of Illinois Press,

1972.

Lieven, E. Turntaking and pragmatics: Two issue_ in early child language.

In R. Campbell & P. Smith (Eds.), Recent advances in the psychology

of language. New York: Plenum Press, 1976.

Mason, J. When do children begin to read: An exploration of four-year-

old children's letter and word reading competencies. Reading Research

Quarterly, 1980, 15, 203-227.

Mason, J. Prereading: A developmental perspective. In P. D. Pearson (Ed.),

Handbook of research in reading. New York: Longman, in press.

McDermott, R., & Aron, J. Pirandello in the classroom: On the possibility

of equal educational opportunities in American culture. In M. C.

Reynolds (Ed.), Futures of exceptional students: Emerging structures.

Reston, Va.: Council for Exceptional Children, 1978.

Mehan, H. Learning lessons. Cambridge, Mass.: Harvard University Press,

1979.

Phillps, S. Participant structures and communicative competence: Warm
Springs children in community and classroom. In C. Cazden, V. John,
& D. Hymes (Eds.), Functions of language in the classroom. New York:
Teachers College Press, 1972.

Shields, M. Some communicational skills of young children: A study of
dialogue in the nursery school. In R. Campbell & P. Smith (Eds.),
Recent advances in the psychology of language. New York: Plenum
Press, 1976.

Shultz, J., Erickson, F., & Florio, S. Where's the floor?: Aspects of
the cultural organization of social relationships in communication
at home and at school. In D. Gilmore & A. Glatthorn (Eds.), Ethnography
and education: Children in and out of school. Philadelphia: University
of Pennsylvania Press, in press.

Sinclair, J., & Coulthard, R. Towards an analysis of discourse: The
English used by teachers and pupils. London: Oxford University Press,
1975.

Snow, C. The conversational context of language acquisition. In R. Campbell
& P. Smith (Eds.), Recent advances in the psychology of language.
New York: Plenum Press, 1976.

Appendix A

Speech Act Classification System

Student speech acts

Requestives. Asks for information, help, or permission: "I can't make m's." "What is that thing up there for?"

Assertives

Statement. On-task remarks which describe or report information about the lesson: "I got a big one." "A person's splashin in mud."

Comment. Off-task remarks which describe or report information that are not related to the current task: (T introducing lesson) "I don't like mayonaise." (T starting to read story) "I don't have my picture in yet."

Performatives. Claims of action carried out or about to be carried out: "I'm goin to make both m's." "I make mud."

Responsives

Correct. Satisfactory verbal or nonverbal response to teacher's prompt or directive: JE picks letter from box; T: "What's your m for?" TO: "Marshmallow."

Incorrect. Unsatisfactory verbal or nonverbal response to teacher's prompt or directive: TO picks a card. T: "Oh is that a t?"

Ignore or avoid. No response to teacher or rejection of teacher's answer: T: "OK, what's your last m for? Mud?" JE shakes head; T: "AN, could you make a little mommy?" AN does not respond.

Regulatives and expressives

Repetition or acceptance. Repetition of teacher's remark or acknowledgment of teacher's remark: T: "Say mud." KR: "Mud." T: "What's on your car? A tire?" JE nods.

Miscellaneous conversational devices. Attention getters, politeness markers, fillers, exclamations: "Yuk." "Umm." "Aak." "Look!"

Teacher speech acts

Requestives

Prompt. Examination-type question or request to student when answer is known by teacher: "Who knows whose name this is?" "What are they doin?" "Can you give me an m word?"

Directive. Action request: "Put it right here." "Okay, KR," (placing letter box before child). "Can you make a t for a toad? Make a t for a toad."

Question. Question when answer is not known by teacher or when clarification is needed: "You got both monster and a mud or is that a mommy?" "Shall I help you make an m? Is that what you need, AN?"

Assertives

Statement. Expression of information, rules, explanations or descriptions of lesson content, or of students' role: "Okay, this is called teeny tiny." "I see it. This is a tricky one." "It's the letter m and it's our special letter for today."

Responsives that do not attempt to change student behavior

Answer. Responses to student questions: JE asks, "Want me to make a smaller m?" T: "Yes." JE asks, "What else starts with m?" T: "Mouse."

Acceptance. Acceptance of student's response with a neutral marker: "Okay." "Right." "Thank you." "Yes."

Praise. Marks student's response with a positive statement: "Good." "Super." "Wonderful." "Very nice."

Repetition or expansion. Repetition or expansion of student's response or remark: AN: "Mouse." T: "Mouse."

41

Responsives that attempt to change behavior

Admonishment. Criticizes, rejects, or otherwise attempts to change behavior: JE gives answer out of turn. T: "Shh. Let AN do it now."

Correction. Completion or correction of student's answer or statement: Child misreads word saying, "Frog." T: "Toad"; KR has made a picture, saying, "Hey but that's a . . ." T: "A picture of a t word." KR: "But that's a . . ." T: "A turnip."

Aid. Giving partial information to student which makes task easier or supplies answer if child hesitates. T helps by exposing a t card in a box saying, "Let's look through 'em;" T gives one of the words in a sentence saying, "What kinda table? A teeny . . ." T repeats what child read, hesitating at point where he made an error, saying, "A teeny tiny . . ."

Regulatives

Conversational devices. Rhetorical questions, speaker selections, boundary markers, etc.: "Okay." "Now." "All right." "Ya know what?"

Table 1

Violations of Turntaking Rules

Structure	Lesson 2	Lesson 5	Total
TDL			
Interrupts teacher	5	2	7
QRE			
Inserts statement or comment out of turn	3	1	4
Inserts answer out of turn	11	11	22
CIR			
Overlaps teacher's utterance with statement or request	15	3	18
Overlaps other child's utterance	1	0	1
Total	35	17	52
Percent of children's total remarks	25%	8%	15%

43

Table 2

Children's Speech Acts

Speech Act	Lesson 2		Lesson 5		Total	
	N	Rate per Minute	N	Rate per Minute	N	Rate per Minute
Requestives	1	.07	9	.62	10	.34
Assertives	14	.92	31	2.12	45	1.51
Performatives	5	.33	17	1.20	22	.74
Responsives	79	5.20	69	4.86	148	4.97
Regulatives and Expressives	34	2.24	84	5.92	118	3.96
Inaudible	7	.46	5	.32	12	.40
Total	140		215		355	

Table 3

Teachers' Speech Acts

Speech Act	Lesson 2		Lesson 5		Total	
	N	Rate per Minute	N	Rate per Minute	N	Rate per Minute
Requestives	108	7.11	99	6.78	207	6.95
Assertives	39	2.57	27	1.85	66	2.21
Regulatives	65	4.28	57	3.90	122	4.09
Change-Initiating Responsives	65	4.28	40	2.74	105	3.52
Other Responsives	60	3.95	77	5.27	137	4.60
Total	337		300		637	

45

Table 4

Frequency of Children's Speech Acts as a

Function of Lesson and Participation Structure

	Lesson 2			Lesson 5		
	TDL	QRE	CIR	TDL	QRE	CIR
Requestives, Assertives, & Performatives	2	5	14	5	8	44
Responsives	0	71	8	0	69	0
Regulatives & Expressives	0	24	10	3	67	14

Table 5

Change in Children's Speech Acts

as a Function of Task

Task	Lesson 2		Lesson 5	
	n	Speech Acts/min.	n	Speech Acts/min.
2	20	5.9	27	11.7
3	11	9.6	25	13.9
4	30	7.1	49	11.1
5	64	14.1	107	18.4

47

Table 6

Differences Among Children in Their Displays of

Competence in Performing Tasks in Lessons 2 and 5

	High-Knowledge	Low-Knowledge		
	JE	AN	TO	KR
Requestives	3	3	2	2
Assertives	12	5	8	11
Performatives	12	2	3	5
Legal responsives	39	20	24	30
Illegal responsives	15	0	6	1
Whispered responses to turntaker	9	0	0	0
Total correct responses	43	17	20	19

Table 7

Teacher Directives, Responses, and Comments to a

High-Competency Child in Comparison to Low-Competency Children

|	High	Low			Total
	JE	AN	TO	KR	
Requestives (directive, question, prompt)	44	49	38	38	169
Responses that attempt to change behavior (correct, admonish, aid)	21	19	14	17	71
Responses that have a neutral effect (accept, repeat, answer)	31	13	18	15	77
Responses that favorably evaluate (praise)	15	6	7	7	35
Assertives or regulatives that extend interaction with child (statements, conversational devices)	30	15	24	26	95
Total number of remarks	141	102	101	103	447

Figure Caption

Figure 1.   Transcription of lessons 2 and 5 in terms of time spent in each task and turntaking structure.
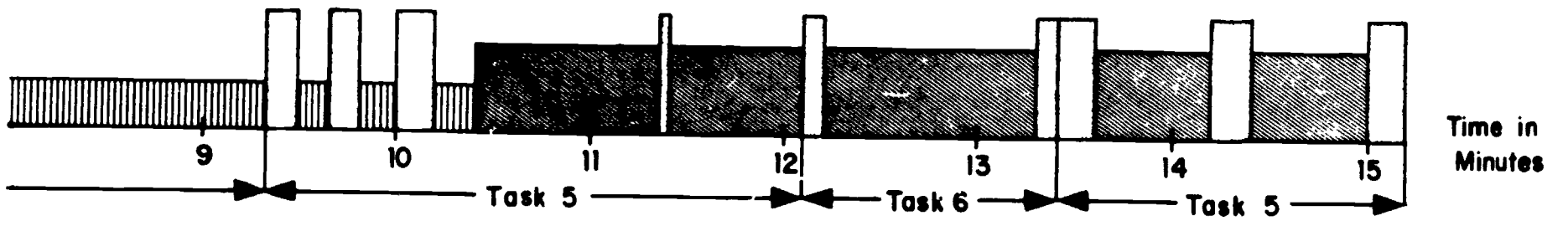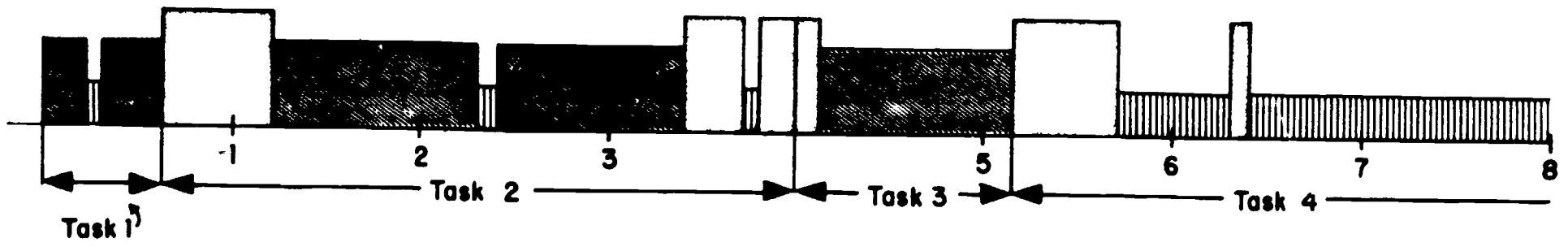
Transcribed Lesson Number Two

KEY

CIR Turntaking Structure

QRE Turntaking Structure

TDL Turntaking Structure
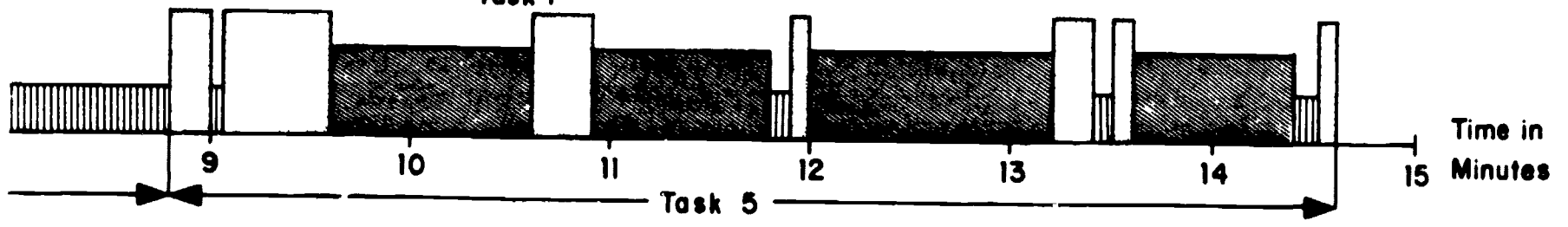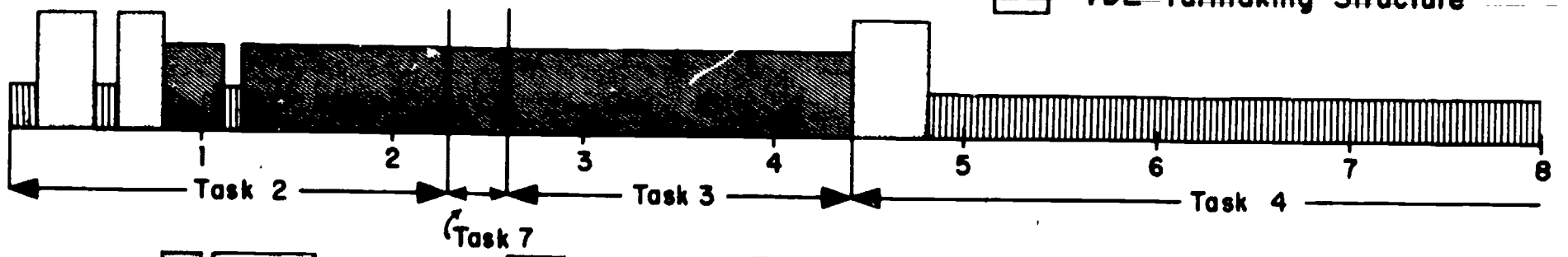
Transcribed Lesson Number Five

51

CENTER FOR THE STUDY OF READING

READING EDUCATION REPORTS

Adams, M. J., Anderson, R. C., & Durkin, D. Beginning Reading: Theory and Practice (No. 3), November 1977. (ERIC Document Reproduction Service No. ED 151 722, 15p., PC-$2.00, MF-$.91)

Adams, M., & Bruce, B. Background Knowledge and Reading Comprehension (No. 13), January 1980. (ERIC Document Reproduction Service No. ED 181 431, 48p., PC-$3.65, MF-$.91)

Anderson, R. C., & Freebody, P. Vocabulary Knowledge and Reading (No. 11), August 1979. (ERIC Document Reproduction Service No. ED 177 470, 52p., PC-$5.30, MF-$.91)

Anderson, T. H. Another Look at the Self-Questioning Study Technique (No. 6), September 1978. (ERIC Document Reproduction Service No. ED 163 441, 19p., PC-$2.00, MF-$.91)

Anderson, T. H., Armbruster, B. B., & Kantor, R. N. How Clearly Written are Children's Textbooks? Or, Of Bladderworts and Alfa (includes a response by M. Kane, Senior Editor, Ginn and Company) (No. 16), August 1980. (ERIC Document Reproduction Service No. ED 192 275, 63p., PC-$5.30, MF-$.91)

Asher, S. R. Sex Differences in Reading Achievement (No. 2), October 1977. (ERIC Document Reproduction Service No. ED 146 567, 30p., PC-$3.65, MF-$.91)

Baker, L. Do I Understand or Do I not Understand: That is the Question (No. 10), July 1979. (ERIC Document Reproduction Service No. ED 174 948, 27p., PC-$3.65, MF-$.91)

Bruce, B. What Makes a Good Story? (No. 5), June 1978. (ERIC Document Reproduction Service No. ED 158 222, 16p., PC-$2.00, MF-$.91)

Collins, A., & Haviland, S. E. Children's Reading Problems (No. 8), June 1979. (ERIC Document Reproduction Service No. ED 172 188, 19p., PC-$2.00, MF-$.91)

Durkin, D. Comprehension Instruction—Where are You? (No. 1), October 1977. (ERIC Document Reproduction Service No. ED 146 566, 14p., PC-$2.00, MF-$.91)

Durkin, D. What is the Value of the New Interest in Reading Comprehension? (No. 19), November 1980.

Jenkins, J. R., & Pany, D. Teaching Reading Comprehension in the Middle Grades (No. 4), January 1978. (ERIC Document Reproduction Service No. ED 151 756, 36p., PC-$3.65, MF-$.91)

Joag-dev, C., & Steffensen, M. S. Studies of the Bicultural Reader: Implications for Teachers and Librarians (No. 12), January 1980. (ERIC Document Reproduction Service No. ED 181 430, 28p., PC-$3.65, MF-$.91)

Pearson, P. D., & Kamil, M. L. Basic Processes and Instructional Practices in Teaching Reading (No. 7), December 1978. (ERIC Document Reproduction Service No. ED 165 118, 29p., PC-$3.65, MF-$.91)

Rubin, A. Making Stories, Making Sense (includes a response by T. Raphael and J. LaZansky) (No. 14), January 1980. (ERIC Document Reproduction Service No. ED 181 432, 42p., PC-$3.65, MF-$.91)

Schallert, D. L., & Kleiman, G. M. Some Reasons Why Teachers are Easier to Understand than Textbooks (No. 9), June 1979. (ERIC Document Reproduction Service No. ED 172 189, 17p., PC-$2.00, MF-$.91)

Steinberg, C., & Bruce, B. Higher-Level Features in Children's Stories: Rhetorical Structure and Conflict (No. 18), October 1980.

Tierney, R. J., & LaZansky, J. The Rights and Responsibilities of Readers and Writers: A Contractual Agreement (includes responses by R. N. Kantor and B. B. Armbruster) (No. 15), January 1980. (ERIC Document Reproduction Service No. ED 181 447, 32p., PC-$3.65, MF-$.91)

Tierney, R. J., Mosenthal, J., & Kantor, R. N. Some Classroom Applications of Text Analysis: Toward Improving Text Selection and Use (No. 17), August 1980. (ERIC Document Reproduction Service No. ED 192 251, 43p., PC-$3.65, MF-$.91)

54

CENTER FOR THE STUDY OF READING

TECHNICAL REPORTS

Adams, M. J. Failures to Comprehend and Levels of Processing in Reading
(No. 37), April 1977. (ERIC Document Reproduction Service No.
ED 145 410, 51p., PC-$5.30, MF-$.91)

Adams, M. J. Models of Word Recognition (No. 1u7), October 1978. (ERIC
Document Reproduction Service No. ED 163 431, 93p., PC-$6.95, MF-$.91)

Adams, M. J. What Good is Orthographic Redundancy? (No. 192), December
1980.

Adams, M. J., & Collins, A. A Schema-Theoretic View of Reading
Comprehension (No. 32), April 1977. (ERIC Document Reproduction
Service No. ED 142 971, 49p., PC-$3.65, MF-$.91)

Alessi, S. M., Anderson, T. H., & Biddle, W. B. Hardware and Software
Considerations in Computer Based Course Management (No. 4), November
1975. (ERIC Document Reproduction Service No. ED 134 928, 21p.,
PC-$2.00, MF-$.91)

Alessi, S. M., Anderson, T. H., & Goetz, E. T. An Investigation of
Lookbacks During Studying (No. 140), September 1979. (ERIC Document
Reproduction Service No. ED 177 494, 40p., PC-$3.65, MF-$.91)

Anderson, R. C. Schema-Directed Processes in Language Comprehension
(No. 50), July 1977. (ERIC Document Reproduction Service No.
ED 142 977, 33p., PC-$3.65, MF-$.91)

Anderson, R. C., & Freebody, P. Vocabulary Knowledge (No. 136), August
1979. (ERIC Document Reproduction Service No. ED 177 480, 71p.,
PC-$5.30, MF-$.91)

Anderson, R. C., Goetz, E. T., Pichert, J. W., & Halff, H. M. Two Faces of
the Conceptual Peg Hypothesis (No. 6), January 1976. (ERIC Document
Reproduction Service No. ED 134 930, 29p., PC-$3.65, MF-$.91)

Anderson, R. C., & Pichert, J. W. Recall of Previously Unrecallable
Information Following a Shift in Perspective (No. 41), April 1977.
(ERIC Document Reproduction Service No. ED 142 974, 37p., PC-$3.65,
MF-$.91)

Anderson, R. C., Pichert, J. W., Goetz, E. T., Schallert, D. L.,
Stevens, K. C., & Trollip, S. R. Instantiation of General Terms
(No. 10), March 1976. (ERIC Document Reproduction Service No.
ED 134 933, 30p., PC-$3.65, MF-$.91)

Anderson, R. C., Pichert, J. W., & Shirey, L. L. Effects of the Reader's
Schema at Different Points in Time (No. 119), April 1979. (ERIC
Document Reproduction Service No. ED 169 523, 36p., PC-$3.o5, MF-$.91)

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T.
Frameworks for Comprehending Discourse (No. 12), July 1976. (ERIC
Document Reproduction Service No. ED 134 935, 33p., PC-$3.65, MF-$.91)

Anderson, R. C., Spiro, R. J., & Anderson, M. C. Schemata as Scaffolding for the Representation of Information in Connected Discourse (No. 24), March 1977. (ERIC Document Reproduction Service No. ED 136 236, 18p., PC-$2.00, MF-$.91)

Anderson, R. C., Stevens, K. C., Shifrin, Z., & Osborn, J. Instantiation of Word Meanings in Children (No. 46), May 1977. (ERIC Document Reproduction Service No. ED 142 976, 22p., PC-$2.00, MF-$.91)

Anderson, T. H. Study Skills and Learning Strategies (No. 104), September 1978. (ERIC Document Reproduction Service No. ED 161 000, 41p., PC-$3.65, MF-$.91)

Anderson, T. H., & Armbruster, B. B. Studying (No. 155), January 1980. (ERIC Document Reproduction Service No. ED 181 427, 48p., PC-$3.65, MF-$.91)

Anderson, T. H., Standiford, S. N., & Alessi, S. M. Computer Assisted Problem Solving in an Introductory Statistics Course (No. 56), August 1977. (ERIC Document Reproduction Service No. ED 146 563, 26p., PC-$3.65, MF-$.91)

Anderson, T. H., Wardrop, J. L., Hively, W., Muller, K. E., Anderson, R. I., Hastings, C. N., & Fredericksen, J. Development and Trial of a Model for Developing Domain Referenced Tests of Reading Comprehension (No. 86), May 1978. (ERIC Document Reproduction Service No. ED 157 036, 69p., PC-$5.30, MF-$.91)

Andre, M. E. D. A., & Anderson, T. H. The Development and Evaluation of a Self-Questioning Study Technique (No. 87), June 1978. (ERIC Document Reproduction Service No. ED 157 037, 37p., PC-$3.65, MF-$.91)

Antos, S. J. Processing Facilitation in a Lexical Decision Task (No. 113), January 1979. (ERIC Document Reproduction Service No. ED 165 129, 84p., PC-$6.95, MF-$.91)

Armbruster, B. B. Learning Principles from Prose: A Cognitive Approach based on Schema Theory (No. 11), July 1976. (ERIC Document Reproduction Service No. ED 134 934, 48p., PC-$3.65, MF-$.91)

Armbruster, B. B., & Anderson, T. H. The Effect of Mapping on the Free Recall of Expository Text (No. 160), February 1980. (ERIC Document Reproduction Service No. ED 182 735, 49p., PC-$3.65, MF-$.91)

Armbruster, B. B., Stevens, R. J., & Rosenshine, B. Analyzing Content Coverage and Emphasis: A Study of Three Curricula and Two Tests (No. 26), March 1977. (ERIC Document Reproduction Service No. ED 136 238, 22p., PC-$2.00, MF-$.91)

Arter, J. A., & Jenkins, J. R. Differential Diagnosis-Prescriptive Teaching: A Critical Appraisal (No. 80), January 1978. (ERIC Document Reproduction Service No. ED 150 578, 104p., PC-$8.60, MF-$.91)

Asher, S. R. Referential Communication (No. 90), June 1978. (ERIC Document Reproduction Service No. ED 159 597, 71p., PC-$5.30, MF-$.91)

Asher, S. R. Influence of Topic Interest on Black Children and White
    Children's Reading Comprehension (No. 99), July 1978. (ERIC Document
    Reproduction Service No. ED 159 661, 35p., PC-$3.65, MF-$.91)

Asher, S. R., Hymel, S., & Wigfield, A. Children's Comprehension of High-
    and Low-Interest Material and a Comparison of Two Cloze Scoring Methods
    (No. 17), November 1976. (ERIC Document Reproduction Service No.
    ED 134 939, 32p., PC-$3.65, MF-$.91)

Asher, S. R., & Wigfield, A. Influence of Comparison Training on
    Children's Referential Communication (No. 139), August 1979. (ERIC
    Document Reproduction Service No. ED 177 493, 42p., PC-$3.65, MF-$.91)

Asher, S. R., & Wigfield, A. Training Referential Communication Skills
    (No. 175), July 1980. (ERIC Document Reproduction Service No.
    ED 191 014, 54p., PC-$5.30, MF-$.91)

Baker, L. Processing Temporal Relationships in Simple Stories: Effects of
    Input Sequence (No. 84), April 1978. (ERIC Document Reproduction
    Service No. ED 157 016, 54p., PC-$5.30, MF-$.91)

Baker, L. Comprehension Monitoring: Identifying and Coping with Text
    Confusions (No. 145), September 1979. (ERIC Document Reproduction
    Service No. ED 177 525, 62p., PC-$5.30, MF-$.91)

Baker, L., & Anderson, R. I. Effects of Inconsistent Information on Text
    Processing: Evidence for Comprehension Monitoring (No. 203), May 1981.

Baker, L., & Brown, A. L. Metacognitive Skills and Reading (No. 188),
    November 1980.

Baker, L., & Stein, N. L. The Development of Prose Comprehension Skills
    (No. 102), September 1978. (ERIC Document Reproduction Service No.
    ED 159 663, 69p., PC-$5.30, MF-$.91)

Barnitz, J. Interrelationship of Orthography and Phonological Structure in
    Learning to Read (No. 57), August 1977. (ERIC Document Reproduction
    Service No. ED 150 546, 62p., PC-$5.30, MF-$.91)

Barnitz, J. G. Reading Comprehension of Pronoun-Referent Structures by
    Children in Grades Two, Four, and Six (No. 117), March 1979. (ERIC
    Document Reproduction Service No. ED 170 731, 51p., PC-$5.30, MF-$.91)

Brewer, W. F. Memory for the Pragmatic Implications of Sentences (No. 65),
    October 1977. (ERIC Document Reproduction Service No. ED 146 564,
    27p., PC-$3.65, MF-$.91)

Brewer, W. F., & Lichtenstein, E. H. Event Schemas, Story Schemas, and
    Story Grammars (No. 197), December 1980.

Brown, A. L. Knowing When, Where, and How to Remember: A Problem of
    Metacognition (No. 47), June 1977. (ERIC Document Reproduction Service
    No. ED 146 562, 152p., PC-$11.90, MF-$.91)

Brown, A. L. Theories of Memory and the Problems of Development:
    Activity, Growth, and Knowledge (No. 51), July 1977. (ERIC Document
    Reproduction Service No. ED 144 041, 59p., PC-$5.30, MF-$.91)

Brown, A. L. Learning and Development: The Problems of Compatibility, Access, and Induction (No. 165), March 1980. (ERIC Document Reproduction Service No. ED 184 093, 76p., PC-$6.95, MF-$.91)

Brown, A. L., & Campione, J. C. Memory Strategies in Learning: Training Children to Study Strategically (No. 22), March 1977. (ERIC Document Reproduction Service No. ED 136 234, 54p., PC-$5.30, MF-$.91)

Brown, A. L., & Campione, J. C. Permissible Inferences from the Outcome of Training Studies in Cognitive Development Research (No. 127), May 1979. (ERIC Document Reproduction Service No. ED 170 736, 34p., PC-$3.65, MF-$.91)

Brown, A. L., & Campione, J. C. Inducing Flexible Thinking: The Problem of Access (No. 156), January 1980. (ERIC Document Reproduction Service No. ED 181 428, 44p., PC-$3.65, MF-$.91)

Brown, A. L., Campione, J. C., & Barclay, C. R. Training Self-Checking Routines for Estimating Test Readiness: Generalization from List Learning to Prose Recall (No. 94), July 1978. (ERIC Document Reproduction Service No. ED 158 226, 41p., PC-$3.65, MF-$.91)

Brown, A. L., Campione, J. C., & Day, J. D. Learning to Learn: On Training Students to Learn from Texts (No. 189), November 1980.

Brown, A. L., & DeLoache, J. S. Skills, Plans, and Self-Regulation (No. 48), July 1977. (ERIC Document Reproduction Service No. ED 144 040, 66p., PC-$5.30, MF-$.91)

Brown, A. L., & French, L. A. The Zone of Potential Development: Implications for Intelligence Testing in the Year 2000 (No. 128), May 1979. (ERIC Document Reproduction Service No. ED 170 737, 46p., PC-$3.65, MF-$.91)

Brown, A. L., & Smiley, S. S. The Development of Strategies for Studying Prose Passages (No. 66), October 1977. (ERIC Document Reproduction Service No. ED 145 371, 59p., PC-$5.30, MF-$.91)

Brown, A. L., Smiley, S. S., Day, J. D., Townsend, M. A. R., & Lawton, S. C. Intrusion of a Thematic Idea in Children's Comprehension and Retention of Stories (No. 18), December 1976. (ERIC Document Reproduction Service No. ED 136 189, 39p., PC-$3.65, MF-$.91)

Brown, A. L., Smiley, S. S., & Lawton, S. C. The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages (No. 53), July 1977. (ERIC Document Reproduction Service No. ED 144 042, 30p., PC-$3.65, MF-$.91)

Bruce, B. C. Plans and Social Actions (No. 34), April 1977. (ERIC Document Reproduction Service No. ED 149 328, 45p., PC-$3.65, MF-$.91)

Bruce, B. Analysis of Interacting Plans as a Guide to the Understanding of Story Structure (No. 130), June 1979. (ERIC Document Reproduction Service No. ED 174 951, 43p., PC-$3.65, MF-$.91)

Bruce, B. C., Collins, A., Rubin, A. D., & Gentner, D. A Cognitive Science Approach to Writing (No. 89), June 1978. (ERIC Document Reproduction Service No. ED 157 039, 57p., PC-$5.30, MF-$.91)

Bruce, B. C., & Newman, D. Interacting Plans (No. 88), June 1978. (ERIC Document Reproduction Service No. ED 157 038, 100p., PC-$6.95, MF-$.91)

Campione, J. C., Nitsch, K., Bray, N., & Brown, A. L. Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention (No. 196), December 1980.

Canney, G., & Winograd, P. Schemata for Reading and Reading Comprehension Performance (No. 120), April 1979. (ERIC Document Reproduction Service No. ED 169 520, 99p., PC-$6.95, MF-$.91)

Cohen, P. R., & Perrault, C. R. Elements of a Plan-Based Theory of Speech Acts (No. 141), September 1979. (ERIC Document Reproduction Service No. ED 177 497, 76p., PC-$6.95, MF-$.91)

Collins, A., Brown, A. L., Morgan, J. L., & Brewer, W. F. The Analysis of Reading Tasks and Texts (No. 43), April 1977. (ERIC Document Reproduction Service No. ED 145 404, 96p., PC-$6.95, MF-$.91)

Collins, A., Brown, J. S., & Larkin, K. M. Inference in Text Understanding (No. 40), December 1977. (ERIC Document Reproduction Service No. ED 150 547, 48p., PC-$3.65, MF-$.91)

Collins, A., & Smith, E. E. Teaching the Process of Reading Comprehension (No. 182), September 1980. (ERIC Document Reproduction Service No. ED 193 616, 43p., PC-$3.65, MF-$.91)

Davison, A. Linguistics and the Measurement of Syntactic Complexity: The Case of Raising (No. 173), May 1980. (ERIC Document Reproduction Service No. ED 186 848, 60p., PC-$5.30, MF-$.91)

Davison, A., Kantor, R. N., Hannah, J., Hermon, G., Lutz, R., Salzillo, R. Limitations of Readability Formulas in Guiding Adaptations of Texts (No. 162), March 1980. (ERIC Document Reproduction Service No. ED 184 090, 157p., PC-$11.90, MF-$.91)

Dunn, B. R., Mathews, S. R., II, & Bieger, G. Individual Differences in the Recall of Lower-Level Textual Information (No. 150), December 1979. (ERIC Document Reproduction Service No. ED 181 448, 37p., PC-$3.65, MF-$.91)

Durkin, D. What Classroom Observations Reveal about Reading Comprehension Instruction (No. 106), October 1978. (ERIC Document Reproduction Service No. ED 162 259, 94p., PC-$6.95, MF-$.91)

Fleisher, L. S., & Jenkins, J. R. Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition (No. 54), July 1977. (ERIC Document Reproduction Service No. ED 144 043, 37p., PC-$3.65, MF-$.91)

Fleisher, L. S., Jenkins, J. R., & Pany, D. Effects on Poor Readers'
Comprehension of Training in Rapid Decoding (No. 103), September 1978.
(ERIC Document Reproduction Service No. ED 159 664, 39p., PC-$3.65,
MF-$.91)

Freebody, P., & Anderson, R. C. Effects of Differing Proportions and
Locations of Difficult Vocabulary on Text Comprehension (No. 202), May
1981.

Gearhart, M., & Hall, W. S. Internal State Words: Cultural and
Situational Variation in Vocabulary Usage (No. 115), February 1979.
(ERIC Document Reproduction Service No. ED 165 131, 66p., PC-$5.30,
MF-$.91)

Gentner, D. On Relational Meaning: The Acquisition of Verb Meaning
(No. 78), December 1977. (ERIC Document Reproduction Service No.
ED 149 325, 46p., PC-$3.65, MF-$.91)

Gentner, D. Semantic Integration at the Level of Verb Meaning (No. 114),
February 1979. (ERIC Document Reproduction Service No. ED 165 130,
39p., PC-$3.65, MF-$.91)

Gentner, D. Verb Semantic Structures in Memory for Sentences: Evidence
for Componential Representation (No. 151), December 1979. (ERIC
Document Reproduction Service No. ED 181 424, 75p., PC-$5.30, MF-$.91)

Goetz, E. T. Sentences in Lists and in Connected Discourse (No. 3),
November 1975. (ERIC Document Reproduction Service No. ED 134 927,
75p., PC-$5.30, MF-$.91)

Goetz, E. T. Inferences in the Comprehension of and Memory for Text
(No. 49), July 1977. (ERIC Document Reproduction Service No.
ED 150 548, 97p., PC-$6.95, MF-$.91)

Goetz, E. T., Anderson, R. C., & Schallert, D. L. The Representation of
Sentences in Memory (No. 144), September 1979. (ERIC Document
Reproduction Service No. ED 177 527, 71p., PC-$5.30, MF-$.91)

Goetz, E. T., & Osborn, J. Procedures for Sampling Texts and Tasks in
Kindergarten through Eighth Grade (No. 30), April 1977. (ERIC Document
Reproduction Service No. ED 146 565, 80p., PC-$6.95, MF-$.91)

Green, G. M. Discourse Functions of Inversion Construction (No. 98), July
1978. (ERIC Document Reproduction Service No. ED 160 998, 42p.,
PC-$3.65, MF-$.91)

Green, G. M. Organization, Goals, and Comprehensibility in Narratives:
Newswriting, a Case Study (No. 132), July 1979. (ERIC Document
Reproduction Service No. ED 174 949, 66p., PC-$5.30, MF-$.91)

Green, G. M. Linguistics and the Pragmatics of Language Use: What You
Know When You Know a Language . . . and What Else You Know (No. 179),
August 1980. (ERIC Document Reproduction Service No. ED 193 666, 73p.,
PC-$5.30, MF-$.91)

Green, G. M., Kantor, R. N., Morgan, J. L., Stein, N. L., Hermon, G.,
    Salzillo, R., & Sellner, M. B. Analysis of "Babar Loses His Crown"
    (No. 169), April 1980. (ERIC Document Reproduction Service No.
    ED 185 514, 89p., PC-$6.95, MF-$.91)

Green, G. M., Kantor, R. N., Morgan, J. L., Stein, N. L., Hermon, G.,
    Salzillo, R., & Sellner, M. B. Analysis of "The Wonderful Desert"
    (No. 170), April 1980. (ERIC Document Reproduction Service No.
    ED 185 515, 47p., PC-$3.65, MF-$.91)

Green, G. M., Kantor, R. N., Morgan, J. L., Stein, N. L., Hermon, G.,
    Salzillo, R., Sellner, M. B., Bruce, B. C., Gentner, D., &
    Webber, B. L. Problems and Techniques of Text Analysis (No. 168),
    April 1980. (ERIC Document Reproduction Service No. ED 185 513, 173p.,
    PC-$11.90, MF-$.91)

Green, G. M., & Laff, M. O. Five-Year-Olds' Recognition of Authorship by
    Literary Style (No. 181), September 1980. (ERIC Document Reproduction
    Service No. ED 193 615, 44p., PC-$3.65, MF-$.91)

Grueneich, R., & Trabasso, T. The Story as Social Environment: Children's
    Comprehension and Evaluation of Intentions and Consequences (No. 142),
    September 1979. (ERIC Document Reproduction Service No. ED 177 496,
    56p., PC-$5.30, MF-$.91)

Halff, H. M. Graphical Evaluation of Hierarchical Clustering Schemes
    (No. 1), October 1975. (ERIC Document Reproduction Service No.
    ED 134 926, 11p., PC-$2.00, MF-$.91)

Hall, W. S., & Dore, J. Lexical Sharing in Mother-Child Interaction
    (No. 161), March 1980. (ERIC Document Reproduction Service No.
    ED 184 066, 39p., PC-$3.65, MF-$.91)

Hall, W. S., & Guthrie, L. F. On the Dialect Question and Reading
    (No. 121), May 1979. (ERIC Document Reproduction Service No.
    ED 169 522, 32p., PC-$3.65, MF-$.91)

Hall, W. S., & Guthrie, L. F. Cultural and Situational Variation in
    Language Function and Use: Methods and Procedures for Research
    (No. 148), October 1979. (ERIC Document Reproduction Service No.
    ED 179 944, 49p., PC-$3.65, MF-$.91)

Hall, W. S., Linn, R. L., & Nagy, W. E. Spoken Words (No. 177), August
    1980.

Hall, W. S., & Nagy, W. E. Theoretical Issues in the Investigation of
    Words of Internal Report (No. 146), October 1979. (ERIC Document
    Reproduction Service No. ED 177 526, 108p., PC-$8.60, MF-$.91)

Hall, W. S., & Tirre, W. C. The Communicative Environment of Young
    Children: Social Class, Ethnic, and Situational Differences (No. 125),
    May 1979. (ERIC Document Reproduction Service No. ED 170 788, 30p.,
    PC-$3.65, MF-$.91)

Hansen, J., & Pearson, P. D. The Effects of Inference Training and Practice on Young Children's Comprehension (No. 166), April 1980. (ERIC Document Reproduction Service No. ED 186 839, 53p., PC-$5.30, MF-$.91)

Hayes, D. A., & Tierney, R. J. Increasing Background Knowledge through Analogy: Its Effects upon Comprehension and Learning (No. 186), October 1980.

Hermon, G. On the Discourse Structure of Direct Quotation (No. 143), September 1979. (ERIC Document Reproduction Service No. ED 177 495, 46p., PC-$3.65, MF-$.91)

Huggins, A. W. F. Syntactic Aspects of Reading Comprehension (No. 33), April 1977. (ERIC Document Reproduction Service No. ED 142 972, 68p., PC-$5.30, MF-$.91)

Iran-Nejad, A. The Schema: A Structural or a Functional Pattern (No. 159), February 1980. (ERIC Document Reproduction Service No. ED 181 449, 46p., PC-$3.65, MF-$.91)

Iran-Nejad, A., Ortony, A., & Rittenhouse, R. K. The Comprehension of Metaphorical Uses of English by Deaf Children (No. 184), October 1980. (ERIC Document Reproduction Service No. ED 193 618, 34p., PC-$3.65, MF-$.91)

Jenkins, J. R., & Larson, K. Evaluating Error Correction Procedures for Oral Reading (No. 55), June 1978. (ERIC Document Reproduction Service No. ED 158 224, 34p., PC-$3.65, MF-$.91)

Jenkins, J. R., & Pany, D. Curriculum Biases in Reading Achievement Tests (No. 16), November 1976. (ERIC Document Reproduction Service No. ED 134 938, 24p., PC-$2.00, MF-$.91)

Jenkins, J. R., Pany, D., & Schreck, J. Vocabulary and Reading Comprehension: Instructional Effects (No. 100), August 1978. (ERIC Document Reproduction Service No. ED 160 999, 50p., PC-$3.65, MF-$.91)

Kane, J. H., & Anderson, R. C. Depth of Processing and Interference Effects in the Learning and Remembering of Sentences (No. 21), February 1977. (ERIC Document Reproduction Service No. ED 134 942, 29p., PC-$3.65, MF-$.91)

Kleiman, G. M. The Effect of Previous Context on Reading Individual Words (No. 20), February 1977. (ERIC Document Reproduction Service No. ED 134 941, 76p., PC-$6.95, MF-$.91)

Kleiman, G. M. The Prelinguistic Cognitive Basis of Children's Communicative Intentions (No. 19), February 1977. (ERIC Document Reproduction Service No. ED 134 940, 51p., PC-$5.30, MF-$.91)

Kleiman, G. M. The Scope of Facilitation of Word Recognition from Single Word and Sentence Frame Contexts (No. 133), July 1979. (ERIC Document Reproduction Service No. ED 174 947, 61p., PC-$5.30, MF-$.91)

Kleiman, G. M., Winograd, P. N., & Humphrey, M. M. Prosody and Children's Parsing of Sentences (No. 123), May 1979. (ERIC Document Reproduction Service No. ED 170 733, 28p., PC-$3.65, MF-$.91)

Linn, R. L., Levine, M. V., Hastings, C. N., & Wardrop, J. L. An Investigation of Item Bias in a Test of Reading Comprehension (No. 163), March 1980. (ERIC Document Reproduction Service No. ED 184 091, 97p., PC-$6.95, MF-$.91)

Mason, J. M. Questioning the Notion of Independent Processing Stages in Reading (No. 8), February 1976. (Journal of Educational Psychology, 1977, 69, 288-297.

Mason, J. M. Reading Readiness: A Definition and Skills Hierarchy from Preschoolers' Developing Conceptions of Print (No. 59), September 1977. (ERIC Document Reproduction Service No. ED 145 403, 57p., PC-$5.30, MF-$.91)

Mason, J. M. The Role of Strategy in Reading in the Mentally Retarded (No. 58), September 1977. (ERIC Document Reproduction Service No. ED 145 406, 28p., PC-$3.65, MF-$.91)

Mason, J. M. Prereading: A Developmental Perspective (No. 198), February 1981.

Mason, J. M., & Au, K. H. Learning Social Context Characteristics in Prereading Lessons (No. 205), May 1981.

Mason, J. M., & Kendall, J. R. Facilitating Reading Comprehension Through Text Structure Manipulation (No. 92), June 1978. (ERIC Document Reproduction Service No. ED 157 041, 36p., PC-$3.65, MF-$.91)

Mason, J. M., Knisely, E., & Kendall, J. Effects of Polysemous Words on Sentence Comprehension (No. 85), May 1978. (ERIC Document Reproduction Service No. ED 157 015, 34p., PC-$3.65, MF-$.91)

Mason, J., & McCormick, C. Testing the Development of Reading and Linguistic Awareness (No. 126), May 1979. (ERIC Document Reproduction Service No. ED 170 735, 50p., PC-$3.65, MF-$.91)

Mason, J., Osborn, J., & Rosenshine, B. A Consideration of Skill Hierarchy Approaches to the Teaching of Reading (No. 42), December 1977. (ERIC Document Reproduction Service No. ED 150 549, 176p., PC-$13.55, MF-$.91)

McClure, E. Aspects of Code-Switching in the Discourse of Bilingual Mexican-American Children (No. 44), April 1977. (ERIC Document Reproduction Service No. ED 142 975, 38p., PC-$3.65, MF-$.91)

McClure, E., Mason, J., & Barnitz, J. Story Structure and Age Effects on Children's Ability to Sequence Stories (No. 122), May 1979. (ERIC Document Reproduction Service No. ED 170 732, 75p., PC-$5.30, MF-$.91)

McClure, E., & Steffensen, M. S. A Study of the Use of Conjunctions across Grades and Ethnic Groups (No. 158), January 1980. (ERIC Document Reproduction Service No. ED 182 688, 43p., PC-$3.65, MF-$.91)

McConkie, G. W. Evaluating and Reporting Data Quality in Eye Movement
    Research (No. 193), December 1980.

McConkie, G. W., Hogaboam, T. W., Wolverton, G. S., Zola, D., & Lucas, P. A.
    Toward the Use of Eye Movements in the Study of Language Processing
    (No. 134), August 1979. (ERIC Document Reproduction Service No.
    ED 174 968, 48p., PC-$3.65, MF-$.91)

McConkie, G. W., & Zola, D. Language Constraints and the Functional
    Stimulus in Reading (No. 194), December 1980.

Morgan, J. L. Two Types of Convention in Indirect Speech Acts (No. 52),
    July 1977. (ERIC Document Reproduction Service No. ED 145 405, 40p.,
    PC-$3.65, MF-$.91)

Nash-Webber, B. Anaphora: A Cross-Disciplinary Survey (No. 31), April
    1977. (ERIC Document Reproduction Service No. ED 144 039, 43p.,
    PC-$3.65, MF-$.91)

Nash-Webber, B. L. Inferences in an Approach to Discourse Anaphora
    (No. 77), January 1978. (ERIC Document Reproduction Service No.
    ED 150 552, 30p., PC-$3.65, MF-$.91)

Nash-Webber, B., & Reiter, R. Anaphora and Logical Form: On Formal
    Meaning Representation for Natural Language (No. 36), April 1977.
    (ERIC Document Reproduction Service No. ED 142 973, 42p., PC-$3.65,
    MF-$.91)

Nezworski, T., Stein, N. L., & Trabasso, T. Story Structure Versus Content
    Effects on Children's Recall and Evaluative Inferences (No. 129), June
    1979. (ERIC Document Reproduction Service No. ED 172 187, 49p.,
    PC-$3.65, MF-$.91)

Nicholson, T., Pearson, P. D., & Dykstra, R. Effects of Embedded Anomalies
    and Oral Reading Errors on Children's Understanding of Stories
    (No. 118), March 1979. (ERIC Document Reproduction Service No.
    ED 169 524, 43p., PC-$3.65, MF-$.91)

Nolan, S. D., Tanenhaus, M. K., & Seidenberg, M. S. Multiple Code
    Activation in Word Recognition: Evidence from Rhyme Monitoring
    (No. 204), May 1981.

Ortony, A. Names, Descriptions, and Pragmatics (No. 7), February 1976.
    (ERIC Document Reproduction Service No. ED 134 931, 25p., PC-$2.00,
    MF-$.91)

Ortony, A. Remembering and Understanding Jabberwocky and Small-Talk
    (No. 28), March 1977. (ERIC Document Reproduction Service No.
    ED 137 753, 36p., PC-$3.65, MF-$.91)

Ortony, A. Beyond Literal Similarity (No. 105), October 1978. (ERIC
    Document Reproduction Service No. ED 166 635, 58p., PC-$5.30, MF-$.91)

Ortony, A. Some Psycholinguistic Aspects of Metaphor (No. 112), January
    1979. (ERIC Document Reproduction Service No. ED 165 115, 38p.,
    PC-$3.65, MF-$.91)

Ortony, A. Understanding Metaphors (No. 154), January 1980. (ERIC Document Reproduction Service No. ED 181 426, 52p., PC-$5.30, MF-$.91)

Ortony, A., Reynolds, R. E., & Arter, J. A. Metaphor: Theoretical and Empirical Research (No. 27), March 1977. (ERIC Document Reproduction Service No. ED 137 752, 63p., PC-$5.30, MF-$.91)

Ortony, A., Schallert, D. L., Reynolds, R. E., & Antos, S. J. Interpreting Metaphors and Idioms: Some Effects of Context on Comprehension (No. 93), July 1978. (ERIC Document Reproduction Service No. ED 157 042, 41p., PC-$3.65, MF-$.91)

Pany, D., & Jenkins, J. R. Learning Word Meanings: A Comparison of Instructional Procedures and Effects on Measures of Reading Comprehension with Learning Disabled Students (No. 25), March 1977. (ERIC Document Reproduction Service No. ED 136 237, 34p., PC-$3.65, MF-$.91)

Pearson, P. D., Hansen, J., & Gordon, C. The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information (No. 116), March 1979. (ERIC Document Reproduction Service No. ED 169 521, 26p., PC-$3.65, MF-$.91)

Pearson, P. D., Raphael, T., TePaske, N., & Hyser, C. The Function of Metaphor in Children's Recall of Expository Passages (No. 131), July 1979. (ERIC Document Reproduction Service No. ED 174 950, 41p., PC-$3.65, MF-$.91)

Pichert, J. W. Sensitivity to What is Important in Prose (No. 149), November 1979. (ERIC Document Reproduction Service No. ED 179 946, 64p., PC-$5.30, MF-$.91)

Pichert, J. W., & Anderson, R. C. Taking Different Perspectives on a Story (No. 14), November 1976. (ERIC Document Reproduction Service No. ED 134 936, 30p., PC-$3.65, MF-$.91)

Raphael, T. E., Myers, A. C., Freebody, P., Tirre, W. C., & Fritz, M. Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility (No. 190), December 1980.

Reder, L. M. Comprehension and Retention of Prose: A Literature Review (No. 108), November 1978. (ERIC Document Reproduction Service No. ED 165 114, 116p., PC-$8.60, MF-$.91)

Reichman, R. Conversational Coherency (No. 95), July 1978. (ERIC Document Reproduction Service No. ED 159 658, 86p., PC-$6.95, MF-$.91)

Reynolds, R. E., & Anderson, R. C. Influence of Questions on the Allocation of Attention during Reading (No. 183), October 1980. (ERIC Document Reproduction Service No. ED 193 617, 44p., PC-$3.65, MF-$.91)

Reynolds, R. E., & Ortony, A. Some Issues in the Measurement of Children's Comprehension of Metaphorical Language (No. 172), May 1980. (ERIC Document Reproduction Service No. ED 185 542, 42p., PC-$3.65, MF-$.91)

Reynolds, R. E., Standiford, S. N., & Anderson, R. C. Distribution of Reading Time When Questions are Asked about a Restricted Category of Text Information (No. 83), April 1978. (ERIC Document Reproduction Service No. ED 153 206, 34p., PC-$3.65, MF-$.91)

Reynolds, R. E., Taylor, M. A., Steffensen, M. S., Shirey, L. L., & Anderson, R. C. Cultural Schemata and Reading Comprehension (No. 201), April 1981.

Royer, J. M. Theories of Learning Transfer (No. 79), January 1978. (ERIC Document Reproduction Service Nr. ED 149 326, 55p., PC-$5.30, MF-$.91)

Royer, J. M., & Cunningham, D. J. On the Theory and Measurement of Reading Comprehension (No. 91), June 1978. (ERIC Document Reproduction Service No. ED 157 040, 63p., PC-$5.30, MF-$.91)

Royer, J. M., Hastings, C. N., & Hook, C. A Sentence Verification Technique for Measuring Reading Comprehension (No. 137), August 1979. (ERIC Document Reproduction Service No. ED 176 234, 34p., PC-$3.65, MF-$.91)

Rubin, A. D. A Theoretical Taxonomy of the Differences between Oral and Written Language (No. 35), January 1978. (ERIC Document Reproduction Service No. ED 150 550, 61p., PC-$5.30, MF-$.91)

Rubin, A. D., Bruce, B. C., & Brown, J. S. A Process-Oriented Language for Describing Aspects of Reading Comprehension (No. 13), November 1976. (ERIC Document Reproduction Service No. ED 136 188, 41p., PC-$3.65, MF-$.91)

Schallert, D. L. Improving Memory for Prose: The Relationship between Depth of Processing and Context (No. 5), November 1975. (ERIC Document Reproduction Service No. ED 134 929, 37p., PC-$3.65, MF-$.91)

Schallert, D. L., Kleiman, G. , & Rubin, A. D. Analyses of Differences between Written and Oral Language (No. 29), April 1977. (ERIC Document Reproduction Service No. ED 144 038, 33p., PC-$3.65, MF-$.91)

Schwartz, R. M. Strategic Processes in Beginning Reading (No. 15), November 1976. (ERIC Document Reproduction Service No. ED 134 937, 19p., PC-$2.00, MF-$.91)

Schwartz, R. M. Relation of Context Utilization and Orthographic Automaticity in Word Identification (No. 45), May 1977. (ERIC Document Reproduction Service No. ED 137 762, 27p., PC-$3.65, MF-$.91)

Schwartz, R. M. Levels of Processing: The Strategic Demands of Reading Comprehension (No. 135), August 1979. (ERIC Document Reproduction Service No. ED 177 471, 45p., PC-$3.65, MF-$.91)

Seidenberg, M. S., Tanenhaus, M. K., & Leiman, J. M. The Time Course of Lexical Ambiguity Resolution in Context (No. 164), March 1980. (ERIC Document Reproduction Service No. ED 184 092, 58p., PC-$5.30, MF-$.91)

Shoben, E. J. Choosing a Model of Sentence Picture Comparisons: A Reply to Catlin and Jones (No. 81), February 1978. (ERIC Document Reproduction Service No. ED 150 577, 30p., PC-$3.65, MF-$.91)

Shoben, E. J., Rips, L. J., & Smith, E. E. Issues in Semantic Memory: A Response to Glass and Holyoak (No. 101), August 1978. (ERIC Document Reproduction Service No. ED 159 662, 85p., PC-$6.95, MF-$.91)

Siegel, M. A. Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education (No. 9), April 1976. (ERIC Document Reproduction Service No. ED 134 932, 42p., PC-$3.65, MF-$.91)

Smiley, S. S., Oakley, D. D., Worthen, D., Campione, J. C., & Brown, A. L. Recall of Thematically Relevant Material by Adolescent Good and Poor Readers as a Function of Written Versus Oral Presentation (No. 23), March 1977. (ERIC Document Reproduction Service No. ED 136 235, 23p., PC-$2.00, MF-$.91)

Smith, E. E. Organization of Factual Knowledge (No. 185), October 1980.

Spiro, R. J. Inferential Reconstruction in Memory for Connected Discourse (No. 2), October 1975. (ERIC Document Reproduction Service No. ED 136 187, 81p., PC-$6.95, MF-$.91)

Spiro, R. J. Etiology of Reading Comprehension Style (No. 124), May 1979. (ERIC Document Reproduction Service No. ED 170 734, 21p., PC-$2.00, MF-$.91)

Spiro, R. J. Prior Knowledge and Story Processing: Integration, Selection, and Variation (No. 138), August 1979. (ERIC Document Reproduction Service No. ED 176 235, 41p., PC-3.32, MF-$.91)

Spiro, R. J. Schema Theory and Reading Comprehension: New Directions (No. 191), December 1980.

Spiro, R. J., & Esposito, J. J. Superficial Processin of Explicit Inferences in Text (No. 60), December 1977. (ERIC Document Reproduction Service No. ED 150 545, 27p., PC-$3.65, MF-$.91)

Spiro, R. J., Taylor, B. M. On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification (No. 195), December 1980.

Spiro, R. J., & Tirre, W. C. Individual Differences in Schema Utilization During Discourse Processing (No. 111), January 1979. (ERIC Document Reproduction Service No. ED 166 651, 29p., PC-$3.65, MF-$.91)

Steffensen, M. S. Bereiter and Engelmann Reconsidered: The Evidence from Children Acquiring Black English Vernacular (No. 82), March 1978. (ERIC Document Reproduction Service No. ED 153 204, 31p., PC-$3.65, MF-$.91)

Steffensen, M. S., & Guthrie, L. F. Effect of Situation on the Verbalization of Black Inner-City Children (No. 180), September 1980. (ERIC Document Reproduction Service No. ED 193 614, 37p., PC-$3.65, MF-$.91)

Steffensen, M. S., Jogdeo, C., & Anderson, R. C. A Cross-Cultural Perspective on Reading Comprehension (No. 97), July 1978. (ERIC Document Reproduction Service No. ED 159 660, 41p., PC-$3.65, MF-$.91)

Steffensen, M. S., Reynolds, R. E., McClure, E., & Guthrie, L. F. Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders (No. 199), February 1981.

Stein, N. L. How Children Understand Stories: A Developmental Analysis (No. 69), March 1978. (ERIC Document Reproduction Service No. ED 153 205, 68p., PC-$5.30, MF-$.91)

Stein, N. L., & Goldman, S. Children's Knowledge about Social Situations: From Causes to Consequences (No. 147), October 1979. (ERIC Document Reproduction Service No. ED 177 524, 54p., PC-$5.30, MF-$.91)

Stein, N. L., & Nezworski, T. The Effects of Organization and Instructional Set on Story Memory (No. 68), January 1978. (ERIC Document Reproduction Service No. ED 149 327, 41p., PC-$3.65, MF-$.91)

Stein, N. L., & Trabasso, T. What's in a Story: An Approach to Comprehension and Instruction (No. 200), April 1981.

Straker, D. Y. Situational Variables in Language Use (No. 167), April 1980. (ERIC Document Reproduction Service No. ED 185 619, 49p., PC-$3.65, MF-$.91)

Tanenhaus, M. K., Flanigan, H., & Seidenberg, M. S. Orthographic and Phonological Activation in Auditory and Visual Word Recognition (No. 178), August 1980. (ERIC Document Reproduction Service No. ED 193 620, 46p., PC-$3.65, MF-$.91)

Tanenhaus, M. K., & Seidenberg, M. S. Discourse Context and Sentence Perception (No. 176), July 1980. (ERIC Document Reproduction Service No. ED 191 015, 45p., PC-$3.65, MF-$.91)

Thieman, T. J., & Brown, A. L. The Effects of Semantic and Formal Similarity on Recognition Memory for Sentences in Children (No. 76), November 1977. (ERIC Document Reproduction Service No. ED 150 551, 26p., PC-$3.65, MF- $.91)

Tierney, R. J., & Cunningham, J. W. Research on Teaching Reading Comprehension (No. 187), November 1980.

Tierney, R. J., & Mosenthal, J. Discourse Comprehension and Production: Analyzing Text Structure and Cohesion (No. 152), January 1980. (ERIC Document Reproduction Service No. ED 179 945, 84p., PC-$6.95, MF-$.91)

Tirre, W. C., Freebody, P., & Kaufman, K. Achievement Outcomes of Two Reading Programs: An Instance of Aptitude-Treatment Interaction (No. 174), June 1980. (ERIC Document Reproduction Service No. ED 193 619, 34p., PC-$3.65, MF-$.91)

Tirre, W. C., Manelis, L., & Leicht, K. L. The Effects of Imaginal and Verbal Strategies on Prose Comprehension in Adults (No. 110), December 1978. (ERIC Document Reproduction Service No. ED 165 116, 27p., PC-$3.65, MF-$.91)

Trabasso, T. On the Making of Inferences During Reading and Their Assessment (No. 157) January 1980. (ERIC Document Reproduction Service No. ED 181 4 38p., PC-$3.65, MF-$.91)

Wardrop, J. L., Anderson, T. H., Hively, W., Anderson, R. I.,
Hastings, C. N., & Muller, K. E. A Framework for Analyzing Reading
Test Characteristics (No. 109), December 1978. (ERIC Document
Reproduction Service No. ED 165 117, 65p., PC-$5.30, MF-$.91)

Wigfield, A., & Asher, S. R. Age Differences in Children's Referential
Communication Performance: An Investigation of Task Effects (No. 96),
July 1978. (ERIC Document Reproduction Service No. ED 159 659, 31p.,
PC-$3.65, MF-$.91)

Winograd, P., & Johnston, P. Comprehension Monitoring and the Error
Detection Paradigm (No. 153), January 1980. (ERIC Document
Reproduction Service No. ED 181 425, 57p., PC-$5.30, MF-$.91)

Woods, W. A. Multiple Theory Formation in High-Level Perception (No. 38),
April 1977. (ERIC Document Reproduction Service No. ED 144 020, 58p.,
PC-$5.30, MF-$.91)

Zehler, A. M., & Brewer, W. F. Acquisition of the Article System in
English (No. 171), May 1980. (ERIC Document Reproduction Service No.
ED 186 907, 51p., PC-$5.30, MF-$.91)