



I L L I N O I S

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

PRODUCTION NOTE

University of Illinois at
Urbana-Champaign Library
Large-scale Digitization Project, 2007.

390.152

T2261

n.219

**T
E
C
H
N
I
C
A
L** **R
E
P
O
R
T
S**

Technical Report No. 219

**SERIAL POSITION AND RATED IMPORTANCE
IN THE RECALL OF TEXT**

Peter Freebody
University of New England, Armidale

Richard C. Anderson
University of Illinois at Urbana-Champaign

September 1981

Center for the Study of Reading

THE LIBRARY OF THE

MAR 17 1983

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN
51 Gerty Drive
Champaign, Illinois 61820

The National
Institute of
Education
U.S. Department of
Health, Education and Welfare
Washington, D.C. 20208



BOLT BERANEK AND NEWMAN INC.
50 Moulton Street
Cambridge, Massachusetts 02138

CENTER FOR THE STUDY OF READING

Technical Report No. 219

SERIAL POSITION AND RATED IMPORTANCE
IN THE RECALL OF TEXT

Peter Freebody
University of New England, Armidale

Richard C. Anderson
University of Illinois at Urbana-Champaign

September 1981

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

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

The research reported herein was supported in part by the National
Institute of Education under Contract No. HEW-NIE-C-400-76-0116.

EDITORIAL BOARD

Peter Johnston, Chairperson

Roberta Ferrara

Jim Mosenthal

Scott Fertig

Ann Myers

Nicholas Hastings

Andee Rubin

Asghar Iran-Nejad

William Tirre

Jill LaZansky

Paul Wilson

Peter Winograd

Michael Nivens, Editorial Assistant

Abstract

Multiple regression was used to examine the relationship between the serial position and the rated importance of a proposition and the probability of its appearance in free recall protocols. A total of eight passages were each read and recalled by about 60 sixth-grade students. It was found that both rated importance and position predict recall. In addition, the quadratic of serial position is a significant predictor, indicating a recency effect. Neither the interaction term nor the quadratic of importance were significant, nor was there a significant correlation between importance and the linear or quadratic of position. Texts showing strong effects are discussed in some detail.

Serial Position and Rated Importance
in the Recall of Text

A consistent finding in studies of list memory has been the greater recallability of words appearing early and late in the lists (e.g., Glanzer & Cunitz, 1966). The study of serial position effects in the recall of coherent text has not yielded such consistent results. Some researchers (e.g., Deese & Kaufman, 1957; Rubin, 1978) have found clear primacy and recency effects in prose retention measures. Others (e.g., Frase, 1969; Meyer & McConkie, 1973; Rubin, 1977) have presented evidence for a primacy effect, but not for the enhanced recallability of late-appearing propositions, while some studies (e.g., Richardson & Voss, 1960) have found no relation between serial position and recall of text.

Why have these discrepant results been found? Meyer and McConkie (1973) argued that the height of a proposition in the logical or ideational structure of a passage critically affects the probability of a proposition's appearance in a recall protocol. Authors tend to put higher-order information, it is argued, at the beginnings and ends of passages as introductions and conclusions--hence, the advantage of early- and late-appearing propositions. In this account, primacy and recency might be thought of as somewhat misleading terms in that they suggest that the temporal

arrangement of the proposition is of itself not responsible for the effect. There is some research supporting this account. Cirilo and Foss (1980) have found that subjects spend more time reading early-appearing propositions in general, but that highly important propositions which appear late in a passage also tended to be associated with a disproportionately large amount of reading time. It may be that readers expect and need more higher-order information early in a text, but late in a text, having developed notions of what is and is not important in the particular discourse, modify their allocation of time and effort accordingly.

It has been consistently demonstrated in prose research that there is a positive relation between the importance of an element in the text and the probability of that element's being recalled (Gomulicki, 1956; Johnson, 1970). Elements in text can derive importance from a number of sources. A reader's background knowledge and perspective while reading serve to highlight particular elements and increase their memorability (Pichert & Anderson, 1977; Steffensen, Jogdeo, & Anderson, 1978). An element occupies a particular position in the logical hierarchy of ideas in a text. Elements high in the hierarchy are perceived as important and are more likely to be recalled (Meyer & McConkie, 1973; Meyer, 1975). Authors can signal important elements with underlinings, headings, etc., resulting again in increased probability of recall (Rothkopf & Bisbicos, 1967). There is also a category of elements that might be

called "generically important." These would include elements relating to death, danger, romance, power, and information personally related to the reader (Schank, Note 1).

Essentially, this study addresses three questions: (a) Are there reliable serial position effects over many recall protocols based on a large number of wide variety of texts? (b) Are both primacy and recency effects evident? (c) Are these effects "washed out" by consideration of the importance of the propositions in the text?

The data to be reported here arises from a compilation of findings from three experiments reported separately elsewhere (Freebody & Anderson, 1981, and in press). Materials and scoring procedures are described more fully in these reports.

Method

Subjects

In total, 228 sixth-grade students from a small city in central Illinois participated in the study. As assessed by nationally normed achievement tests, these students were, on the average, one-half of one standard deviation above the mean achievement level.

Materials

Eight passages of about 250-300 words each were used in this study. Four were adapted from the Scott Foresman Social Studies program for Grade 6. Four were written for the study in a similar vein and of the same length as the social studies passages. Students read

either three ($n = 146$) or two ($n = 82$) of these passages, such that on the average each passage was read by about 62 students. These passages appeared with varying degrees of vocabulary difficulty. Any given passage appeared either with mostly high-frequency words (according to Carroll, Davies, & Richman, 1971) or alternately with 1 in 4 substance words replaced by low-frequency synonyms. These vocabulary manipulations were the focus of our earlier reported studies, and serve to enhance the generality of any effects in evidence in this analysis.

Importance Ratings

In all, 110 sixth-grade students of comparable ability to the main sample each read two of the passages and rated each proposition for its importance in the passage. Between 19 and 22 students rated propositions in each passage. A three-point rating scale was used. The students read each passage in normal text format, then read the propositions typed on separate lines. Next to the propositions were three boxes: a large, a medium-sized, and a small box, indicating high, moderate, and low importance. Students were instructed to read the story carefully, then turn the page over and judge whether each separate idea from the story was very important, "sort of" important, or not at all important. These data were scored by awarding to each proposition a score of 3 for a judgment of high importance, 2 for moderate importance, and 1 for low importance.

These were summed across all subjects, and the propositions were assigned a mean importance rating. It should be emphasized that the subjects who rated the propositions were not later involved in reading and recalling the passages.

Procedure

After reading each passage, subjects were asked to complete a number of tasks. Immediately after reading, they were presented with a multiple-choice vocabulary item not related to the passages. This acted simply as an interval filler to minimize rote recall of words appearing late in the passage. Subjects were then asked to freely recall the passage. The instructions indicated that they should use the exact words that were in the passage, or if they could not remember these, to use their own words to express as many of the ideas they could remember. These instructions were typed at the head of a blank page. Having completed their recalls, the subjects were asked to write on the following page a 2-3 sentence summary of the main ideas in the passage. Following this, a 13-item sentence verification test was completed by each student. Neither the summarization or verification data are discussed in this paper.

This entire procedure was repeated after each passage. It was emphasized that the students could read the passage more than once, but having turned to the filler item, they could not look back at the passage.

The students were tested in their intact classroom groups during their reading periods. The purposes of the study were explained to them at the outset of the sessions. The students worked at their own rates, and consequently, there was some variation in completion times.

The passages were divided into propositions, where a proposition was a clause or phrase expressing a separable idea for the first time in the text. For the free recall measure, students were awarded a score when the gist of a proposition was recalled. As reported in Freebody and Anderson (1981) inter-judge reliability on a sample of 94 protocols was .96. Since the passages range from 32 to 45 propositions in length (mean = 41.1), serial position was equated across passages by use of percentile position scores.

Results and Discussion

Data for all passages were combined in a regression analysis with proportion recalled as the criterion variable. The quadratic forms of serial position and importance rating were also entered as predictors to check on curvilinearity. Correlations among these variables indicated that both serial position and its quadratic were orthogonal to importance rating ($r_{\text{pos/import}} = .006$, $z = .13$; $r_{\text{pos squared/import}} = .013$, $z = .26$). Linear main effects were entered into the equation first, then their interaction, then the quadratic terms.

The results of the analysis are summarized in Table 1. It can be seen that importance, position, and the quadratic of position predict significant portions of the variance. Simple correlations indicate that importance is positively related to probability of recall ($r = .191$), while position is negatively related ($r = -.214$). It is of note that these contribute independently to the prediction.

In order to clarify the relationship between serial position and recall, the best-fitting equation was found for probability of recall regressed on position and then position-squared. The equation was then solved for 10-point intervals of the percentile position scale. The resulting relationship is presented in Figure 1. It can be seen that there is a strong predicted primacy effect and a moderate but significant recency effect. While the amount of variance accounted for is not great, the effect may be thought to be stable and generalizable due to the large number of subjects, propositions, passages, and experimental conditions in which they appeared.

It was decided to examine the pattern for each passage and to analyze informally any interesting correspondences. Only two of the analyses of individual passages showed significant effects for the quadratic component. Trends toward significance appeared in two other passages. The linear component was significant for five of the passages, with a trend in one other. Since each F value was based on one degree of freedom in the numerator, an effect-size

Table 1
 Partitioning of Variance and Significance Tests for
 Predictors of a Proposition's Appearance in Recall Protocols

Source	<u>df</u>	Percentage of Variance	<u>F</u>
Position	1	4.57	20.66**
Importance	1	3.70	16.73**
Position x Importance	1	.25	1.13
(Position) ²	1	1.74	7.87**
(Importance) ²	1	.16	<1
Error	405	89.58	

**p < .01

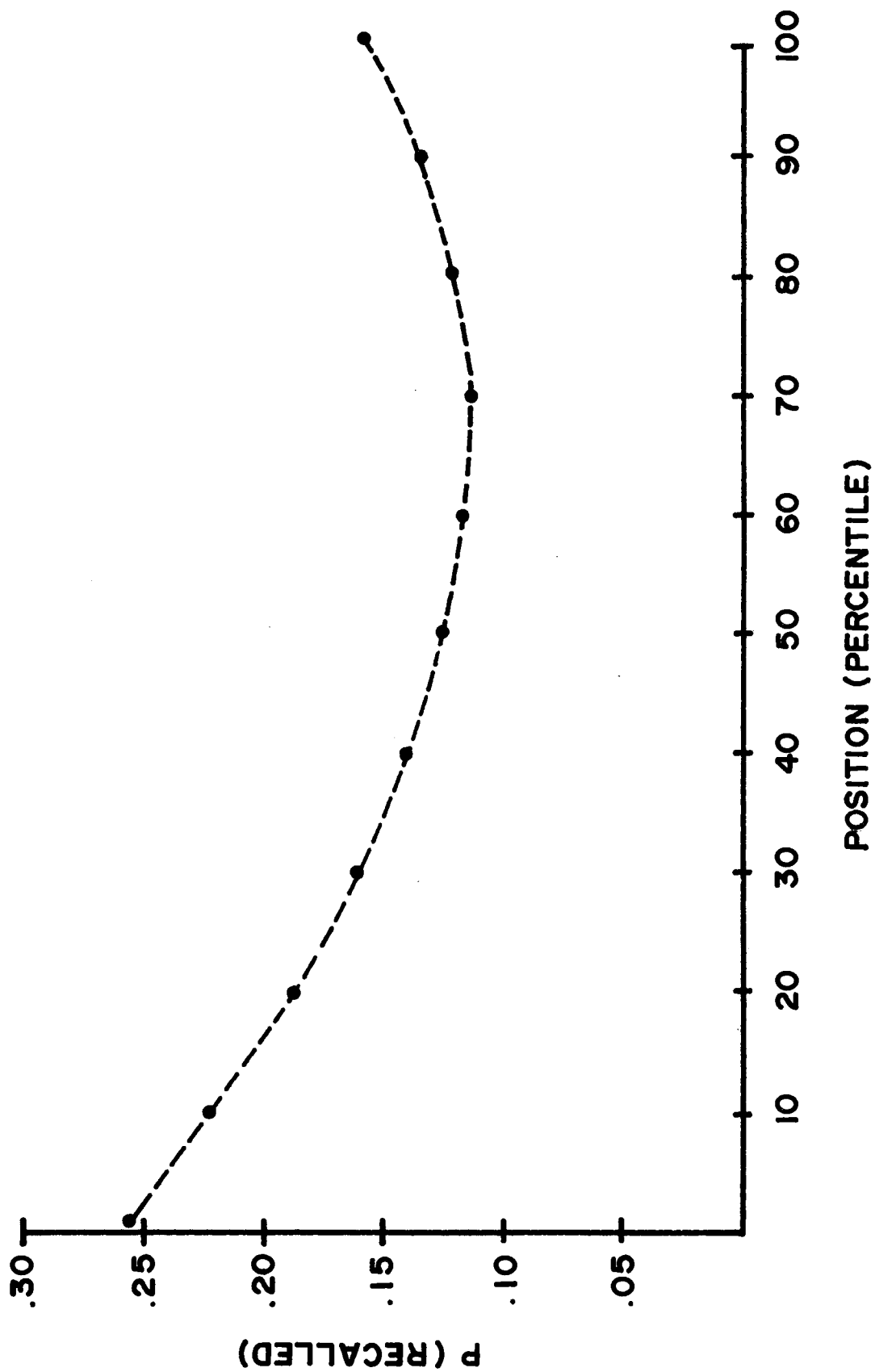


Figure 1. Predicted recall of propositions related to percentile serial position.

analysis was carried out, whereby the effect size for each passage for both position and its quadratic was taken as the square root of F . These were then averaged over the passages, and a mean effect size was obtained (after Glass, 1978). This can be interpreted as the size, in standard deviation units, due to the effect. For position, the mean effect size was 1.86 ($SD = 1.49$), and for the quadratic of position, the mean effect size was 1.22 ($SD = 1.05$).

Those passages showing a strong quadratic effect were examined. The predicted relationships for these two passages are shown in Figures 2 and 3, respectively. For both passages, the overall variance accounted for by the linear and quadratic terms was significant ("Trade Laws," $R^2 = .226$, $p < .02$; "Huta," $R^2 = .396$, $p < .01$).

Thus, a strong recency and primacy effect operated for both of these passages. Also, the upward curve comes late in both cases. The next-to-last paragraph in "Trade Laws" is a continuing description of the reasons for tariffs. The last paragraph is a one-sentence conclusion in figurative language. Thus, it might have mnemonic value due to its structural significance as a conclusion or encapsulation and to its possible imagery value, as well as its position. Inspection of the data indicates that the proposition--"a tariff is like a fence between countries"--was recalled by an atypically large proportion of the students (.236). For "The Huta Game," interpretations of the pattern are not so evident. The concluding section mentions the fact that there were large contests and that

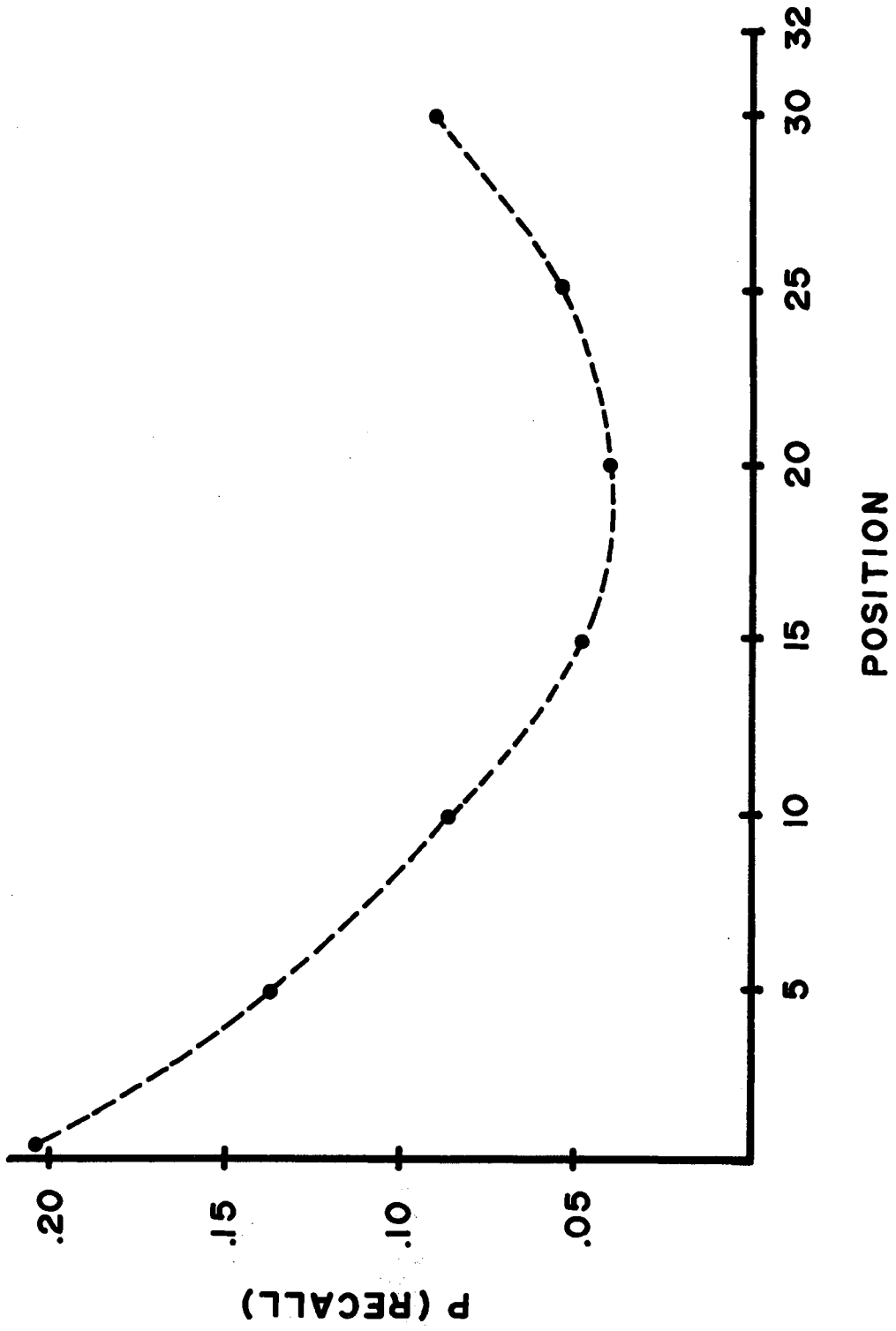


Figure 2. Predicted recall of propositions in "Trade Laws" related to serial position.

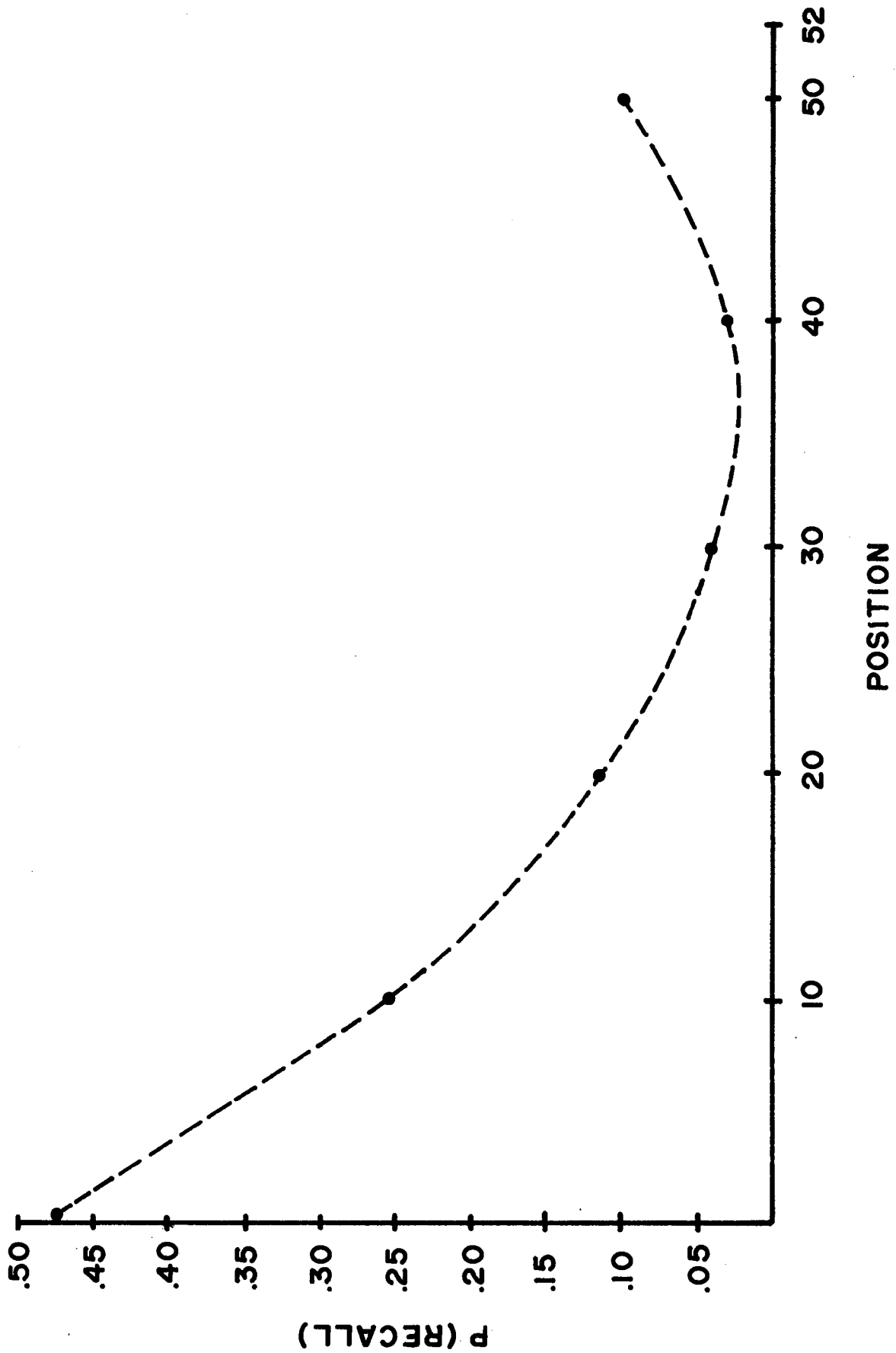


Figure 3. Predicted recall of propositions in "Huta" related to serial position.

the Indians would often play "dressed only in chaps and shirts," since the sun and the game kept them warm. The fact that there were contests was well recalled, but the detail concerning attire was recalled by a far greater proportion (.295). This information seems insignificant in the ideational structure of the passage.

Various factors may be operating in the advantage of early and late appearing propositions in the overall analysis. It has been the function of this study to demonstrate, over a very large number of propositions, appearing in a variety of passages and textual conditions, that early and, to a lesser but significant extent, later propositions are better recalled. It has also been shown that the rated importance of a proposition predicts probability of recall independently of its serial position.

Reference Note

1. Schank, R. C. Interestingness: Controlling inferences (Research Report No. 145). New Haven, Conn.: Department of Computer Science, October 1978.

References

- Carroll, J. B., Davies, P., & Richman, B. American Heritage word frequency book. Boston: Houghton Mifflin, 1971.
- Cirilo, R. K., & Foss, D. J. Text structure and reading time for sentences. Journal of Verbal Learning and Verbal Behavior, 1980, 19, 96-109.
- Deese, J., & Kaufman, R. A. Serial effects in recall of unorganized and sequentially organized verbal material. Journal of Experimental Psychology, 1957, 54, 18-197.
- Frase, L. T. Paragraph organization of written materials: The influence of conceptual clustering upon level of organization. Journal of Educational Psychology, 1969, 60, 394-401.
- Freebody, P., & Anderson, R. C. Effects of differing proportions and locations of difficult vocabulary on text comprehension (Tech. Rep. No. 202). Urbana: University of Illinois, Center for the Study of Reading, May 1981.
- Freebody, P., & Anderson, R. C. Effects of vocabulary difficulty, text cohesion, and schema availability on reading comprehension (Tech. Rep.). Urbana: University of Illinois, Center for the Study of Reading, in press.
- Glanzer, M., & Cunitz, A. R. Two storage mechanisms in free recall. Journal of Verbal Learning and Verbal Behavior, 1966, 5, 351-360.

- Glass, G. V. Integrating findings: The meta-analysis of research. In L. S. Shulman (Ed.), Review of research in education (Vol. 5). Itasca, Ill.: Peacock, 1978.
- Gomulicki, B. R. Recall as an abstractive process. Acta Psychologica, 1956, 12, 77-94.
- Johnson, R. E. Recall of prose as a function of the structural importance of the linguistic unit. Journal of Verbal Learning and Verbal Behavior, 1970, 9, 12-20.
- Meyer, B. J. F. The organization of prose and its effects on memory. Amsterdam: North-Holland, 1975.
- Meyer, B. J. F., & McConkie, G. W. What is recalled after hearing a passage? Journal of Educational Psychology, 1973, 65, 109-117.
- Pichert, J. W., & Anderson, R. C. Taking different perspectives on a story. Journal of Educational Psychology, 1977, 69, 309-315.
- Richardson, P., & Voss, J. F. Verbal context and recall of meaningful material. Journal of Experimental Psychology, 1960, 60, 417-418.
- Rothkopf, E. Z., & Bisbicos, E. E. Selective facilitative effects of interspersed questions on learning from written materials. Journal of Educational Psychology, 1967, 58, 59-61.
- Rubin, D. C. Very long-term memory for prose and verse. Journal of Verbal Learning and Verbal Behavior, 1977, 16, 611-621.
- Rubin, D. C. A unit analysis of prose memory. Journal of Verbal Learning and Verbal Behavior, 1978, 17, 599-620.

Steffensen, M. S., Jogdeo, C., & Anderson, R. C. A cross-cultural perspective on reading comprehension (Tech. Rep. No. 97). Urbana: University of Illinois, Center for the Study of Reading, July 1978. (ERIC Document Reproduction Service No. ED 159 660)

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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Armbruster, B. B., & Anderson, T. H. Content Area Textbooks (No. 23), July 1981.
- 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-\$0.91)
- 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-\$0.91)
- Bruce, B. What Makes a Good Story? (No. 5), June 1978. (ERIC Document Reproduction Service No. ED 158 222, 16p., PC-\$2.00, MF-\$0.91)
- Bruce, B. A New Point of View on Children's Stories (No. 25), July 1981.
- Bruce, B. Stories within Stories (No. 29), August 1981.
- Bruce, B., & Rubin, A. Strategies for Controlling Hypothesis Formation in Reading (No. 22), June 1981.
- Bruce, B., Rubin, A., & Starr, K. Why Readability Formulas Fail (No. 28), August 1981.
- 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-\$0.91)
- Davison, A. Readability--Appraising Text Difficulty (No. 24), July 1981.

- 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. (ERIC Document Reproduction Service No. ED 198 499, 51p., PC-\$5.30, MF-\$.91)
- Durkin, D. Reading Comprehension Instruction in Five Basal Reader Series (No. 26), July 1981.
- 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)
- McCormick, C., & Mason, J. What Happens to Kindergarten Children's Knowledge about Reading after a Summer Vacation? (No. 21), June 1981.
- Osborn, J. The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers (No. 27), August 1981.
- 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. (ERIC Document Reproduction Service No. ED 198 474, 27p., PC-\$3.65, MF-\$.91)
- Taylor, M., & Ortony, A. Figurative Devices in Black Language: Some Socio-Psycholinguistic Observations (No. 20), May 1981. (ERIC Document Reproduction Service No. ED 201 989, 23p., PC-\$2.00, MF-\$.91)
- 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)
- Tierney, R. J., & Pearson, P. D. Learning to Learn from Text: A Framework for Improving Classroom Practice (No. 30), August 1981.

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. 107), 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. (ERIC Document Reproduction Service No. ED 199 663, 74p., PC-\$5.30, MF-\$.91)
- 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-\$3.65, 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. (ERIC Document Reproduction Service No. ED 201 993, 64p., PC-\$5.30, MF-\$.91)
- Baker, L., & Brown, A. L. Metacognitive Skills and Reading (No. 188), November 1980. (ERIC Document Reproduction Service No. ED 195 932, 74p., PC-\$5.30, MF-\$.91)
- 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. (ERIC Document Reproduction Service No. ED 199 668, 46p., PC-\$3.65, MF-\$.91)

- 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. A Social Interaction Model of Reading (No. 218), September 1981.
- 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. (ERIC Document Reproduction Service No. ED 199 667, 67p., PC-\$5.30, MF-\$.91)
- 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)
- Davison, A., Lutz, R., & Roalef, A. Text Readability: Proceedings of the March 1980 Conference (No. 213), August 1981.
- Dunn, B. R., Gould, J. E., & Singer, M. Cognitive Style Differences in Expository Prose Recall (No. 210), July 1981.

- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Freebody, P., & Anderson, R. C. Effects of Differing Proportions and Locations of Difficult Vocabulary on Text Comprehension (No. 202), May 1981. (ERIC Document Reproduction Service No. ED 201 992, 69p., PC-\$5.30, MF-\$0.91)
- Freebody, P., & Anderson, R. C. Serial Position and Rated Importance in the Recall of Text (No. 219), September 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Geva, E. Facilitating Reading Comprehension through Flowcharting (No. 211), July 1981.
- 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-\$0.91)
- 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-\$0.91)

- 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. Colloquial and Literary Uses of Inversions (No. 217), September 1981.
- 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)
- Half, 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., Nagy, W. E., & Nottenburg, G. Situational Variation in the Use of Internal State Words (No. 212), August 1981.
- 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. (ERIC Document Reproduction Service No. ED 195 953, 81p., PC-\$6.95, MF-\$.91)
- 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)
- Hogaboam, T. W., & McConkie, G. W. The Rocky Road from Eye Fixations to Comprehension (No. 207), May 1981. (ERIC Document Reproduction Service No. ED 201 988, 53p., PC-\$5.30, 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Johnston, P. Implications of Basic Research for the Assessment of Reading Comprehension (No. 206), May 1981. (ERIC Document Reproduction Service No. ED 201 987, 162p., PC-\$11.90, MF-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)

- Mason, J. M. Prereading: A Developmental Perspective (No. 198), February 1981. (ERIC Document Reproduction Service No. ED 199 659, 96p., PC-\$6.95, MF-\$.91)
- 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., Mason, J., & Williams, J. Sociocultural Variables in Children's Sequencing of Stories (No. 209), July 1981.
- 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. (ERIC Document Reproduction Service No. ED 199 664, 50p., PC-\$3.65, MF-\$.91)
- 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. (ERIC Document Reproduction Service No. ED 199 665, 51p., PC-\$5.30, MF-\$.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Navon, D., & Shimron, J. The Distribution of Information within Letters (No. 215), September 1981.
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Ortony, A. Beyond Literal Similarity (No. 105), October 1978. (ERIC Document Reproduction Service No. ED 166 635, 58p., PC-\$5.30, MF-\$0.91)
- Ortony, A. Some Psycholinguistic Aspects of Metaphor (No. 112), January 1979. (ERIC Document Reproduction Service No. ED 165 115, 38p., PC-\$3.65, MF-\$0.91)
- Ortony, A. Understanding Metaphors (No. 154), January 1980. (ERIC Document Reproduction Service No. ED 181 426, 52p., PC-\$5.30, MF-\$0.91)
- 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-\$0.91)
- 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-\$0.91)

- 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. (ERIC Document Reproduction Service No. ED 199 661, 58p., PC-\$5.30, MF-\$.91)
- 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. (ERIC Document Reproduction Service No. ED 201 991, 59p., PC-\$5.30, MF-\$.91)
- Royer, J. M. Theories of Learning Transfer (No. 79), January 1978. (ERIC Document Reproduction Service No. 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. M., & 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)
- Shatz, M. Learning the Rules of the Game: Four Views of the Relation between Social Interaction and Syntax Acquisition (No. 214), September 1981.
- Shimron, J., & Navon, D. The Dependence on Graphemes and on Their Translation to Phonemes in Reading: A Developmental Perspective (No. 208), June 1981.
- 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. (ERIC Document Reproduction Service No. ED 195 954, 109p., PC-\$8.60, MF-\$.91)
- 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. (ERIC Document Reproduction Service No. ED 199 662, 49p., PC-\$3.65, MF-\$.91)
- Spiro, R. J., & Esposito, J. J. Superficial Processing 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. (ERIC Document Reproduction Service No. ED 199 666, 43p., PC-\$3.65, MF-\$.91)
- 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. (ERIC Document Reproduction Service No. ED 199 660, 44p., PC-\$3.65, MF-\$91)
- 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. (ERIC Document Reproduction Service No. ED 201 990, 133p., PC-\$10.25, MF-\$91)
- 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. (ERIC Document Reproduction Service No. ED 195 946, 125p., PC-\$8.60, MF-\$91)
- 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 181 429, 38p., PC-\$3.65, MF-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- 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-\$0.91)
- Zola, D. The Effect of Redundancy on the Perception of Words in Reading (No. 216), September 1981.

