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

**Measures for Research and Evaluation in the English Language Arts**

TRIP is an acronym which signifies an effort to abstract and make readily available measures for research and evaluation in the English language arts. These measures relate to language development, listening, literature, reading, standard English as a second language or dialect, teacher competencies, or writing. In order to make these instruments more readily available, the ERIC Clearinghouse on Reading and Communication Skills has supported the TRIP committee sponsored by the Committee on Research of the National Council of Teachers of English and has processed the material into the ERIC system. The ERIC Clearinghouse accession numbers that encompass most of these documents are CS201920-CS201915.
Description of the Instrument:

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

**Date of Construction** - 1972

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

The 12 deletion transformations in the final set follow:

1. WH deletion: Example - Here are the very best shoes you can buy.
2. BE deletion: Example - Nothing but bread in the wagon.
   - A big, big hill.
3. WH & BE deletion - Example - Here is a big bear funny and brown.
"We are ready to go now," said Mr. Wonderful.
"You get in the school bus."

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

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

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

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

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

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

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

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

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

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

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

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

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

Related Documents:


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

Grade One

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

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

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

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

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

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

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

One day Patsy and _____ mother went into the _____ paper store. They wanted _____ pick out wall paper _____ Patsy's room.

"Look, Mother!" _____ Patsy. "See all the _____ of wall paper! At _____ I liked this green _____ best of all. Now _____ like the yellow paper _____ the flowers better."
"We are ready to go now," said Mr. Wonderful. "Get in the school bus."

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

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

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

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

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

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

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

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

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

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

Then pop, pop, pop! Pop! went the big blue balloons and pop! went the big red balloons. All of the children in the bus did get home to dinner.
First Reader, Passage Two, Version I

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

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

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

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

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

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

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

First Reader, Passage Two, Version II

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

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

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

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

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

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

"I think they are at Mr. Mac's store," she said. And they were.
"I cannot find my Bunny," said Susan.  
"I think my Bunny is lost."

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

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

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

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

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

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

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One day a little old woman made a pancake. The pancake jumped out of the pan. "I will help you catch that pancake," said the little old man. The old man ran after the pancake and the old woman ran after the pancake. The pancake called back, "You run as fast as you can. You cannot catch me."

Pancake Man rolled on and Pancake Man rolled on. On down a hill went Pancake Man. A dog at the foot of the hill saw the pancake. "A pancake!" said the dog. "This is something that I want for my dinner." The dog ran after the pancake but could not catch it.

The Pancake Man met a fox. He sang, "I ran away from a little old woman and I ran away from a little old man. I know I can run away from you, too."

The fox said, "I do not want to run after you. You sing for me again."
Pancake Man sat by the fox. And the fox ate him up.

First Reader, Passage Four, Version II

One day a little old woman made a pancake. The pancake jumped out of the pan. "I will help you to catch that pancake," said the little old man. The old man and the old woman ran after the pancake. The pancake called back, "You run as fast as you can. You cannot catch me."

Pancake Man rolled on and on. On down a hill went Pancake Man. A dog at the foot of the hill saw the pancake. "There is a pancake!" said the dog. "This is something I want for my dinner." The dog ran after the pancake but the dog could not catch it.

Then Pancake Man met a fox. He sang, "I ran away from a little old woman and a little old man. I know that I can run away from you, too."

The fox said, "I do not want to run after you. Sing for me again."
Pancake Man sat by the fox. And the fox ate him up.
First Reader, Passage Five, Version I

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

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

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

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

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

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

First Reader, Passage Five, Version II

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

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

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

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

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

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

"Let's go to the barn," said Betty.  
"I want to see the turkeys and the new rooster."

"I hear something," said Tom.  
"Can you help me to find that big noise?"

Then out of the barn came the big noise.  
"I see something big," called Tom.  
"Uncle Fred has a new tractor."

"Yes," said Aunt Mary.  
"Uncle Fred's tractor is the noise you hear.  
He must get the farm ready and plant wheat."

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

Away went Uncle Fred on the big new tractor.  
Down and back went the tractor.  
Soon Uncle Fred said, "It is time for dinner now.  
I think Aunt Mary has ice cream for dinner."

"You come on, Susan," said Betty.  
Away went Susan and Betty.  
Tom looked at Pony and Tom laughed.  
"Pony has come for me," he said.

"Come on, Susan," said Betty.  
Away went Susan and away went Betty.  
Tom looked at Pony and laughed  
"Pony has come for me," he said.
"Let's make little cakes," said Betty. 
"Then we can have a party. 
A birthday party for Bunny." 

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

"I like the cakes we made," said Susan. 
"Let's take Bunny for a walk in the garden." 
White Hen came by with her chicks. 
"Cluck! Cluck!" said White Hen. 
Red Hen and Black Hen came by. 
They ate and ate. 
Soon all of the corn on the little cakes was gone. 

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

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

One day Mother Rabbit called, "Will you help me take this cabbage to Aunt Rabbit?"
"Yes, Mother," said Billy Rabbit.
"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.
"I think I can," said Billy Rabbit. Then he took the cabbage and got on his bicycle.

A frog that was by the brook saw Billy Rabbit. "That is a big hill," said the frog. "A big, big hill."

Up went Billy and up went his bicycle. Little by little, Billy worked as hard as he could work. Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and his new bicycle. "You stay to dinner, Billy," she said. "I have something you will like. We will have cabbage and we will have wheat cakes with honey."

First Reader, Passage Eight, Version II

One day Mother Rabbit called, "Will you help me to take this cabbage to Aunt Rabbit?"
"Yes, Mother," said Billy Rabbit.
"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.
"I think I can," said Billy Rabbit. Then he took the cabbage and he got on his bicycle.

A frog by the brook saw Billy Rabbit. "That is a big hill," said the frog. "It is a big, big hill."

Up went Billy and his bicycle. Little by little Billy went. Billy worked as hard as he could. Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and Aunt Rabbit was happy to see his new bicycle. "Stay to dinner, Billy," she said. "I have something that you will like. We will have cabbage and wheat cakes with honey."

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

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

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

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

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

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

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

At school Mary Ann picked up the little yellow box.

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

Second Reader, Passage One, Version II

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

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

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

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

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

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

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

At school Mary Ann picked up the little yellow box.

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

Second Reader, Passage Two, Version I

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

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

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

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

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

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

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

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

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

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

Second Reader, Passage Two, Version II

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

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

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

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

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

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

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

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

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

"I like the fine sign Bill has put on the box!"
Three circus clowns were dressing in a small tent. They were looking in their big boxes for trick hats and funny shoes. The three clowns wanted to look as funny as they could look for the big circus.

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

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

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

Mary and Ben were in the big circus tent. "There are the clowns!" called Mary. "The clowns are coming this way."

"I see the clown who helped me find my ticket," said Ben. "He sees you too, Ben," said Father. "Look at him wave."

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

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

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

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

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

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

"I see the clown who helped me find my ticket," said Ben. "He sees you too, Ben," said Father. "Look at him wave."
"Mother!" Ben called. "Guess where I'm going. Father is going to take me to the ball game. The game is at the ball park."
"I'm glad you can go," said Mother. 
"Yes," said Ben. "We are going on Saturday."
The days went by. Then one morning Ben said, "This is the day that I'm going to the big game."
"I will help you get ready," said Mother. She brought Ben his hat and she brought him his baseball glove.
Away Ben and Father went to the ball park. They soon found their places and they sat down.
All the people were talking and laughing. Ben's father was talking as loud as anyone was talking.
All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up! Then the ball began to come down. Thump it went into Ben's baseball glove.
The people who were around Ben called, "Good catch, boy!"

"Mother!" Ben called. "You guess where I'm going. Father is going to take me to the ball game. The game at the ball park."
"I'm glad that you can go," said Mother. 
"Yes," said Ben. "We are going on Saturday."
The days went by. Then one morning Ben said, "This is the day I'm going to the big game."
"I will help you to get ready," said Mother. She brought Ben his hat and baseball glove.
Away Ben went to the ball park and away Father went to the ball park. They soon found their places and sat down.
All the people were talking and they were laughing. Ben's father was talking as loud as anyone.
All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up! Then the ball began to come down. Thump it went into Ben's baseball glove.
The people around Ben called, "Good catch, boy!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Second Reader, Passage Six, Version I

Up flew the big airplane.
"Just the same old trip," said the pilot. "There is the same train that we always see on the track here."
"There are the piles of lumber at the lumber mill and by the loading station," said the co-pilot.
The pilot knew all of the big farms which were along the way.
All at once the co-pilot said, "Look down there! What is that by the farmhouse? It looks like smoke looks."
The airplane turned and flew over the farmhouse. Roar! Roar! it went.
"I don't see a fire engine," said the co-pilot. "I don't think the farmer knows that his barn is burning."
Around the airplane went once again. It flew low and it flew straight ahead. The farmer and his wife heard the noise.
Soon the pilot saw two big fire engines come up the road. He watched the fire engines help to put out the fire.

Second Reader, Passage Six, Version II

Up flew the big airplane.
"This is just the same old trip," said the pilot. "There is the same train we always see on the track here."
"There are the piles of lumber at the lumber mill and there are the piles of lumber by the loading station," said the co-pilot.
The pilot knew all of the big farms along the way.
All at once the co-pilot said, "You look down there! What is that by the farmhouse? It looks like smoke."
The airplane turned and it flew over the farmhouse. Roar! Roar! Roar!
"I don't see a fire engine," said the co-pilot. "I don't think that the farmer knows that his barn is burning."
Around the airplane went once again. It flew low and straight ahead. The farmer heard the noise and his wife heard the noise.
Soon the pilot saw two big fire engines come up the road. He watched the fire engines help put out the fire.

Second Reader, Passage Seven, Version I

Far away in the big woods was a little pond. The animals thought the little pond was beautiful.
A mother duck quacked to her baby ducks who were near the shore. A black bear came to the pond to drink and to catch fish. The birds liked the little pond and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass the rabbit liked to eat turned brown.
The duck said, "Far away through the trees, there is a big lake which has more water than our little pond has. I will help you find it. You follow me."
All the animals followed. On through the hot dry woods they went. All at once they heard a loud noise overhead.
"I have found it," quacked the duck. "I saw green grass and flowers there."

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

Second Reader, Passage Seven, Version II

Far away in the big woods was a little pond. The animals thought that the little pond was beautiful.
A mother duck quacked to her baby ducks near the shore. A black bear came to the pond to drink and to catch fish. The birds and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass which the rabbit liked to eat turned brown.
The duck said, "Far away through the trees, there is a big lake which has more water than our little pond. I will help you to find it. Follow me."
All the animals followed. On through the hot dry woods they went. All at once they heard a loud noise overhead.
"I have found it," quacked the duck. "I saw green grass and flowers there."

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

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

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

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

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

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

Timothy began to cry.

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

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

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

Second Reader, Passage Eight, Version II

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

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

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

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

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

Timothy began to cry.

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

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

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

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

Measures for Research and Evaluation in the English Language Arts

TRIP is an acronym which signifies an effort to abstract and make readily available measures for research and evaluation in the English language arts. These measures relate to language development, listening, literature, reading, standard English as a second language or dialect, teacher competencies, or writing. In order to make these instruments more readily available, the ERIC Clearinghouse on Reading and Communication Skills has supported the TRIP committee sponsored by the Committee on Research of the National Council of Teachers of English and has processed the material into the ERIC system. The ERIC Clearinghouse accession numbers that encompass most of these documents are CS261316 - CS261375.

TRIP Committee:
W.T. Fagan, Chairman
University of Alberta, Edmonton
Charles R. Cooper
State University of New York
at Buffalo
Julie M. Jensen
The University of Texas at Austin
Bernard O'Donnell
Director, ERIC/RCS
Roy C. O'Donnell
The University of Georgia
Liaison to NCTE Committee
on Research
Description of the Instrument:

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

**Date of Construction** - 1973

**Physical Description** - A review of literature and an analysis of basal readers for frequency indicated three predominant categories of pronominal reference of the anaphoric type. Four stories were drawn from basal readers and modified so that these categories of pronouns were represented in proportion to their numbers which occurred in the basal readers. That is, sixty per cent of the pronouns were of the category 1 type, with twenty per cent for each of the other two categories. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex.

The distance between the antecedent and anaphora was counted in terms of "propositions" and was varied so that one half of the antecedent/anaphora were separated by 0-2 propositions, and half by 3-5 propositions.

Other story modifications such as avoiding the identification...
of sex stereotyping character roles were also made.

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

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

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

Ordering Information:

ED

Related Documents:

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

The ____________ began to moo.

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

Let's try another one.

Red and ____________ are my favorite colors.

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

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

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

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

2. Red and ___________are my favorite colors.

3. The two bears were ___________for something to eat. The mother found some ___________. Just as they started to eat another bear came.

"______________out of my berries," said the big bear.
THE STORM (TAR-C Form 1)

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

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

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

"Not this time," answered 7B mother. "The man on the radio said the 7B will be bad."

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

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

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

As the two of 2B looked out the window, Mrs. Green pulled down her hat. 1A saw that the lake was not blue anymore.
The waves were splashing up the island. Soon rain began to fall hard.

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

Mrs. Green said, "I hope all the small boats get to the docks safely. friend Judy sailing today."

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

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

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

Jimmy didn't like going to bed but it was best to listen to mother. It took a long time to fall asleep.
The next morning Jimmy was up early. Mrs. Green was in the kitchen making breakfast. Putting on a new jacket, Jimmy ran into the room. Outside it was sunny again.

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

Mrs. Green smiled. "No, Jimmy," said.

"The storm has blown away. Anyway, I have a long list of for to do."

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

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

A = anaphora/antecedent separated by 0-2 propositions
B = anaphora/antecedent separated by 3-5 propositions
√ = appropriate answer
Mr. Painter, Judy and Jim had left the car to take a walk in the woods. Beside a big tree Mr. Painter found a baby fox. Its eyes were shut.

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

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

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

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

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

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

Judy looked at Jim and said, "Maybe should get some food for the fox. It looks hungry to."
thought their father was right and the fox in the garage.

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

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

said.

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

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

Judy and Jim felt sad, but they knew that father was right. They the fox a big breakfast. Then rode off with their father in the car.

When the three of them found a good place in the woods the fox was set free. It ran into the woods. The Painters stood by the car and watched. Judy closed eyes and when she opened them the fox was gone.
Judy went to the kitchen to get some food for the fox. Placed the food beside the fox. Then sat down and watched. The fox opened its eyes but did not make a sound.

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

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

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

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

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

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

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

Key: see previous sheets.
Multiple Choice Questions
The Mice
(TAR-MC Form 1)

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

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

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

Now let's take answer sheet #1.

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

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

Put your finger on line 8. Find the word it and on your answer sheet in number 3 circle the word that means the same as it.
The Mice (cont:)

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

6, I, 1, I
6, us, 2, us
9, I, 3, I
Put your finger on line 13. Find the word that tells why Crackle wanted to stay in the house and circle the word in number 4 on your answer sheet.
17, she, 5, she
18, her, 6, her
20, he, 7, he
Put your finger on line 20. Find the word which tells who Crackle called and circle the word in number 8 on your answer sheet.
21, him, 9, him
22, my, 10, my

TURN OVER THE SHEET

1, I, 11, I
2, you, 12, you
3, we, 13, we
Put your finger on line 6 and find the word which tells what awakened Crackle and circle the word in number 14 on your answer sheet.
7, her, 15, her
7, his, 16, his
10, the second she, number 17, the second she
Put your finger on line 11 and find the word that tells on what Crackle fell and circle the word in number 18 on your answer sheet.
12, you, 19, you
13, my, 20, my
15, us, 21, us
16, I, 22, I
17, he, 23, he
19, she, 24, she
THE MICE

Once upon a time there was a witch whose name was Crackle. She lived with two dogs, Ginger and Sam, and a large cat named Fluffy. They lived in a house at the edge of the forest. Crackle's house was very old.

On stormy nights, Crackle would say to Fluffy, "Sometimes I think this house is getting too old for the two of us. Maybe we should live in a new place."

Fluffy would answer, "Yes, the house is old and it leaks in a storm. But I like this broken-down place. Except on stormy nights, the house is very quiet.

On days when the sun was shining, Crackle would say to herself, "I have decided Fluffy is right. If I left this old house I would still need a new place. I need a quiet place where I can get a good night's sleep. I am sure there isn't a quieter house than this one."

One day trouble started. Crackle came home late. She was tired. She had been shopping all day for a new hat. She went to the cupboard for some food but her cupboard was empty.

Crackle went to the door and called, "Fluffy!" He came running in a second. Crackle said to him, "Look in this cupboard. Someone has taken my bread and cheese."
Fluffy smelled the cupboard, "Mice!" he said. "I smell mice!" Fluffy looked at Crackle and said, "You go to bed. I will stay up and take care of the mice. Then we will both be happy." The cat hid in the cupboard.

Crackle turned off the light and went to bed. She was so tired that she fell asleep at once. Suddenly, noises awakened her. Fluffy had jumped from his hiding place and was running after the mice and bumping into everything in the dark. Crackle jumped out of bed and ran downstairs. At the bottom of the stairs she missed a step. She tripped over Fluffy and fell on the floor. Crackle looked at Fluffy and asked, "Did you catch those mice?"

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

"Good," said Crackle. "Now both of us can have a good night's sleep. I am tired, and it's getting very late. Fluffy was sorry that he had not caught the mice. Crackle and Fluffy ate some food before going back to bed. Then Crackle put out the light and she went upstairs. Fluffy stayed downstairs. The night got quiet again. "This is better," he said. "No mice!"
Answer Sheet Number 1 (TAR-MC Form 1)

Name: __________________________

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

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

3. a. Fluffy
   b. house
   c. place
   d. storm
Answer Sheet Number 2 (TAR-MC Form 1)

Name: __________________________

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

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

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

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

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

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

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

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

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

11. a. Crackle  
    b. Fluffy  
    c. Sam  
    d. Ginger
12. a. Fluffy
   b. Ginger
   c. Sam
   d. Crackle

13. a. Crackle and Fluffy
   b. Fluffy and Sam
   c. Fluffy and Ginger
   d. Crackle and Ginger

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

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

16. a. Ginger
   b. Crackle
   c. Sam
   d. Fluffy
17. a. Sam
   b. Fluffy
   c. Crackle
   d. Ginger

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

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

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

21. a. Crackle and Sam
    b. Crackle and Fluffy
    c. Crackle and Ginger
    d. Ginger and Sam
22. a. Fluffy  
   b. Ginger  
   c. Crackle  
   d. Sam  

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

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

Key: 1, 2, 7 = respective categories of anaphora including in the study.  
A = anaphora/antecedent separated by 0-2 propositions  
B = anaphora/antecedent separated by 3-5 propositions  
= appropriate answer.
Multiple Choice Questions
The Lost Turtle
(TAR-MC Form 2)

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

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

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

Now let's take Answer Sheet #1.
Put your finger on line 3 in the story. Find the word that tells where Tom and Jill were going. Circle the word in number 1 on your answer sheet. (Check)

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

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

Now let's begin the next answer sheet.
The Lost Turtle (cont.)

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

6, I, 1, I
7, him, 2, him
8, you ,3, you
Put your finger on line 10. Find the word that tells in what Tom kept
his turtle and circle the word in number 4 on your answer sheet.
10, I, 5, I
13, your, 6, your
14, you, 7, you
16, I, 8, I
Put your finger on line 16. Find the word that tells where Tom left the
turtle and circle the word in number 9 on your answer sheet.
19, you, 10, you

Turn Over The Page

22, he, 11, he
23, his, 12, his
Put your finger on line 32. Find the word that tells where Mrs. Coats,
Jill, and Tom went to pick up the turtle and circle the word in number 13
on your answer sheet.
34, I, 14, I
35, us, 16, us
37, it, 16, it
Put your finger on line 43. Find the word that tells what Jill brought the turtle and circle the word in number 20 on your answer sheet.
The Lost Turtle

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

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

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

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

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

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

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

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

At last the trip was over and the Coat's family was home. Mrs. Coats went to phone the farm to ask for the turtle. By the phone was a note for the family from Mr. Coats. The
note said that the turtle was being shipped by plane and the
family could pick it up at the airport.
Jill and Tom yelled happily.
Tom cried, "My turtle came by plane."
Mrs. Coats, Jill, and Tom got into the car and went to
the airport. Soon, Mrs. Coats stopped the car.
"Jill, you wait in the car," said Mrs. Coats. "Tom
and I will go get the turtle. We know where to go so it
won't take us long."
In five minutes Tom and his mother were back.
Tom cried, "I got my turtle. A letter came with it."
Tom laughed when the letter was read.
"Our friends wrote that I have the fastest turtle in
the world," he said.
The next morning Tom and Jill were up early. They
couldn't wait to show the turtle to their friends. Jill
brought some food for the turtle but it was not in the box.
Mrs. Coats and Tom came running from the kitchen.
Mrs. Coats said, "Tom, you look in this room. Jill
and I will look upstairs. The turtle couldn't have gone too
far. He must be here somewhere."
A short time later Jill let out a yell.
"Here it is!" she said.
Jill had found the turtle swimming around in the goldfish
bowl. Jill put her hand into the bowl and lifted the turtle
out. Then Mrs. Coats took the turtle downstairs to Tom.
Name: ____________________________

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

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

3. a. train
   b. car
   c. brother
   d. turtle
1. a. Jill
   b. Tom
   c. Mrs. Coats
   d. the turtle

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

3. a. Tom
   b. the turtle
   c. Mrs. Coats
   d. Jill

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

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

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

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

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

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

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

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

14. a. Jill
    /b. Mrs. Coats
    c. Tom
    d. the turtle

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

16. a. Tom
    /b. the turtle
    c. Jill
    d. Mrs. Coats

17. a. Mrs. Coats
    b. Jill
    c. Tom
    /d. the turtle
18. a. Jill
   b. Tom
   c. the turtle
   d. Mrs. Coats

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

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

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

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

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

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