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Edith Appell Slaton
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Effects of Instruction in use of Sentence Connectives and Text Structure on Passage Recall

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

Curriculum and Instruction
(Emphasis in Reading)

by

Edith Appell Slaton
B.S., Southeastern Louisiana University, 1969
M.Ed., Southeastern Louisiana University, 1975
May, 1987
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Abstract

The purpose of this study was to investigate the effects of instruction in cause/effect text structure at both the macrostructure level or the microstructure level on fifth- and sixth-grade readers' recall of main ideas from scrambled and normal passages. Instruction at the macrostructure level was in how to construct a graphic organizer, that is, a selection of only key ideas from a passage arranged hierarchically and connected by lines that show how the ideas are related. Instruction at the microstructure level was in how to combine causally related sentences using the sentence connective because. Instruction was presented with six tutorial computer programs written by the researcher, three for the macrostructure instruction and three for the microstructure instruction. Three dependent measures were a graphic organizer task, a sentence connectives task, and a free recall task using normal and scrambled cause/effect passages. A treatment group receiving macrostructure instruction outperformed both a treatment group that received microstructure instruction and a control group on the graphic organizer task. No group outperformed any other group on the sentence connectives task. Both treatment groups were found to
be aware of cause/effect text structure before treatment as shown by poorer recall of main ideas from scrambled passages than from normal passages. However, only the macrostructure treatment group showed a statistically significant improvement from pre- to posttest in main idea recall of scrambled passages. The computer-assisted instruction in graphic organizer construction written for this study appears to be one way to help structure-aware readers to impose structure on passages in which structure has been disrupted or is not easy to find, and thus to help them to use a structure strategy for comprehension and recall.
Chapter One

Introduction

The purpose of this study was to examine the effects of two approaches to instruction on recall of text. One approach presented instruction in text structure at the macrostructure level and the other presented instruction in text structure at the microstructure level. Both approaches used computer-assisted instruction (CAI).

Text Structure

There are two aspects of text, content and structure. If all content were removed, what is left is the structure with empty slots where the content had been (Frederiksen, 1975). Text is a surface level representation of a set of connected propositions (Kintsch, 1977). Text structure may be considered as the framework through which those connections are represented in text. Frederiksen (1976) theorized that structure occurred at six levels "containing units as 'small' as individual concepts and relations connecting concepts and as 'large' as macrostructures consisting of networks of connected propositions" (p. 58).

Kintsch and van Dijk (1978) developed a model for comprehension of text. They theorized that text
structure can be characterized as occurring at two semantic levels, microstructure and macrostructure. Microstructure consists of "individual propositions and their relations" (p. 365). Macrostructure is "more global . . . characterizing the discourse as a whole" (p. 365). The microstructure states relations explicitly; however, a macrostructure must be inferred from the microstructure.

Kintsch and van Dijk (1978) found that recall is influenced by the organization and the structure of a text. The probability of recall is influenced by a number of factors, including whether ideas are stated first (primacy), whether they are stated last (recency), and whether they are stated often (frequency). Another way in which the structure of a text influences a reader's recall is that the more connections an idea has to other ideas in a text, the more likely that idea is to be remembered.

Meyer (1975) compared effects of text format and text structure. She varied ideas' positions, amount of repetition, and relational importance to other ideas. One way to evaluate the amount of information that readers remember from reading a text is to have them produce a written recall. Such a free recall more
accurately reflects what the reader remembers and what the reader considers important than a probed recall. Probed recalls cue readers to remember certain information and do not allow them to select information they consider important.

Generally, in order to score recall protocols, an original text is parsed into idea units and the idea units are placed into a hierarchy as indicated by the structure of the text (Meyer, 1975, 1979). Recall protocols are scored by counting the idea units that a reader recalled that were also in the original text. Scores may be given as the proportion of the number of idea units recalled to the total number of idea units possible. Additionally, they may reflect total ideas recalled, main ideas recalled, and/or details recalled. By differentiating among types of idea units recalled, it is possible to determine the quality as well as the quantity of what was remembered from a text. Meyer (1975) reported that ideas that were higher in the text's hierarchy were more likely to be remembered regardless of their position or number of repetitions in the text.

Meyer (1979) examined the relations between ideas and identified four types of relations by which text is
structured. She described those four top-level expository text structures as: (a) response (problem/solution), (b) adversative (comparison/contrast), (c) covariance (cause/effect), and (d) attribution (collection).

Meyer and Freedle (1984) examined the structure itself to determine if some text structures facilitate recall better than other structures. They found that the more complex a top-level structure, the more likely it is to facilitate recall. Specifically, they examined four text structures, collection, causation, problem/solution, and comparison, to determine if one text structure promoted better recall than others. Content was held constant, but structure was varied to represent each of the four structure types. Results were that adult subjects recalled most in an immediate and a delayed free recall from passages organized in comparison structure, followed by causation, problem/solution, and collection/description, in that order.

In summary, results from previous studies indicate that a coherent text is more than just a group of words; there is also a structure of relations between and among those words. Furthermore, structure affects a reader's
recall of information from a text.

**Text Structure Awareness and Recall**

From describing aspects of text itself, it has been possible to develop tools with which to study several aspects of the complex act of reading, including such reader-based factors as readers' awareness of text structure and their use of text structure for recall of important information. Results from several studies (Kintsch & van Dijk, 1978; Meyer, Brandt & Bluth, 1980; Rumelhart, 1977) suggest that readers who are aware of text structure and use it to recall information recall more important ideas than those readers who do not use text structure.

Englert and Hiebert (1984) directed third- and sixth-grade students to read two sentences that were carefully constructed to signal a particular text structure and then to choose a third sentence from a list of four sentences that would match the first two sentences by topic and structure. Sixth-grade students performed better than third-grade students. Collection was the easiest text structure for the children and description and comparison/contrast the most difficult. Englert and Hiebert concluded that awareness of text structure develops over time: Readers appear to develop
awareness of some text structures before others.

Another study that indicated that awareness of text structure develops over time and that students' awareness of text structure facilitates recall of important information was McGee's (1982) examination of the text structure awareness of third- and fifth-grade readers. Subjects' written recalls were analyzed for text structure to determine which students were using the author's top level structure. Fifth-grade good readers remembered more high level information than fifth-grade poor and third-grade good readers. Fifth-grade good readers used the author's top level structure more frequently than fifth-grade poor readers. Third-grade good readers rarely used the author's top level structure.

Richgels, McGee, Lomax, and Sheard (1987) examined sixth-grade readers' awareness of text structure and the effect of different text structures on sixth-grade readers' recall of main ideas. They used four text structures: collection, causation, comparison/contrast, and problem/solution. Three evaluation tasks were used. First, subjects performed a matching task in which they selected one of two passages to match the structure of a target passage written to one of the four text
structures. Subjects did a recall task in which they read eight passages written in either normal or scrambled condition for each of the four text structures and wrote a free recall immediately after reading each. Recalls were scored for main ideas and text structure match. Finally, subjects wrote four compositions following discussions led by a researcher. The researcher guided each discussion with one of the four text structure organizations in mind. Summaries were scored for ideas recalled and text structure match. The results of this study indicate that sixth-grade students show varying degrees of awareness of text structure. Students had the most difficulty with causation. They had high awareness of comparison/contrast. The students recalled more main ideas for normal passages than for scrambled passages except in collection structure.

In summary, these studies indicate that awareness of text structure does facilitate recall of well structured passages. Furthermore, awareness of text structure develops over time, and certain types of structure facilitate recall better than others.

Roen and Piche (1984) also investigated which level of text structure is more likely to facilitate students' comprehension of text by examining the effect of
problem/solution rhetorical predicates, intersentential cohesive conjunctions, and lexical cohesion on freshmen college students' reading rate and comprehension. They concluded that it is not the surface level linkage that explicates the macrostructure, but the macrostructure that makes the microstructure possible. That finding is in opposition to Kintsch and van Dijk (1978), who stated that the microstructure states relations explicitly and that a macrostructure must be implied from the microstructure. Further research is indicated to examine what difference, if any, there is in readers' text structure awareness at each of the two structure levels.

**Instruction in Text Structure**

Alvermann, (1982), Berkowitz, (1986), Raphael and Kirschner, (1985), Taylor, (1982, 1985), and Taylor and Beach, (1984) have found that readers' recall can be improved by teaching them to use text structure. Kintsch (1974) made two suggestions in regard to teaching text structure. Those suggestions were to teach students sentence combining in order to make them aware of the explicit signaling at the microstructure level and to model for students how to figure out the author's general framework or top-level structure in
order to help them learn to discern the implied macrostructure.

Robertson (1968) conducted research on the microstructure level of text involving sentence combining and conjunctions. Students in grades four, five, and six were tested on their use of sentence connectives. Two evaluation instruments were used: a connectives reading test and a written connectives test. For the connectives reading test, students read a sentence which was interrupted following a connective and had to choose an ending from four alternatives. For the written connectives test, students read a complex sentence which was complete except for the omission of one or more connectives which joined the parts of the sentence. Students had to choose connectives to complete the sentences. Results from this study indicate that readers' understanding of connectives is related to their age, sex, and listening, reading, and writing abilities.

McClure and Steffensen (1985) reported from a study of third-, sixth- and ninth-grade students that use of conjunctions was correlated with reading comprehension. For this study, they examined the conjunctions and, but, because, and even though because
these conjunctions appear frequently in texts students must read. These conjunctions were also selected because they can be paired logically: But may be considered as and plus an adversative meaning, and even though may be thought of as because with an adversative meaning. Participants wrote endings to complete given sentence stems which ended with one of the four conjunctions. Responses were judged for semantic acceptability. It was found that because and and were the easiest, with but and even though being more difficult. Conjunction scores correlated better with reading ability than with age or grade. Conjunctions were found to be important for text structure instruction because they "act as clues drawing attention to and making explicit the logical relationship between propositions" (McClure & Steffensen, 1985, p. 218).

Ausubel (1960) proposed presenting an advance organizer to prepare readers for reading a text. He recommended that readers be given a short passage of text that would state generalizations about the content and give information about the text structure, that is, about how ideas are related. Building on Ausubel's advance organizer, Barron (1969) developed a structured
overview for helping readers be aware of vocabulary as it relates to details, concepts and principles in a given content. Further research (Barron & Stone, 1974) indicated that in over half the studies reported, teacher-prepared structured overviews had no measurable effect on students' learning vocabulary. However, readers who were actively involved in the creation of graphic organizers following reading recalled more than those given teacher-made graphic organizers. Moore and Readence (1984) concluded from their meta-analysis of the effect that graphic organizers have on learning from text that graphic organizers are most effective when they are constructed by students as a post-reading activity.

Geva (1983) actively involved students by having them construct flowcharts which represented the text content and structure in a graphic form. Students developed their own aids, which were subsequently refined by the researcher to assist students in their understanding of relations among text elements. Results indicated that students improved in their ability to identify ideas and represent functional relations among ideas in a given passage. In a replication of this study, also reported in Geva (1983), students with low
reading ability benefited most from producing flowcharts from text.

Research by Slater, Graves, and Piche (1985) supported the idea that graphic or structural organizer construction is useful for heightening a reader's recall. They provided ninth-grade students of high, middle, and low ability, with a structural organizer prior to reading and an outline grid to be completed during reading. There was a statistically significant positive effect on students' comprehension and recall. Boothby and Alvermann (1984) taught fourth-grade students to use graphic organizers to understand and remember information from social studies texts. At the end of the three-month training period, students who had been taught to use graphic organizers recalled more total ideas than those in a control group.

Taken together, these studies indicate that instruction in text structure is effective and has a positive effect on students' recall of text. However, none of these studies compares the effect of instruction at the microstructure level to instruction at the macrostructure level.

Method of Instruction

In the studies previously cited, instruction was
presented with standard materials such as text printed on paper. Though only one of these studies used computers, in this case for recording students' reading times (Kintsch, 1977), computer-assisted instruction (CAI) has been shown to be an effective method of teaching reading (Blanchard & Mason, 1985; Reinking & Schreiner, 1985). In a computer presentation of information, text can be manipulated and highlighted to emphasize words, phrases, or sentences, and it can be presented at a rate controlled either by a computer program or by a reader. A computer program can be written to respond to a student's input by evaluating it and providing immediate, appropriate feedback, and to automatically keep a record of the student's responses (Reinking & Schreiner, 1985).

Development of CAI requires careful planning just as development of any other instruction. Gagne, Wager, and Rojas (1984) outlined steps or events of instruction for effective CAI. They are:

1. Gaining attention
2. Informing learner of lesson objective
3. Stimulating recall of prior knowledge
4. Presenting stimuli with distinctive features
5. Guiding learning
Purpose of this Study

Based on the research reviewed in the preceding sections and in the extended review of the literature (See Appendix A), this study was designed to investigate the effect on readers' recall of main ideas from scrambled and normal passages of instruction in cause/effect text structure at either the macrostructure level (in graphic organizer constructing) or at the microstructure level (in sentence combining).

Instruction at the sentence connective or microstructure level (McClure & Steffensen, 1985; Robertson, 1968) and at the graphic organizer or macrostructure level (Ausubel, 1960; Barron, 1969; Boothby & Alvermann, 1984; Geva, 1983; Slater, Graves, & Piche, 1985) has been shown to be effective in teaching readers to be aware of text structure. This study extends that research by comparing the effects of the two types of instruction on
Studies have indicated that text awareness develops during the years of middle school (Englert & Hiebert, 1984; Katz & Brent, 1968; McClure & Steffensen, 1985; McGee, 1982; Richgels, McGee, Lomax, & Sheard, 1987; and Taylor & Samuels, 1983). Because that is a period during which instruction may be beneficial, middle school children were chosen as subjects for this research. Students during middle school are beginning to read content area textbooks, and causal arguments are often found in social studies and science books. Cause/effect has been identified as a structure which facilitates recall, but research has indicated that it is a difficult text structure for middle school students (Horowitz, 1985a; Richgels et al., 1987). Therefore, cause/effect text structure was chosen for this study. Instruction was CAI, written following Gagne's events of instruction (Gagne, Wager, & Rojas, 1984).

It was expected that there would be significant treatment effects for the graphic organizer task and for the Sentence Connectives Test (Geva & Ryan, 1985) following CAI. Furthermore, it was anticipated that expected learnings of one or both treatment groups would result in awareness of cause/effect text structure as
shown by poorer posttest recall of main ideas from scrambled passages than from normal passages (Taylor & Samuels, 1983). Therefore a group (graphic organizer, sentence combining, and control) X time (pre- and post-treatment) X condition (normal and scrambled) interaction was expected.

Specifically, the questions of interest for this study were:

1) Would students' ability to construct graphic organizers for a cause/effect passage improve following CAI in graphic organizer construction?
2) Would students' performance on the Sentence Connectives Test (Geva & Ryan, 1985) improve following CAI in sentence combining?
3) Would either or both treatments result in an awareness of cause/effect text structure (an awareness that was expected to be lacking in both treatment groups at pretest and in a control group at both pre-and posttest)?
Chapter Two

Method

Subjects

A total of 94 subjects participated in this study. There were 54 students from the fifth- and sixth-grade classes of a university laboratory school. The laboratory school draws from a community of 300,000 and selects students to represent a wide range of abilities and backgrounds. The other 40 students were from the fifth- and sixth-grade classes of a parochial school in the same community. A criterion for school selection was availability of at least 12 Apple IIe microcomputers. All students participating in the study were reading at or above grade level as evidenced by placement and performance in their basal text. Such students were expected to have the necessary basic reading skills to be able to read the instructional and test materials.

Materials

The materials that were used in this study were two three-part computer-assisted instruction (CAI) programs, one on graphic organizers and the other on sentence connectives. In addition, there were three text-based computer programs which required reading, but did not
provide instruction in graphic organizer construction or sentence combining. Each computer program had an accompanying worksheet. There also were three evaluation instruments which were administered with paper and pen or pencil.

**Instructional materials**

Materials included six CAI programs and accompanying worksheets written by the researcher for use with treatment groups for instruction in text structure at the micro- and macro-levels. The CAI programs were written in BASIC (See Appendix B) and were presented on Apple IIe microcomputers. Each program took approximately 15 minutes to complete and was followed by a worksheet task in order to promote transfer of skills learned through CAI to paper and pencil. In addition, there were three programs and accompanying worksheets for a control group which did not receive any text structure instruction.

**Materials for Sentence Connectives Treatment.**

Three CAI programs were designed to instruct subjects in sentence connectives. Each program presents the causal connective *because* in a different task. The sentence connective programs were written so that each time a user runs one, it presents a different set of randomly
chosen sentence pairs from a bank of pairs (See Appendix C, Figures 1, 2, and 3).

The first CAI program on sentence connectives explains that if information in one sentence states a reason or cause for what happened in the other sentence, these sentences can be joined with because (See Appendix D, Figure 1). After instruction, the computer program presents the user with 10 pairs of sentences, one pair at a time. The program was written so that the user must decide whether the two sentences are causally related. If sentences in a pair are causally related, the user is expected to join the sentences with because at the end of the first sentence. If sentences are not causally related, the user is expected to type a period at the end of the first sentence (See Appendix D, Figure 2). The program evaluates the users' response and provides informative feedback (See Appendix D, Figures 3, 4, and 5).

Materials included a worksheet with 10 sentence pairs. It is completed by indicating in writing whether the sentences are causally related (See Appendix C, Figure 4).

The objective of the second CAI program on sentence connectives is to have the user decide which sentence in
a pair of causally related sentences states the cause and which sentence states the effect. After instruction (See Appendix D, Figure 6), the computer program presents the user with 10 pairs of sentences. This program was written so that the user can type the word because in front of the sentence that states the cause (See Appendix D, Figure 7). When he/she does so, that sentence then becomes the because clause in a complex sentence formed from the original two sentences of the pair. This program, too, provides appropriate feedback after evaluating the user's response. Materials included a second worksheet with 10 pairs of sentences. It is completed by writing because in front of the sentence that states the cause (See Appendix C, Figure 5).

The objective of the third CAI program on sentence connectives is to review what is taught in the first two programs about the causal connective because and to give the user opportunities to select an appropriate ending for a sentence fragment ending with the word because. After reviewing the content of the first two programs, this program gives the user 10 sets of incomplete sentences with two possible endings for each. One ending is the correct choice and the other is either
result of what was stated in the sentence fragment or a nonsense statement on the same topic as the sentence fragment (See Appendix D, Figure 8). The program provides appropriate feedback for either a correct or an incorrect response by the user. Materials included a third worksheet. This one contains 10 sentence fragments and pairs of endings. It is completed by choosing one of two endings for each fragment (See Appendix C, Figure 6).

Materials for Graphic Organizer Treatment. Three CAI programs were designed to instruct subjects in construction of graphic organizers for cause/effect passages. Each program presents an aspect of developing a graphic organizer from a given paragraph (See Appendix C, Figures 7, 8, and 9).

The first CAI program on graphic organizer construction introduces users to graphic organizing as a way to help them remember important information better by using the text's structure. The program presents written explanations on the computer screen. It describes a graphic organizer as an outline of key ideas (words or phrases) from a passage with those key ideas arranged so that more important ideas are at the top and less important ideas are at the bottom. It tells the
user that a graphic organizer is formed by drawing lines to connect key ideas that are related (See Appendix E). The program describes text structure as the way in which an author arranges information to show how one piece of information is related to another. After this description, the program presents users with a cause/effect paragraph (See Appendix D, Figure 9).

Then the paragraph is presented again, this time, one phrase at a time and with causal words highlighted, with phrases stating causes underlined with a single line, and with phrases stating results (effects) underlined with a double line. After each phrase, the program pauses until the user presses the space bar (See Appendix D, Figure 10).

Then all the phrases that state the results are listed for the user and he/she must select the most important result. The program provides appropriate feedback after evaluating the user's response. When the user selects the correct result, that phrase is placed on a graphic organizer. A similar procedure results in selection of the important cause and contributing causes. At this point, the program presents the explanation that not all information from the passage has been placed on the graphic organizer and that such
information is labeled as **extra information**.

After a review of the steps for graphic organizing (See Appendix D, Figure 11), the same paragraph is presented for a third time. This time the phrases in the paragraph are underlined and the user is required to label each phrase as the **important result**, the **important cause**, **contributing cause**, or **extra information** (See Appendix D, Figure 12). At any point in this process, the user can request to see a graphic organizer in which the program has automatically placed those phrases that the user has selected to that point (See Appendix D, Figure 13). At the conclusion of this presentation, the program displays the completed graphic organizer.

Finally, the program presents a review of the key features of a graphic organizer and the steps to make one. Materials included a worksheet which contains a paragraph and a graphic organizer outline (See Appendix C, Figure 10).

The second CAI program on graphic organizer construction focuses on placing important ideas in a hierarchy and connecting related ideas. It begins with a review of the information presented in the first program. The program presents a paragraph (See Appendix C, Figure 8) and guides the user through graphic
organizer construction, one step at a time. After reading the paragraph and selecting the key ideas, the user is expected to arrange the ideas with more important ideas at the top and less important ideas at the bottom (See Appendix D, Figure 14). Once the key ideas are in order, the user selects related ideas to be connected (See Appendix D, Figure 15). The program then draws lines to connect related ideas and highlights each line as it appears on the screen. The program concludes with a presentation of the complete graphic organizer with key ideas and connecting lines highlighted.

Materials included a second worksheet. This contains a paragraph and a partial graphic organizer with directions to complete it (See Appendix C, Figure 11).

The third CAI program on graphic organizer construction guides users through constructing a graphic organizer and highlights each step. The program presents a passage in its entirety (See Appendix C, Figure 9). Users first read the complete passage without interruption in order to get an overview of how ideas are related within that passage. Then the passage is presented a second time. As each phrase is underlined, users must identify the phrase according to its relation to other ideas in that passage. As key
ideas are selected, the program places them on a graphic organizer. The graphic organizer is displayed after the addition of each main idea and users can view the graphic organizer at other times on request. The program presents a message encouraging users to use a graphic organizer as a tool for remembering important information from a text. Materials included a third worksheet (See Appendix C, Figure 12). This contains a written paragraph and a sheet of paper containing only a description of a graphic organizer and directions to read the paragraph and construct a graphic organizer.

Materials for control treatment. Computer programs and accompanying worksheets were also prepared for the control group. The programs require users to read text, but do not teach text structure. Each program takes about 15 minutes to complete.

The first program is a drill and practice program written by the researcher. Users are required to type the name of the capital when the name of a state appears on the screen. Then the program presents either a statement praising the user for a correct answer or the correct response for an incorrect answer. At the conclusion of the program, the computer provides a review of the states and capitals the user missed.
Materials included a worksheet on which the names of state capitals are written beside the states' names.

The second program provides direction for writing a cinquain poem. The program is an adaptation of a "Program of the Month" from Teaching and Computers (1983). Materials included a second worksheet. It contains an outline to use for writing a cinquain poem.

The third program is a computer simulation, Sumer (MECC, 1981). The user plays the role of King of Sumer and is required to make economic decisions about the cultivation, storage, and distribution of grain. The program tells the consequences of such decisions and allows the user to remain king as long as Sumer prospers. The simulation can continue for up to 10 rounds. Materials included a third worksheet. This contains cuneiform symbols to be translated into Arabic numerals.

Test Materials

Recall task. The first evaluation instrument, a recall task, was adapted from Richgels, McGee, Lomax, and Sheard (1987). Their instrument consists of passages written in four text structures: collection, cause/effect, compare/contrast, and problem/solution. Each structure is presented in a normal and a scrambled
condition. For each passage, the test taker is required to read the passage and to write a recall in complete sentences without looking back at the original passage. For this study, only the cause/effect portion of this instrument was used. Two cause/effect passages were selected, each in a scrambled and a normal condition.

Sentence connectives task. A second instrument, the revised Sentence Connectives Test (Geva & Ryan, 1985), was a sentence completion task. Items consist of sentences which are divided after a connective word (if, because, or although). Four phrases are supplied to complete each sentence. The test taker selects the most appropriate ending for each sentence.

Graphic organizer task. The third evaluation instrument was a test of ability to create a graphic organizer from a brief passage written in the cause/effect structure. After reading the passage, the test taker constructs a graphic organizer for that passage on another sheet of paper which contains a definition of a graphic organizer. A graphic organizer is a special outline of key ideas (words or phrases) with those key ideas arranged so that more important ideas are at the top and less important ideas are at the bottom. In addition, a graphic organizer is formed by
drawing lines to connect related ideas. The test taker is allowed to refer to the passage during construction of the graphic organizer.

**Procedure**

Prior to the study, two pilot studies were conducted to evaluate the testing and instructional materials (See Appendix F). The first pilot study was conducted to determine whether or not this CAI was effective in meeting a lesson's objectives and appropriate in regard to time required, teacher intervention required, and student interest. Results indicated that the lesson's objectives were met within an appropriate time period. No teacher intervention was required during the CAI phase of instruction and subjects indicated that they enjoyed running the program. There was an apparent ceiling effect for the graphic organizer evaluation instrument. So based on this pilot study, that instrument was redesigned (the revised instrument was described in the preceding Materials section).

A second pilot study was conducted to test all instructional materials before conducting research. Results indicated that materials were effective and easy to use.
This study was conducted at two schools over a two-week period. There were three separate sequences of data collection, each five consecutive school days in length, and two people collected data. During the first week, the researcher collected data from students drawn from the fifth and sixth grades at one school. During the second week, the researcher collected data from a fifth-grade class and a sixth-grade class at the second school while a trained graduate-student assistant collected data from additional students drawn from the sixth grade at the first school. For each sequence of data collection, students within a grade level were randomly assigned to one of the two treatment groups or the control group. Because of absences, not all subjects completed a full five-day sequence and their scores were not included in analyses of data. Final numbers of subjects were 33 in the sentence connectives group, 29 in the graphic organizer group, and 32 in the control group.

Subjects were given pretests on the first day of their five-day sequence of data collection. On the fifth day, posttests were given.

During the second, third, and fourth days, subjects received their assigned CAI. On the second day a
subject ran the first of the three programs and completed the first worksheet for his/her group that are described in the preceding Materials section. On the third day he/she ran the second program and completed the second worksheet. On the fourth day he/she ran the third program and completed the third worksheet. Each day a subject independently ran his/her assigned program (approximately 15 minutes) and completed the appropriate worksheet (approximately five minutes). The data collector evaluated the daily worksheets. At the beginning of the third, fourth, and fifth days, each treatment group met with the data collector for approximately five minutes to review the evaluated worksheets from the previous day. Correct answers were given for each exercise and explanations were provided as needed.

A single graphic organizer passage was used for both pre- and posttesting. Two other passages were used for recall testing, the same two (one scrambled and the other normal) for both pre- and posttesting. Use of the two recall passages was counterbalanced in the two conditions so that they were presented equally often in scrambled and normal conditions. An individual subject saw one passage in the normal condition for both pre-
and posttesting, and the other passage in the scrambled condition for both pre- and posttesting.

**Scoring**

**Recall task**

Subjects' recall protocols were scored for percentage of main ideas recalled. Passages had been parsed into idea units and placed in a four-level hierarchy (Richgels et al., 1987). Subjects' protocols were scored for idea units. Main idea units were identified as those in the first two levels. Level one includes ideas in the passage which contribute to an overall statement of a passage's topic. Level two includes ideas contributing to statements of the main cause-main effect relation. Level three includes ideas that contribute to contributing or secondary causes and effects. And level four includes details. Level two ideas were included as main ideas because graphic organizer instruction was designed to emphasize the hierarchical superiority of the main cause-main effect relations in a cause/effect passage and not merely to teach identification of an overall topic sentence.

In order to score the percentage of main ideas recalled, the total number of main ideas recalled was divided by the total number of main idea units possible.
The researcher and three trained graduate-student assistants scored a randomly chosen ten percent of the written recalls with .96 interrater reliability. The remaining 90 percent of the recalls were divided equally among the four raters for scoring.

**Connectives task**

Scores were obtained by totaling the number of correct answers. There was a maximum of 30 points possible. Ten percent of the responses were rescored by a second, independent rater with .99 interrater reliability.

**Graphic organizer task**

Subjects' graphic organizers were scored for appropriate selection of key ideas phrases, correct placement of phrases in hierarchical order, and appropriate connection of phrases with lines to indicate causal relations between ideas. There was a total of 14 points possible for a complete graphic organizer: 10 points possible from the five idea units, which received one point each for inclusion and one point each for correct position in the hierarchy, and four points possible for each of four relations between idea units. Ten percent of the responses were rescored by a second, independent rater with .99 interrater reliability.
Chapter Three

Results

Graphic Organizer and Sentence Connectives

A 3 (groups) X 2 (times of test) mixed multivariate analysis of variance (MANOVA) was conducted. Scores (See Appendix G) on the graphic organizer task and the Sentence Connective Task (Geva & Ryan, 1985) were the dependent variables. All multivariate tests were statistically significant. The MANOVA indicated statistically significant effects for group, $F(4, 180) = 3.87, p < .0048$; for time, $F(2, 90) = 17.00, p < .0001$; and for group X time, $F(4, 180), p < .0012$.

Graphic Organizer

Table 1 presents the mean scores on the graphic organizer task for the three groups at the two testing times. With graphic organizer as the dependent measure, a follow-up univariate analysis of variance (ANOVA) was computed for main effects of group and time and a group X time interaction. The univariate test for group was statistically significant, $F(2, 91) = 5.14, p < .0077$. A Scheffe critical difference test indicated that statistically significant overall group differences on the graphic organizer test (collapsing across times).
were between the graphic organizer group ($M = 7.34$) and both the control group ($M = 5.47$) and the sentence connectives group ($M = 5.14$). The univariate test for time was also statistically significant, $F(1, 91) = 34.32, p < .0001$, with the posttest mean ($M = 7.27$) greater than the pretest mean ($M = 4.60$). Of particular interest was the test for the group X time interaction. It was also statistically significant, $F(2, 91) = 8.61, p < .0004$.

A Scheffe post hoc contrast for an interaction of group X time indicated that relative to the control group, the sentence connectives group showed no statistically significant improvement across time; however, relative to the control group, the graphic organizer group showed a statistically significant improvement across time. The graphic organizer group demonstrated ability to construct graphic organizers from a given passage following computer-assisted instruction (CAI) in graphic organizer construction. The CAI that the other two groups received did not have
Sentence Connectives

Table 2 presents mean scores on the Sentence Connective Test (Geva & Ryan, 1985) for the three groups at the two testing times. With sentence connectives performance as the dependent variable, a follow-up univariate ANOVA was computed for main effects of group $X$ time and group $X$ time interaction. There was no statistically significant difference for groups, $F(2, 91) = 1.01, p < .3699$. A statistically significant difference was obtained for time, $F(1, 91) = 4.16, p < .0345$, with the posttest mean (21.17) being greater than the pretest mean (20.44). However, there was no statistically significant group $X$ time interaction $F(2, 91) = 0.01, p = .9922$. While all groups improved slightly from pre- to posttest, no group did statistically significantly better than any other group overall on the Sentence Connectives Test (Geva & Ryan, 1985), and--more importantly--no group showed a pre- to posttest change in performance that was statistically significantly different from any other group's. This indicates that none of the CAI, including that given to the sentence connectives group, improved a group's ability to complete incomplete sentences with an
appropriate phrase following a sentence connective as measured by the **Sentence Connectives Test** (Geva & Ryan, 1985).

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**Insert Table 2 about here**

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**Recall**

To determine whether treatments affected comparisons of subjects' recall of normal and scrambled passages, a 3 (groups) X 2 (conditions) X 2 (times of test) mixed ANOVA was conducted. Because the scores for the subjects' (See Appendix G) recalls were proportions, an arcsine transformation was used in order to normalize the data. Inferences based on transformed data are just as meaningful as inferences based on untransformed scores (Kirk, 1982). Table 3 presents the mean proportions of main ideas recalled and the means for transformed proportional scores across groups, times, and passage conditions.

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**Insert Table 3 about here**

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The results indicated that there were no
statistically significant differences among groups for the proportion of main ideas recalled, $F(2, 91) = 0.90, p < .4120$, and there was no statistically significant difference for time, $F(1, 91) = 0.69, p = .4066$. However, the effect of passage condition was statistically significant, $F(1, 91) = 17.01 p < .0001$, which indicated that subjects recalled statistically significantly more from normal passages ($M = .33$) than from scrambled ones ($M = .22$). There were no statistically significant results for time X condition, $F(1, 91) = 0.01, p < .9134$; group X time, $F(2, 91) = 0.35, p < .7071$; group X condition, $F(2, 91) = 1.75, p < .1765$; or group X time X condition, $F(2, 91) = 0.98, p < .3761$. The failure to find a statistically significant group X time X condition interaction showed that the comparison of recalls of normal and scrambled passages by one group never changed from pre- to posttest in a way that was statistically significantly different from any such change for any other group.

Examination of the means for percentages of main ideas recalled (Again see Table 3) shows an apparent improvement in the graphic organizer group's recall of scrambled passages from pre- to posttest. For this reason an additional ANOVA was done with only the
graphic organizer treatment group's recalls of scrambled passages. There was a significant difference in the pre- to posttest scores, $F(1, 28) = 4.06, p < .0536$. This means that the graphic organizer group recalled statistically significantly more main ideas from the scrambled passage after treatment than before treatment. An examination of the other two groups' pre- to posttest changes in performance with scrambled passages shows a smaller improvement by the sentence connectives group than by the graphic organizer group (an improvement that cannot be statistically significant given that the improvement in the graphic organizer group's performance was statistically significant at only the .0536 level) and a decrease in scrambled-passage main idea recall by the control group.
Chapter Four
Discussion

This study was designed to compare the effects of instruction in sentence combining and graphic organizer construction on passage recall, specifically on the difference between the percent of main ideas recalled from normal passages and the percent of main ideas recalled from scrambled passages. Three dependent measures were used: (a) a graphic organizer task, (b) the Sentence Connectives Test (Geva & Ryan, 1985), and (c) a recall task adapted from Richgels, McGee, Lomax, and Sheard (1987). The first two measures were used to evaluate the effectiveness of the computer-assisted instruction (CAI) programs. The last measure was used to evaluate the effect of expected learning on recall. The choice of subjects for this study—tuition-paying university-laboratory-school and parochial-school students who were average and above average readers—resulted in a sample in which ability and social economic status were not factors. Results of the study were expected to show whether instruction in microstructure and macrostructure of cause/effect texts would improve such students' awareness of text structure and their recall of such texts.
Graphic Organizing and Sentence Combining

The data indicate that the CAI was effective in teaching such students how to construct cause/effect graphic organizers. This result supports research that CAI can be effective for teaching reading strategies.

The data show no improvement in ability to combine sentences as tested by the Sentence Connectives Test (Geva & Ryan, 1985). None of the CAI given in this study—not even microstructure instruction in sentence combining to make causal sentences—resulted in greater ability to complete incomplete sentences with an appropriate phrase following a sentence connective.

There are two other possible explanations for these results besides that the CAI in sentence combining was not effective. First, students may have been aware of the information presented in the CAI before receiving the CAI. There is support for this explanation in the students' responses during CAI. They did not make many mistakes during instruction exercises, as indicated by the high number of correct responses they entered. Students' comments during CAI indicated that they thought the programs were easy.

A second alternative explanation for the Sentence Connectives Test (Geva & Ryan, 1985) results is that the
sentence connectives instrument was not well matched to the instruction students received. It evaluated more than awareness of sentence level structure relations. When choosing a phrase to complete a sentence stem ending in a sentence connective, students had to choose endings that were correct for meaning and syntax as well as for relation to the rest of the sentence as defined by the connective. For responses to be correct, students had to choose endings that were correct in all three aspects. It may be that students learned how to combine sentences (their daily worksheet performances averaged over 90% correct), but still did poorly on the Sentence Connectives Test (Geva & Ryan, 1985) because it required more than sentence combining. Still, the Sentence Connectives Test (Geva & Ryan, 1985) results weaken any conclusions that might be made from this study based on comparisons of the microstructure and macrostructure treatments. Future research should use a better measure of the effectiveness of sentence combining instruction.

Recall

The most unexpected findings from this study concerned subjects' recalls. These findings require extensive and careful explanation. It was anticipated
that at pretest all three groups would show a lack of awareness of cause/effect text structure. In other words, although subjects had good basic reading skills, it was expected that they would be structure-naive. Other research (Richgels, McGee, Lomax, & Sheard, 1987) has found that a similar sample of sixth graders had difficulty with cause/effect passages. Their recalls of scrambled and normal cause/effect passages suggested a lack of awareness of cause/effect structure and an inability to strategically process text, that is, to use structure awareness to support recall of cause/effect passages.

Furthermore, it was anticipated that the expected learnings of one or both treatment groups would result in awareness of cause/effect text structure. Those who were structure-naive at pretest were expected to be structure-aware after instruction in micro- and/or macrostructure.

One way to test for awareness of text structure is to compare recalls of normal passages and scrambled passages. Readers who are unaware of text structure recall as much information from poorly structured passages as from well structured ones, whereas the recall of structure-aware readers is disrupted by the
lack of structure in scrambled passages (Taylor & Samuels, 1983).

An examination of the recall means from this study (Again see Table 3) shows an unexpected structure awareness in subjects in both treatment groups at pretest. They already recalled less from scrambled passages than from normal passages. This was not true for the control group despite random assignment to groups. In other words, the only group to show the expected lack of awareness of cause/effect text structure at pretest was the control group.

This unexpected pretest structure awareness in the two treatment groups suggested a rethinking of the questions for this study. Rather than determining whether micro- or macrostructure instruction would induce structure awareness, it was now possible to determine the effect of such instruction on already structure-aware readers. Would either treatment (or both) result in a such readers' better application of their structure knowledge? Would they be better able to process text strategically, that is, to follow a strategy of imposing structure on text and using that structure to prompt their recall of important information? The treatment which would most likely
produce such a result is the graphic organizer treatment. The graphic organizer CAI specifically teaches subjects to find and arrange information that is important because of hierarchical cause/effect relations. And scrambled passages would be the best test of such ability. Structure-aware students who have learned to use graphic organizers ought to be able to find, arrange, and recall important information even in texts in which such information is poorly organized.

Examination of the means (Again see Table 3) showed just such an apparent improvement in the graphic organizer group's recall of scrambled passages from pre- to posttest. For this reason, the additional ANOVA was conducted using only the graphic organizer group's scrambled passage recall scores, and that improvement was found to be statistically significant ($p < .0536$).

The sentence connective group's recall of scrambled passages also shows an increase from pre- to posttest, but a smaller (and thus not statistically significant increase) than that of the graphic organizer group (whose increase was statistically significant at only the .0536 level). The control group's recall of scrambled passages declined from pre- to posttesting. Increases in recall by the other groups can not, then,
be attributed to reading the same passage that they had read at pretest.

In other words, it can be argued that with this study's sample, a comparison of recalls of normal and scrambled passages lacked the importance it was given in the rationale once it was discovered that the very subjects who were to be taught structure awareness already had some awareness. And furthermore, it can be argued that instead of acquiring awareness, the graphic organizer group learned to apply their awareness. They learned how to use a very appropriate tool, the graphic organizer, to find structure in situations in which such structure is not readily apparent. Still, this must be said with caution because their pre- to posttest difference was statistically significant at only the .0536 level.

This finding is consistent with Alvermann (1982). She taught tenth-grade students to restructure information from passages written in a listing structure into either a comparison/contrast or cause/effect structure using graphic organizers. Those students recalled more high-level information than students who were not taught how to restructure information. This study, then, supports previous findings that teaching
students to construct graphic organizers improves their recall of passages that are poorly structured.

Such findings have potentially important implications for classroom practice. Very few naturally occurring texts are written to exactly fit any one text structure (Schallert & Tierney, 1981). Teachers may need to do more than improve students' awareness of text structure. Students may need to be given a means for imposing structure on poorly structured text. This study's finding of improved recall of scrambled passages by the graphic organizer treatment group suggests that one such means exists. Teaching students to construct a cause/effect graphic organizer using CAI as a tutorial seems to be an effective way to increase their recall of poorly structured text.

Limitations

There were limitations to this study. Characteristics of the sample have been mentioned. Generalizations from this study's findings can be made only to populations with similar abilities and from similar socioeconomic groups. Generalizations about strategic processing of text are limited to cause/effect texts like those used in this study. Further research needs to be done with other populations and with other
text structures. The fact that passages used in CAI were shorter than the recall test passages may also have affected the recall results. And the 
Sentence Connectives Test (Geva & Ryan, 1985) was not well matched to the instruction students received in sentence combining programs. Future research might be designed to improve these matches, especially if one wants to be able to make more confident conclusions about the effect of microstructure instruction written for this study.

Another limitation was the decision to identify the top two levels of ideas in the recall passages as main ideas. This determination was unique to this study and was made because the instruction given in graphic organizer construction emphasized the hierarchical importance of level two ideas (those contributing to a statement of the main cause-main effect relation). This difference must be noted when this study is compared with other text structure studies that examine recall of main ideas.

Nonetheless, this study makes a contribution to previous research about instruction and awareness of text structure. It developed instruction at both the micro- and macrostructure levels and it gives some
indication that macrostructure instruction using computers and graphic organizers helps students apply text structure awareness in difficult reading situations.

**Directions for Future Research**

CAI written for this study will be a valuable tool in future research. And promising areas for such research are suggested by this study. Future research with other populations (different in socioeconomic status and ability) might proceed in at least two directions. Both depend on careful pre-treatment classification of subjects based on structure awareness. In both cases, multiple measures of structure awareness (such as analysis of subjects' use of organization in their writing of recalls and interviews of subjects) would result in improved selection of desired subjects (Richgels et al., 1987).

One direction is to use this study's recall pretest as a screening device so that students who already are aware of text structure can be excluded. In that case, this study's original question can be pursued: Can this study's CAI stimulate text structure awareness? The other direction is to use students who are already structure-aware, as many of this study's subjects turned
out to be, and determine whether this study's cautious conclusion based on the ANOVA with only scrambled passages can be strengthened.

The use of text structure to comprehend and recall information is an important strategy for readers. This study is a promising step toward improving instruction for readers so that they may not only become aware of text structure, but become users of text structure.
REFERENCES


Table 1

Means and Standard Deviations for Graphic Organizer Task

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<td>SD</td>
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<tr>
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<td>3.65</td>
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Note. Maximum possible score is 14.
Table 2
Means and Standard Deviations for the
Sentence Connectives Test (Geva & Ryan 1985)

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<td>SD</td>
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Note. Maximum possible score is 30.
Table 3

Means (M) for Percent of Main Ideas Recalled and Means (M(T)) and Standard Deviations (SD) for Transformed Proportion Scores

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<td>M(T)</td>
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Appendix A

Extended Review of the Literature
Review of the Literature

Introduction

This appendix will contain a review of the research in the area of text structure. I will begin with research on text structure in general. I will describe early research that defined and described expository text and for which instruments were developed to study readers' interaction with expository text structure. I will then review research that used those instruments and descriptions to study the implications of awareness and use of text structure by readers. This is followed by a review of research on instruction in text structure. Text structure instruction can be differentiated into instruction at the microstructure level and at the macrostructure level. I will describe instructional studies from each viewpoint.

Text Structure

For a long time researchers have been interested in explaining comprehension processes. Why, for example, do readers recall some information after reading a passage and not other information? This question was addressed by Meyer (1975) who parsed all the ideas from a passage, identified relations between ideas, and arranged them in order of their importance in that
passage. Using this representation of a passage's content structure, she theorized that information that is high in a passage's content structure is recalled better than information that is low in that content structure. Undergraduate students read passages and recalled them immediately and one week later. Results supported her theory that readers do have better recall for information high in the content structure.

Research by Kintsch (1977) supported the idea that information higher in the text hierarchy is more likely to be remembered. Kintsch described text in terms of a text base which he defined as an ordered list of propositions. Propositions that share an argument are related and those relations are the basis of the text hierarchy. Top level propositions (thematic propositions) form the first level in the hierarchy. Their related subordinate propositions form a second level. A third level is formed by those propositions which are related to second level propositions, but not directly related to top level propositions. Kintsch noted that information higher in the text hierarchy often appeared at the beginning of a text. In order to examine the effect that proposition level in the text hierarchy has on recall, Kintsch controlled for readers'
tendency to remember information that is read first (primacy) and last (recency) and information that is repeated (redundancy). He had readers read text from a screen. After the readers read the text, the screen was turned off and they wrote what they recalled from the text. He found that superordinate-level propositions were recalled better regardless of serial position or number of repetitions.

Kintsch & van Dijk (1978) described the process of producing a recall in this way: a reader (a) processes a text into memory, (b) condenses the full meaning of the text into a gist, and (c) generates new text from memory. The explicit sentence structure (microstructure) cues the reader to the structure of the text (macrostructure).

In further studies, Meyer (1979) identified four top-level expository text structures: (a) response, (problem/solution), (b) adversative, (compare/contrast), (c) covariance, (cause/effect), and (d) attribution, (collection or description). Meyer and Freedle (1984) examined the effect the different text structures had on recall. Text structures were ordered by complexity. Collection contains association and may contain time. Causation is more complex, that is, it has three
organizational components: association, sequence, and causality. Most complex is problem/solution because it contains all the components of the other text structures with the added complication that at least one element blocks an antecedent of the problem. Comparison is on a different scale from the other text structures because it does not organize on causality. It organizes on similarities and differences.

Meyer and Freedle (1984) conducted a study to test their model for memory that text structures with more organizational components facilitate greater recall of information. Content was held constant and text structure was varied for each of the four structures mentioned. Graduate students listened to one of the four passages and immediately wrote a recall for the passage. One week later they wrote another recall of the same passage. Recall protocols were scored for ideas and structure employed. Results supported the idea that structure has an effect on recall. Comparison, causation, problem/solution, and collection, respectively, facilitated recall. For structure match and recall, problem/solution and collection reversed positions.

Studie of reader awareness and use of text structure
Various researchers conducted studies of readers' awareness of text structure and their use of text structure. Marshall and Glock (1978) examined university students' recall of text that had been manipulated in several ways. The text was manipulated in ways that did not affect the semantic network. Two variables of the logical network were studied: (a) explicit or implicit statement of idea relations, and (b) the use of comparative or superlative adjectives. Two staging variables were also studied: (a) position of the main idea, and (b) position of clauses in sentences. They held propositional content constant. They concluded that the reader's memory contributes to the comprehension process and that the more familiar the topic, the less the effect text structure has. In reporting their results, Marshall and Glock chose the terms "truly fluent" and "not-so-fluent" to describe adult readers' reading levels. They differentiated between the two groups of readers on the basis of the readers' ability to infer complete information or structure from incomplete surface structure. Not-so-fluent readers must have structures explicitly stated in order to be aware of their existence. On the average, the not-so-fluent readers recalled a little more than
half as much as truly fluent readers. Not-so-fluent readers do not communicate efficiently with the author. They comprehend "what the author says rather than what the author means" (p. 52). Fluent readers can infer the structure in poorly structured text as indicated by the differences that were found in both quantity and quality of information the subjects recalled.

In a study of ninth graders' use of text structure, Meyer, Brandt, and Bluth (1980) found that about half of the ninth-grade students used the author's top level structure. Most readers rated as good readers used the author's structure when writing their protocols while poor readers did not. Students who used the author's top level structure recalled more information immediately and in delayed recall. Students who used top level structure could discriminate between important information from the text and additional information on the same topic.

McGee (1982) investigated whether young good and poor readers are aware of the structure found in text and whether an awareness of text structure influences their recall. Subjects for this study were 20 fifth-grade good readers, 20 fifth-grade poor readers and 20 third-grade good readers. All good readers were reading
at or above their grade level and poor readers were below grade level. The readers were given two descriptive passages to read. Following the reading of each passage, subjects completed a distractor activity and then told the researcher everything they could remember about the passage they had just read. Each oral recall was tape-recorded. Recalls were scored for superordinate and subordinate ideas recalled and were analyzed for structure match to the original passage. The results indicated that fifth-grade good readers recalled more superordinate ideas than poor fifth-grade readers or third-grade readers. The structure match analyses indicated that third-grade good readers did not make use of the original passages structure as well as the fifth-grade poor readers which may indicate that structure awareness may develop over time.

Results from a study by Englert and Hiebert (1984) supported McGee's finding that text structure awareness may develop over time. Four text structures were examined in this study: description, enumeration, sequence, and comparison/contrast. Subjects were third- and sixth-grade students who were grouped in terms of high, medium, and low reading ability. Subjects were given a 12-item structure measure. There
were three items for each of the four text structures. Each test item consisted of six sentences, two stimulus sentences and four response sentences. The stimulus sentences specified the topic and specific text structure. The response sentences were constructed so that two sentences matched the stimulus sentences in topic and structure. The other two sentences contained topic information that was not completely compatible with the stimulus sentences and used a different text structure. Students were asked to rate each response sentence on how well it matched the stimulus sentences.

Englert and Hiebert (1984) found that performance and grade were highly related. Sixth-grade students performed significantly better than third-grade students on identifying sentences that were incompatible with stimulus sentences; however, there was no statistical difference between grades for the ability to recognize information that was compatible with the stimulus sentences. Third-grade students tended to mark all sentences as matching the stimulus sentences whereas sixth-grade students were able to identify incompatible sentences. This finding was consistent for all four text structures studied; however, description and comparison/contrast were identified as the most
difficult text structures at both grade levels.

Richgels, McGee, Lomax, and Sheard (1987) examined sixth-grade students' awareness of four expository text structures (collection, comparison/contrast, causation, and problem/solution) and their recall of texts written in those structures. Subjects performed three tasks: a free recall task, a composition task, and a matching task. Recall protocols were scored for percent of main ideas, percent of details, and for match with the structure of the original passage. Recall scores from scrambled passages were compared to recall scores from normal passages. The composition task was scored for organization. For the recall task, students read normal and scrambled passages for each of the four text structures. Immediately following the reading of each passage, students wrote a free recall of that passage. For the matching task there were four items, one for each text structure. Students read a stimulus passage and two response passages for each structure. One response passage was written in the same structure as the stimulus passage and the other response passage was written in a different structure. Students were instructed to choose the passage that was organized the same way as the first passage. Students were
interviewed about their choices on the matching task. For the composition task students wrote four summaries following four group discussions led by a researcher. Each discussion was guided with one of the four text structures in mind. Results of this study indicated that sixth-grade students varied in their awareness of text structure. They demonstrated a high awareness of comparison/contrast and a low awareness of causation structure. This finding differs from that of previous research by Hiebert, Englert, and Brennan (1983).

In their study, Hiebert, Englert, and Brennan (1983) examined college students' awareness of four expository text structures: description, sequence, enumeration, and comparison/contrast. Subjects completed a reading task and a writing task. Reading task items consisted of two topic sentences which were constructed to signal a topic and a structure. Two target sentences were constructed to be compatible in topic and structure with the topic sentence, and two distractor sentences were constructed to be on the same general topic as the topic sentences, but not compatible with the topic sentence in structure. Students had to rate the compatibility of each of the target and distractor sentences with the topic sentences. For the
writing task, students were given 12 topic sentences which were constructed to signal both topic and structure. Students had to write paragraphs which were compatible with the topic sentence.

Hiebert, Englert, and Brennan (1983) reported that compare/contrast structure was more difficult than the other text structures. This finding is not supported by Richgels et al. (1987) nor by Meyer and Freedle (1984). This difference may be due to the different tasks used to assess students' awareness and use of text structure. They observed that while text may not appear in a pure structure in natural text, development of an awareness and proficiency in the use of text structure may help students in understanding text.

Taylor & Samuels (1983) conducted a study with fifth- and sixth-grade students reading normal and scrambled text. Students who were aware of text structure recalled more from normal passages than from scrambled ones.

The results of studies reviewed indicate that readers who are aware of text structure and use text structure recall more high level information that those who do not. The next group of studies were conducted to determine if text structure can be taught and what
effect teaching text structure has on readers' recall of information.

Studies involving text structure instruction

Results of several studies indicate that students can be taught to use text structure to increase the amount of information they recalled from a text. Alvermann (1982) taught tenth-grade students who were reading at least three years below grade level to reorganize information from a passage into a comparison/contrast graphic organizer, no matter what the passage structure was. Students were instructed how to construct graphic organizers by finding key words and organizing them to reflect a cause/effect or comparison relation among the terms. Students who received instruction on graphic organizer construction remembered statistically significantly more than those who did not receive the instruction. Not only did they remember more information, but they remembered more main ideas than details. Using a strategy such as constructing a graphic organizer may make information more memorable. By imposing structure on recall, it may highlight important information and may serve as a cueing device for remembering information.

Taylor (1982) found that fifth-grade students
instructed in hierarchical summarization techniques had significantly higher recall scores than a control group. The study suggests that instruction on text structure develops students' sensitivity to text structure and enhances their memory of text.

Taylor and Beach (1984) taught middle-school students to generate hierarchical outline summaries of passages. Results showed that students taught this procedure were able to recall more information on unfamiliar topics than students not receiving the instruction. There was no difference on familiar topics.

Horowitz (1985a), in a review of text structure research, identified cause-effect as a text structure which is important to reading because readers need to understand causal relations. She reported that unskilled readers at all levels have difficulty with cause-effect relationships in texts and, on that basis, she chose to teach students cause/effect structure for her study (Horowitz (1985b)). The subjects were students from community college. They were instructed in cause/effect text structure through either reading exercises or writing exercises. In the read treatment group, students identified cause/effect relations in
real life situations, underlined cause/effect statements in text, and circled cause/effect signal words. They represented text diagrammatically to illustrate cause/effect relations. Subjects in the write treatment group practiced writing in cause/effect structure and answered cause/effect questions. Results from this study indicated that the students developed an awareness of text structure. This training significantly influenced the extent to which students elaborated on essays and were able to produce cause/effect patterns in essay examinations.

Raphael and Kirschner (1985) instructed sixth-grade students in compare/contrast text structure through instruction in how to ask comparison/contrast questions in a real life situation and how to find answers to comparison/contrast questions from a text. They were taught how to identify comparison/contrast text and how to produce a written summary of a comparison/contrast test. Students used a scaffold or outline that focused on text structure. Questions were used to teach students how to select relevant information. These aids increased recall of main ideas and text structure match of recalls to passage structure.

Taylor (1985) taught students in sixth grade to
summarize by writing main ideas and details while others wrote compare/contrast essays. Instruction produced no significant difference in recall quantity or quality.

Berkowitz (1986) instructed students in text structure awareness is through mapping. Students in sixth-grade were taught to construct maps of the text by writing the title in the center of a page surrounded by six main ideas with two or three supporting details for each main idea. Other groups were given maps, answered questions, or reread text. Map construction and question/answer techniques were more effective. Both required active student involvement and facilitated students' use of author's organization of ideas.

Kintsch and van Dijk (1977) and Meyer (1975) developed general models for representing relations among units of text. Researchers used those models to study how readers' recall information from text. These studies examined the macrostructure or top-level structure.

The next area of research that I will review is on microstructure. It is through the explicit microstructure of a text that the macrostructure is implied (Kintsch & van Dijk, 1977). "An examination of linguistic connectives is a sensible bridge from the
studies looking at the sentence as a unit of analysis to those which emphasize the larger organizational patterns of text. Linguistic connectives usually establish or cue logical relations among propositions or sentences."

(Pearson & Camperell, 1981, p. 34)
Microstructure

Because explicit statements of relations between ideas at the sentence or microstructure level signal the overall structure or macrostructure of a passage, researchers have examined children's development and use of connectives. They have also examined what effect instruction at the microstructure level has on students' awareness of text structure.

Katz and Brent (1968), in a study of the development of children's use of connectives in grades one and six, explored the extent to which children understood the connectives which they used spontaneously. Katz and Brent (1968) identified three levels of competency for the use of connectives: (a) using connectives appropriately in spontaneous speech, (b) consciously selecting examples of appropriately expressed relations, and (c) verbalizing relationships. Students in grades one and six were used in the study and college students served as a control group which set the standard of performance. Data were collected through tape-recorded interviews of a spontaneous conversation and a story telling task and through a written exercise with sentence pairs. The spontaneous conversation was used to evaluate the subjects' use of
connectives in free speech. The written exercise was used to evaluate the subjects' ability to consciously select sentences in which a connective was used appropriately. In order to determine the subjects' ability to verbalize relations, the subjects were asked to explain their choices on the sentence selection task. Results indicated that there is a developmental progression from use to selection to explanation of connectives between grades one and six.

Another study (Robertson, 1968) supported the relationship between age and understanding of connectives. Students in grades four, five, and six were given two tasks which were developed for this study: a written connectives task and a reading connectives task. Items on the written connectives task were complex sentences in which connectives had been replaced with blank lines of equal length. Subjects completed each sentence by writing a connective in each blank. Items on the reading connectives task were sentence stems ending with a connective word. Four possible endings were provided and subjects selected one ending to complete the sentence stem. Endings had to match the stem in content and syntax as well as by relation specified by the connective. Results of this
study indicated that there was a significant relationship between the understanding of connectives and sex, mental age, and abilities in listen, reading, and written language.

In a study of the use of connectives (Stone, 1980), graduate & undergraduate students were timed in reading sentences from natural text. Two forms of the text were used. In one form verbs that provided a direct inference antecedent for comprehending successive sentences were left intact. In the second form, those verbs were replaced with ambiguous verbs that provided an indirect inference antecedent to the meaning necessary to comprehend successive sentences. Students' eye movements were recorded automatically as they read. Sentences preceded by a direct inference antecedent were read significantly more quickly than those sentences preceded by an indirect inference antecedent. Results support research that linguistic structures assist readers in their comprehension of a text. An incoherent text will increase the reader's time and reduce the reader's processing capacity during comprehension.

McClure & Steffensen (1985) examined third-, sixth-, and ninth-grade students' use of the conjunctions and, but, because, and even though. These
four conjunctions were chosen because they occur frequently in students' textbooks. In addition, these four conjunctions may be considered as forming two pairs: **but** may be considered as **and** plus an adversative and **even though** may be considered as **because** plus an adversative. Test items consisted of incomplete sentences that were constructed to end in a connective. Each sentence stem appeared twice on a test, once with a conjunction and again with that conjunction's adversative form. The students finished the 24 incomplete sentences by writing an ending phrase for each. The results indicated an order in which mastery of the four conjunctions occurs: **because**, **and**, **but**, and **even though**. This finding supports research (Katz & Brendt, 1968) that causal relations appear before adversative. For all groups, the use of conjunctions was correlated with reading comprehension. "Conjunction scores were correlated with and better predictors of reading scores than were age or grade; therefore, mastery of conjunctions indicates an understanding of specific logical relationships between propositions, and appears to be important to reading comprehension" (McClure & Steffensen, 1985, pp. 234-235). These findings indicate that children who lag behind in their
mastery of conjunctions may need explicit instruction in
the use of appropriate conjunctions for joining
propositions.

Straw (1978) reported that sentence-combining
instruction was effective in improving reading
comprehension as measured with a cloze test. Students
received five weeks of instruction in either sentence-
combining, sentence-reduction, or written composition
from a language arts textbook. Sentence-combining is
joining two or more simple sentences to form a complex
sentence. Sentence-reduction is dividing a complex
sentence into two or more simple sentences. Results
indicated that students receiving sentence-combining
instruction scored significantly better on reading
comprehension as measured by a cloze test than students
in the other groups.

Loman & Mayer (1983) examined the effects of
signaling in expository text with high school students.
They based their study on Meyer's (1975) four major
types of signaling: (a) specification of structure
relations, (b) presentation of abstracted of paraphrased
statements, (c) presentation of summary statements, and
(d) use of pointer words such as unfortunately or
more importantly. These signals help the reader
identify the structure of the passage and provide a conceptual framework for understanding and remembering the text. Naturally occurring text was used in signaled and nonsignaled versions.

Loman and Mayer (1983) developed a four-part test. The first part was a free recall task to be scored for conceptual or main idea units, primacy/recency idea units, and general information or detail idea units. The second part was a problem/solution task in which students were asked to solve a problem based on the information from the text. The third part was a fact retention task for which students completed multiple-choice questions. The fourth part was a verbatim retention test which contained 3 pairs of sentences. In each pair, one sentence was quoted verbatim from the text and the other was a restatement. Students read a passage silently while a researcher read the passage aloud. Following the reading, students were allowed three minutes to review the passage. The passage was removed and students completed the four-part test.

The results of Loman and Mayer's research indicated that without signaling, readers tended to use a rote reading strategy; that is, they read a text as if it were a list of events or facts to be memorized. With
signaling, readers tended to use a meaningful strategy which was to use a structure for the passage and focus on key conceptual information. Students who used a meaningful reading strategy were more able to apply what they had read in creative problem solving situations than those who used a rote strategy. This research indicated that signaling affects what is learned and how it is organized in memory. Signals direct a reader’s attention to important information and point out coherent organization in a text.

In summary, researchers have found connectives are important to reading comprehension because "connectives, in addition to joining the words of clauses, express the nature of the connection as in condition, concession, and cause" (Robertson, 1968, p. 389). "Conjunctions act as clues, drawing attention to and making explicit the logical relationship between propositions" (McClure & Steffensen, 1985, p.218). From these explicit statements of the relations between ideas at the microstructure level in text, the overriding structure or macrostructure of a passage can be implied (Kintsch, 1977).
Macrostructure

Ausubel (1960) recommended that students receive a brief text in advance of the main passage that would cue a reader to the structure and general content of the main passage. He called this brief passage an advance organizer. He gave advance organizers to one group of senior undergraduate students and had them read a passage on an unfamiliar topic. Another group of senior undergraduates read the same passage with an historical introduction. Knowledge of the passage was tested with a multiple-choice test that tested for facts, principles, and application. Students from the group using advance organizers were able to recall more information from the main passage than readers given introductory texts of historical information designed to peak readers' interest in the topic. He found such "motivational" introductions less effective than advance organizers in facilitating readers' recall of information from a passage.

Barron (1969) developed an adaptation of Ausubel's advance organizer. He suggested steps to construct an advance organizer by a teacher for his/her class. The steps involved were: (a) determine major understandings or content principles, (b) determine which concepts must
be "chained", and (c) delineate details to be classed together to form major concepts. Then a teacher selects vocabulary words to communicate these principles, concepts, and details and puts the vocabulary into a diagram so that the relations between words are highlighted. Barron called this type of advance organizer a structured overview and later renamed it a graphic organizer.

Barron and Cooper (1973) randomly assigned students in grades eight through eleven to one of three groups: advance graphic organizer, advance prose organizer, or no advance organizer (control) prior to reading a given passage. An advance prose organizer is a brief passage that reviews vocabulary and the structure of the main passage to be read. An advance graphic organizer has similar content to the advance prose organizer, except that the graphic organizer uses a diagram to introduce key vocabulary and indicate relations. Both advance organizers were prepared for the students. Twenty-four hours after reading the passage, the students were given a cloze text to assess their comprehension. Results indicated that there was no significant difference in the performance of the three groups.

In a later study, Barron and Stone (1974) reviewed
the research on advance organizers. They reported that advance organizers had been effective in assisting learning in less than half the studies reviewed. One possible explanation for these disappointing results was discovered in an interview with subjects following a study: subjects were treating the advance organizers as an additional piece of information rather than using it as intended.

Barron and Stone (1974) conducted a study with tenth- and eleventh-grade students who were assigned to one of three groups: a graphic advance organizer group, a graphic post organizer group, and a control group. The graphic advance organizer group received a graphic organizer prepared on the information that was read. The graphic post organizer group received instruction on how to construct a graphic organizer and then constructed a graphic organizer following reading the passage. The graphic organizer was constructed by arranging cards with terms and groups of terms into related groups, and then they were shown the graphic organizer that had been prepared by the instructor. The control group read the passage twice. Following treatment, students were tested to measure their understanding of the hierarchical and parallel relations
between the terms of the passage. The results were that
the graphic post organizer group, those involved with
the construction of the graphic organizer, performed
significantly better than the graphic advance organizer
group, who received a prepared graphic organizer, and
the control group, who did not receive a graphic
organizer.

Another approach to teaching readers how to use a
text's macrostructure is the use of flowcharts. Geva
(1983) used this method to teach students how to find a
text's macrostructure. A flowchart is a "a graphic
representation of the content and structure of an
expository text. The nodes consist of idea-units and
propositions. The relations represent the connection of
nodes to each other" (Geva, 1983, p. 386). Freshmen
enrolled in an English course at a community college
were taught to use the logical and structural
arrangement of expository text to improve their reading
comprehension. They learned to identify various Text
Unit Functions (TUF's) within a paragraph. TUF's
specify the role that a text segment serves in a given
passage. Next, students were taught to use conjunctions
as clues to the logic-structure of a passage. Finally,
students represented an entire passage in a flowchart.
Control students were taught to skim for key words. Results were that the treatment group scored statistically significantly higher on the Nelson Denny Reading Test than the control group. Geva concluded that flowcharting can be used as a tool to teach less skilled readers to look for text structure as an aid for understanding and remembering information from text.

Other instructional studies taught students to use a text's macrostructure to help them comprehend information from a test. Slater, Graves and Piche (1985) randomly assigned ninth-grade students to one of two treatment groups or one of two control groups. The treatment groups either used a structural organizer with an outline grid for notetaking during reading or a structural organizer without the grid. One control group read with a notetaking grid and the other control group read without a notetaking grid. Following reading the passage, students wrote a free recall of the passage. Recall protocols were scored for total ideas recalled as well as percent of ideas from each of the passage's five hierarchical levels. The treatment group with structural organizer and notetaking grid and the control group with notetaking grid scored statistically
significantly higher than the other groups without notetaking. Results indicated that recall of information and comprehension of a passage can be heightened if students receive information about the organization of that passage and use that information to create an outline. Slater, Graves and Piche's (1985) results supported Barron and Stone's (1974) finding that advance organizers are more effective study aids when the advance organizers are constructed with student involvement than when they are teacher prepared.

Hawk (1986) recommended the use of graphic organizers in content area reading. Sixth- and seventh-grade students life in a science class were randomly assigned to one of two groups. One group used graphic advance organizers which were explained and presented for use as study guides. The other group read the same materials and participated in the same activities as the first group, except it did not use graphic organizers as study guides. Students using graphic organizers scored significantly higher on criterion tests at the end of the unit of study than the other group.

Boothby and Alvermann (1984) used fourth grade students in a three-month instructional study on the use
of graphic organizers to facilitate learning in social studies. They found that the graphic organizer group recalled statistically significantly more total ideas on a free recall test than the control group recalled immediately and on a delayed recall (48 hours later), but there was no difference one month later. Also, there was no difference in main ideas recalled.

Moore and Readence (1984) in a meta-analysis of the effect of graphic organizers on learning from text, found a small measure of association between treatments with a graphic organizer and subsequent learning from text. However, in a small number of studies where students constructed graphic organizers, there was a large effect.

The research reviewed in this section supports the use of graphic organizers and other structural overviews to help readers become aware of a text's structure. That research also indicates that such aids are more effective if the reader is an active participant in the construction of that aid.
Computer-Assisted Instruction

In recent years, the use of computers to assist instruction has grown (Fisher, 1983). Besides the increasing availability of computers, there are many reasons for the increased use of computers and computer-assisted instruction (CAI). Computers can administer and score tests, provide feedback to students, store performance records, select appropriate materials, branch and expand materials, and operate with endless patience and without prejudice. Through CAI, students can be introduced to new concepts, receive customized instruction and practice, and be provided with immediate feedback (Cacha, 1983). Use of CAI is also growing because teachers are modifying and developing programs to suit specific classroom needs (Collins, 1985).

Research supports CAI as an effective method of instruction. In a meta-analysis of the effectiveness of CAI, Kulik, Bangert, and Williams (1983) reported that CAI has a positive effect on students' immediate and delayed recall and that use of CAI substantially reduces the time needed for learning. In a study by Redman, Holdstein and DeCelles (1984) which evaluated the effectiveness of a CAI program to teach comma usage to college freshmen in a composition class, students were
divided into two groups for instruction. One group received traditional textbook instruction and the other received CAI. CAI was found to be an effective and motivational method of instruction. It was also reported that students receiving CAI were motivated to spend more time in practice because learners controlled the number of times they could redo a worksheet, and because the sentences to be punctuated were randomly selected, each worksheet was unique. Students were also motivated by receiving immediate feedback.

Specifically in the area of reading, Reinking and Schreiner (1985) reported that CAI is effective in increasing students' comprehension of text when the text is manipulated through computer control, presentation, and enhancement. Text can be enhanced through highlighting and outlining. Text enhancements can be overlaid on top of existing text for different levels of explanation and for emphasis as instruction is presented. CAI can offer the reader immediate feedback plus explanation of a response. CAI can branch automatically as it diagnoses the needs of the reader or it can allow the reader to choose branches in response to the reader's felt needs (MacGregor, in press). In these and other ways, the computer allows for an
interactive flow between reader and text.

**Summary**

The research reviewed in the previous sections indicates that readers use text structure to recall and understand text. Furthermore, results from these studies show that students can be taught to become aware of text structure. Research in text structure has been done at the microstructure and at the macrostructure levels. Instruction has been more effective when students are actively involved in the process of making study aids than when the aids are teacher prepared. Even though computer-assisted instruction (CAI) has been reported to be an effective method for teaching reading, very few studies have been reported that use CAI for teaching students how to use text structure to improve their understanding of text.
REFERENCES


Appendix B

Program Listings
5 HOME
10 REM ************************
20 REM * SENTENCE CONNECTIVES *
30 REM * BY *
40 REM * EDITH A. SLATON *
50 REM * JUNE, 1986 *
60 REM ************************
100 REM * PRINT TITLE *
105 VTAB 8
110 PRINT "  ********************
112 PRINT "  12 PRINT M  A
114 PRINT "  14 PRINT *  SENTENCE CONNECTIVES
116 PRINT "  16 PRINT I I  £
118 PRINT "  18 PRINT *  BY
120 PRINT "  20 PRINT I I  X
122 PRINT "  22 PRINT *  EDITH A. SLATON
124 PRINT "  24 PRINT *  *
126 PRINT "  26 PRINT *  JUNE, 1986
128 PRINT "  28 PRINT *  *
130 PRINT "  30 PRINT  ********************
140 REM * VARIABLE DIRECTORY *
142 REM A*,B* - EXERCISE SENTENCES
144 REM N* = USER'S NAME
146 REM AN* = USER'S RESPONSE
148 REM C(N),T= COUNTING VARIABLES
150 DIM AA*(20),BA*(20),C(20),DA*(20)
160 GOSUB 4100: REM READ DATA AND SET UP EXERCISE
200 HOME
210 GOSUB 8800: REM FORMAT
220 PRINT "To begin, please type your"
230 PRINT
240 PRINT "first name and last name"
242 PRINT
244 PRINT "(with a space between them)"
246 PRINT
248 PRINT " and press RETURN"
250 PRINT : PRINT
260 INPUT "  ;NA"
265 GOSUB 8700: REM * FORMAT *
270 VTAB 15
280 PRINT "Is your name ";NA;"?"
290 PRINT : REM * CHECK NAME *
300 PRINT "Is your name spelled correctly?"
302 PRINT
304 PRINT " Please type 'yes' if it is."
306 PRINT
308 PRINT " Please type 'no' if it is not."
310 PRINT
322 PRINT
324 PRINT " and press RETURN; ";}
330 INPUT "":A*
340 IF LEFT$ (A$,1) = "N" OR LEFT$ (A$,1) = "n" THEN
  GOTO 200: REM CORRECTION OF NAME
350 FOR J = 1 TO LEN (NA$)
352 IF MID$ (NA$,J,1) = " " THEN GOTO 370
354 NEXT J
370 LET N$ = LEFT$ (NA$, J - 1)
400 HOME
402 GOSUB 8800: REM FORMAT
410 REM ***************
412 REM * BEGIN LESSON *
414 REM ***************
416 VTAB 4
420 PRINT "Hi, ";N$;""
425 VTAB 8
430 PRINT "Welcome to 'SENTENCE CONNECTIVES'."
435 PRINT : PRINT
440 PRINT "In this program, we are"
445 PRINT "going to learn that the word"
455 PRINT "we use to join or connect"
460 PRINT "two sentences can give us"
470 PRINT "some important information."
480 GOSUB 8560: REM * USER PAUSE *
500 HOME
502 GOSUB 8700: REM * FORMAT *
505 VTAB 16
510 PRINT "When you first began to"
515 PRINT "use words, you learned that things"
520 PRINT "have names."
525 PRINT
530 GOSUB 8600: REM * REQUEST EXAMPLE *
550 GOSUB 5100: REM * NAME WORDS *
560 GOSUB 8560: REM * USER PAUSE *
600 HOME
605 GOSUB 8700: REM * FORMAT *
610 VTAB 16
620 PRINT "You also learned that some"
625 PRINT "words were used to name actions."
630 GOSUB 8600: REM * REQUEST EXAMPLE *
640 GOSUB 5300: REM * ACTION WORDS *
650 GOSUB 8560: REM * USER PAUSE *
700 HOME
705 GOSUB 8700: REM * FORMAT *
PRINT "You learned to put words together to make simple sentences."
GOSUB 8600: REM * REQUEST EXAMPLE *
GOSUB 5400: REM * SIMPLE SENTENCES *
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8750: REM * FORMAT 3 *
PRINT "As you learned to use simple sentences, ";N$,", you may have noticed that some simple sentences seem to belong together."
PRINT "Sometimes one sentence stated the cause or reason for what happened in 
the other sentence."
GOSUB B600: REM * REQUEST EXAMPLE *
GOSUB 5500: REM * COMBINE SENTENCES *
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8750: REM * FORMAT 3 *
PRINT "The information in one sentence," PRINT "He wants to catch fish."
PRINT "states a reason or "; PRINT "CAUSE";
NORMAL
PRINT " for 
PRINT "what happened in the other"
PRINT "sentence,"
PRINT "James is going fishing."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8750: REM * FORMAT 3 *
PRINT "When the information in one sentence"
PRINT "states a reason or ";
PRINT "CAUSE";
PRINT " for what"
PRINT "happened in the other sentence, these"
PRINT "sentences can be joined by a special"
PRINT "connecting word. That connecting"
PRINT "word is ";
PRINT "BECAUSE";
PRINT ";" 
GOSUB 8600: REM * EXAMPLE REQUEST *
GOSUB 5600: REM * EXAMPLE *
GOSUB 8500: REM * USER PAUSE *
REM ******************
REM * BEGIN EXERCISE *
REM ******************
HOME 
GOSUB 8800: REM FORMAT #2
PRINT 
PRINT "Now, ";N$;", let's look"
PRINT 
PRINT "at some pairs of sentences and you"
PRINT 
PRINT "decide whether or not the sentences"
PRINT 
PRINT "should be joined with 'because'."
PRINT 
PRINT "Remember -- -- 'because' is used"
PRINT 
PRINT "to add information which states " 
PRINT 
PRINT "a reason or cause for what " 
PRINT 
PRINT "happened in the other part"
PRINT 
PRINT "of the sentence."
GOSUB 8500: REM USER PAUSE
HOME 
GOSUB 8800: REM FORMAT 3
VTAB 8 
PRINT "Try your skill on the next ten pairs"
PRINT 
PRINT "of sentences. I'll let you know"
1370 PRINT
1375 PRINT "if you're right or not, and why."
1380 GOSUB 8500: REM USER FAUSE
1400 FOR J = 1 TO 10
1410 HOME
1415 GOSUB 4500: REM EXERCISE
1420 NEXT J
1450 REM ************
1452 REM * SUMMARY *
1454 REM ************
1456 HOME
1458 GOSUB 8750: REM FORMAT
1460 PRINT
1462 PRINT "That was the last pair of"
1464 PRINT
1466 PRINT "sentences."
1468 PRINT : PRINT : PRINT
1470 PRINT "I hope you did well!"
1472 PRINT : PRINT : PRINT
1474 PRINT "When you press the space bar,"
1476 PRINT
1478 PRINT "you'll find out."
1500 REM ************
1502 REM * FILE SCORE *
1504 REM ************
1510 GOSUB 5800
1700 GOSUB 8500: REM USER FAUSE
1705 HOME
1710 GOSUB 8600: REM FORMAT
1720 PRINT
1725 PRINT N$:"!"
1727 PRINT
1730 PRINT "You got ";CT;"% right!"
1732 GOSUB 8850: REM FORMAT
1735 IF CT = 10 THEN GOTO 1800: REM PERFECT SCORE
1740 IF CT = 9 THEN GOTO 1820: REM GOOD SCORE
1742 IF CT = 8 THEN GOTO 1840: REM FAIR SCORE
1744 IF CT < 8 THEN GOTO 1860: REM POOR SCORE
1800 REM PERFECT SCORE
1802 PRINT
1804 PRINT "That is excellent!"
1806 GOSUB 8500: REM USER FAUSE
1808 GOTO 1900: REM SKIP REVIEW
1820 REM GOOD SCORE
1822 PRINT "You did very well!
1824 PRINT : PRINT : PRINT "Let's review the sentence that"
1826 PRINT : PRINT "you missed."
1828 GOTO 1886: REM REVIEW
1840 PRINT "Good work."
1842 PRINT
1844 PRINT "You seem to understand when to"
1846 PRINT
1848 PRINT "use 'because', but be sure to read"
1850 PRINT
1852 PRINT "carefully."
1854 PRINT
1856 GOTO 1868: REM REVIEW
1860 REM POOR SCORE
1862 PRINT "You seem to be having some difficulty"
1864 PRINT
1866 PRINT "knowing when to join ideas using"
1868 PRINT
1870 PRINT "'because'. You may want to try the"
1872 PRINT
1874 PRINT "program again. But first . . . ."
1876 PRINT
1880 PRINT "Let's review the sentences that "
1882 PRINT
1884 PRINT "you missed."
1886 GOSUB 8500: REM USER PAUSE
1888 GOSUB 6800: REM REVIEW
1900 REM * CONCLUSION *
1910 HOME
1915 GOSUB 8750: REM FORMAT
1920 PRINT
1922 PRINT N$:"," this program has"
1924 PRINT
1926 PRINT "explained that the word we use to"
1928 PRINT
1930 PRINT "join or connect two sentences can"
1932 PRINT
1934 PRINT "give us some important information."
1936 PRINT
1938 GOSUB 8500: REM USER PAUSE
1940 HOME
1944 GOSUB 8750: REM FORMAT
1946 PRINT
1948 PRINT "The word 'because' is used to join"
1950 PRINT
1952 PRINT "what happened with a reason or"
1954 PRINT
1956 PRINT "cause that it happened."
1958 PRINT : PRINT
1960 PRINT "So, when you see the word 'because'"
1962 PRINT
1964 PRINT "you know that the next part of the"
1966 PRINT
1968 PRINT "sentence will be a reason or cause"
PRINT "for what happened."
GOSUB B600: REM EXAMPLE REQUEST
GOSUB 5700: REM EXAMPLE
GOSUB B500: REM USER PAUSE
HOME
GOSUB B800: REM FORMAT
PRINT "Your teacher has a paper for you"
PRINT "to practice deciding which pairs of"
PRINT "sentences may be joined with"
PRINT "because."
GOSUB B500: REM USER PAUSE
HOME
GOSUB B800: REM FORMAT
PRINT "Goodbye, ";N%;"."
PRINT "This is the end of this program." PRINT
PRINT "I hope you enjoyed this lesson"
PRINT "about 'because'."
PRINT "Please let your teacher know that"
PRINT "you are finished with this program and"
PRINT "are read, for the practice page."
GOSUB B500: REM USER PAUSE
REM ************
REM * THE END *
REM ************
HOME
GOSUB B800: REM FORMAT
PRINT : PRINT : PRINT
PRINT "TTTTT H H EEEEEE"
PRINT " T H H E"
PRINT " T HHHHH EEE"
PRINT " T H H E"
PRINT " T H H EEEEEE"
PRINT : PRINT : PRINT
PRINT " EEEEEE N N N DDDDD"
PRINT " E NN N N D D"
PRINT " EEE N N N D D"
PRINT " E N N N D D"
PRINT " EEEEEE N NN DDDDD"
2138 PRINT : PRINT : PRINT
2140 GOSUB B770: REM FORMAT
3000 REM **********
3002 REM * DATA *
3004 REM **********
3010 DATA "Billy likes to run","He likes to jump",2,"he likes to jump"
3012 DATA "Tom ate an apple","He was hungry",1,"he was hungry"
3014 DATA "Sue wants a new dress","She is going to a party",1,"she is going to a party"
3016 DATA "Sally has a new dress","She has a blue dress",2,"she has a blue dress"
3018 DATA "Jim is 4 years old","He has new shoes",2,"he has new shoes"
3020 DATA "John's car stopped","He pressed the car's brakes",1,"he pressed the car's brakes"
3022 DATA "The dog barked","It ran",2,"it ran"
3024 DATA "The dog barked","A rabbit ran by the dog",1,"a rabbit ran by the dog"
3026 DATA "The tree is tall","It is green",2,"it is green"
3028 DATA "The tree fell down","The wind blew hard",1,"the wind blew hard"
3030 DATA "Meg played tennis","She went swimming",2,"she went swimming"
3032 DATA "Li went swimming","She felt very hot",1,"she felt very hot"
3032 END
4000 REM **********
4002 REM * SUBROUTINES *
4004 REM **********
4100 REM **********
4102 REM * SETUP *
4104 REM **********
4110 FOR J = 1 TO 12
4120 READ AA$(J),BA$(J),C(J),DA$(J)
4130 NEXT J
4200 REM ************
4202 REM * SELECT 10 SENTENCE PAIRS *
4204 REM ************
4210 FOR KX = 1 TO 10
4220 RX(KX) = INT ( RND * 12 + 1)
4230 FOR LX = 1 TO KX - 1: REM CHECK FOR REPEATED PAIR
4235 IF KX = 1 THEN 4245
4240 IF RX(LX) = RX(KX) THEN 4220
4245 NEXT LX
4250 LET QX = RX(KX): REM ASSIGN RANDOM #
4255 LET QA$(QX) = AA$(QX): REM ASSIGN CALL#
4260 LET QB*(KX) = BA*(QX): REM ASSIGN CALL #
4263 LET QD*(KX) = DA*(QX): REM ASSIGN CALL #
4265 LET QC(KX) = C(QX): REM ASSIGN CALL #
4267 LET FN*(KX) = STR*(QX): REM RECORD POOL #
4270 NEXT KX
4275 RETURN
4300 REM ********************
4302 REM  *  TEST RESPONSE  *
4304 REM  ********************
4306 REM  *  CORRECT RESPONSE *
4310 IF QC(J) = 1 AND LEFT$ (AN$, 1) = "B" THEN GOTO 4380
4312 IF QC(J) = 1 AND LEFT$ (AN$, 1) = "b" THEN GOTO 4380
4315 IF QC(J) = 2 AND LEFT$ (AN$, 1) = "." THEN GOTO 4380
4330 REM  *  INCORRECT RESPONSE *
4335 GOSUB 6500: REM INCORRECT
4340 GOTO 4390: REM SKIP TO RETURN
4380 GOSUB 6000: REM FEEDBACK
4390 RETURN
4400 REM  ********************
4402 REM  *  EVALUATE REVIEW *
4404 REM  ********************
4406 REM  *  CORRECT *
4410 HOME
4412 PRINT: PRINT "That's right, ";N$;"!"
4414 GOSUB 8750: REM FORMAT
4416 IF F = 2 THEN GOTO 4430
4418 PRINT: PRINT ";MA*(J);" because"
4420 PRINT: PRINT ";MD*(J);"."
4422 GOSUB 8700: REM FORMAT
4424 GOTO 4450: REM SKIP TO RETURN
4430 PRINT: PRINT ";MA*(J);"."
4432 PRINT: PRINT ";MB*(J);"."
4434 GOSUB 8700: REM FORMAT
4440 RETURN
4460 REM  *  INCORRECT *
4462 HOME
4464 PRINT: PRINT "No, that's not right, ";N$;"."
4466 GOSUB 8750: REM FORMAT
4468 IF F = 2 THEN GOTO 4480
4470 PRINT: PRINT ";MA*(J);"."
4472 PRINT: PRINT ";MB*(J);"."
4474 PRINT
4476 GOTO 4490: REM SKIP TO RETURN
4480 PRINT: PRINT ";MA*(J);" ";
4482 FLASH
4484 PRINT "BECAUSE"
4486 GOSUB 8100: REM PAUSE
NORMAL

PRINT " ;MA$(J); " because ".

PRINT : PRINT " ;MD$(J); ".

RETURN

REM *************************
REM *  EXERCISE FORMAT *
REM *************************

HOME

PRINT ;

PRINT N$; ";

PRINT

PRINT "Here is pair ";J

GOSUB 8750: REM FORMAT

PRINT

PRINT " ;QA$(J); ".

PRINT

PRINT " ;OB$(J); ".

GOSUB 8880: REM FORMAT

PRINT

PRINT "If you think these sentences"

PRINT

PRINT " should be joined with 'because'"

PRINT

PRINT " type the word: ";

PRINT

PRINT "BECAUSE"

PRINT

PRINT " (press RETURN)

PRINT

PRINT "If not, type a period: ";

PRINT

PRINT " ;OA$(J); ";

INPUT " ";AN$

GOSUB 8100: REM LONG PAUSE

IF LEFT$(AN$,1) = "b" OR LEFT$(AN$,1) = "B" OR LEFT$(AN$,1) = "b" THEN GOSUB 4300: GOTO 4630: REM TEST RESPONSE

GOSUB 4700: GOTO 4500: REM INAPPROPRIATE RESPONSE

RETURN

RETURN

REM *************************
REM *  INAPPROPRIATE *
REM *  ANSWER *
REM *************************

HOME
4720 VTAB 12
4722 PRINT AN$; "is not an appropriate"
4724 PRINT
4726 PRINT "answer, };N$; "."
4728 PRINT
4730 PRINT "Check the directions and try again!"
4732 GOSUB 8500: REM USER PAUSE
4734 RETURN
4870 IF MC(J) = 1 GOTO 6900: REM 'BECAUSE '
5000 REM ****************************
5002 REM * EXAMPLES *
5004 REM ****************************
5100 REM * NAMING WORDS *
5102 VTAB 4
5104 HTAB 10
5106 PRINT "TREE"
5108 FOR T = 1 TO 200: NEXT T
5110 VTAB 10
5112 HTAB 20
5114 PRINT "BOOK"
5115 FOR T = 1 TO 200: NEXT T
5120 VTAB 2
5122 HTAB 25
5124 PRINT "CAT"
5125 FOR T = 1 TO 200: NEXT T
5130 VTAB 12
5132 HTAB 2
5134 PRINT "DOG"
5140 VTAB 24
5200 RETURN
5300 REM * ACTION WORDS *
5310 VTAB 4
5312 HTAB 10
5314 PRINT "RUN"
5315 FOR T = 1 TO 200: NEXT T
5320 VTAB 10
5322 HTAB 20
5324 PRINT "JUMP"
5325 FOR T = 1 TO 200: NEXT T
5330 VTAB 2
5332 HTAB 5
5334 PRINT "EAT"
5335 FOR T = 1 TO 200: NEXT T
5340 VTAB 12
5342 HTAB 25
5344 PRINT "GO"
5345 FOR T = 1 TO 200: NEXT T
5350 VTAB 24
5390 RETURN
5400 REM * SIMPLE SENTENCES *
5410 VTAB 4
5412 HTAB 10
5414 PRINT "The ";
5416 FOR T = 1 TO 200: NEXT T
5418 PRINT "dog ";
5420 FOR T = 1 TO 200: NEXT T
5422 PRINT "ran."
5424 FOR T = 1 TO 500: NEXT T
5430 VTAB 8
5432 HTAB 10
5434 PRINT "The ";
5436 FOR T = 1 TO 200: NEXT T
5438 PRINT "cat ";
5440 FOR T = 1 TO 200: NEXT T
5442 PRINT "jumped."
5480 VTAB 24
5490 RETURN
5500 REM * COMBINED SENTENCES *
5506 VTAB 1
5508 HTAB 1
5510 FOR J = 1 TO 10
5512 GOSUB 8000: REM PAUSE
5516 W = W + 1
5518 ON W GOTO 5520,5522,5524,5526,5530,5532,5536,5540,5544,5548,5554
5520 PRINT "James ": NEXT J
5522 PRINT "is ": NEXT J
5524 PRINT "going ": NEXT J
5528 PRINT "fishing. ": NEXT J
5530 PRINT ": NEXT J
5532 PRINT "He ": NEXT J
5536 PRINT "He ": NEXT J
5540 PRINT "wants ": NEXT J
5544 PRINT "to ": NEXT J
5548 PRINT "catch ": NEXT J
5550 PRINT "has ": NEXT J
5552 PRINT "fish. ": NEXT J
5554 PRINT "fish. ": NEXT J
5556 RETURN
5560 REM * CAUSAL CONNECTIVE *
5562 VTAB 1
5564 HTAB 1
5566 PRINT "James ";
5568 GOSUB 8000: REM * PAUSE *
5600 REM * CAUSAL CONNECTIVE *
5602 VTAB 1
5604 HTAB 1
5606 PRINT "James ";
5608 GOSUB 8000: REM * PAUSE *
5612 PRINT "is ";
5614 PRINT "is ";
5616 GOSUB 8000: REM * PAUSE *
5618 PRINT "going ";
5620 GOSUB 8000: REM * PAUSE *
5622 PRINT "fishing ";
5624 FLASH
5626 PRINT "BECAUSE";
5628 GOSUB 8100: REM * LONG PAUSE *
5630 NORMAL
5632 VTAB 1
5634 HTAB 24
5636 PRINT "because"
5638 GOSUB 8000: REM * PAUSE *
5640 PRINT
5642 PRINT "He";
5646 GOSUB 8000: REM * PAUSE *
5648 PRINT "wants";
5650 GOSUB 8000: REM * PAUSE *
5652 PRINT "to";
5654 GOSUB 8000: REM * PAUSE *
5656 PRINT "catch";
5658 GOSUB 8000: REM * PAUSE *
5660 PRINT "fish."
5669 RETURN
5670 REM * CONCLUDING EXAMPLE *
5672 VTAB 2: HTAB 1
5674 FOR J = 1 TO 15
5676 GOSUB 8000: REM * PAUSE *
5678 X = X + 1
5680 ON X GOTO 5730, 5732, 5734, 5736, 5738, 5740, 5742, 5744, 5746, 5748, 5750, 5752, 5754, 5756, 5758
5720 D$ = CHR$(4): REM * CTRL D *
5722 FOR J = 1 TO 15
5724 GOSUB 8000: REM * PAUSE *
5726 PRINT "Ted"; NEXT J
5728 PRINT "went"; NEXT J
5730 PRINT "to"; NEXT J
5732 PRINT "the"; NEXT J
5734 PRINT "store."; NEXT J
5736 PRINT "BECAUSE"; NEXT J
5738 PRINT "Ted"; NEXT J
5740 PRINT "wanted"; NEXT J
5742 PRINT "a"; NEXT J
5744 PRINT "new"; NEXT J
5746 PRINT "shirt."; NEXT J
5748 RETURN
5750 LET D$ = CHR$(4): REM * CTRL D *
5752 PRINT D$; "OPEN SCORES, L100"
5754 PRINT D$; "READ SCORES, R0"
5756 INPUT N
5758 PRINT D$; "CLOSE SCORES"
5760 N = N + 1
5762 PRINT D$; "OPEN SCORES, L100"
5832 PRINT D$: "WRITE SCORES,R"; N
5834 PRINT N$  
5836 PRINT CT  
5838 PRINT MS$ 
5840 PRINT D$: "CLOSE SCORES"
5850 PRINT D$: "OPEN SCORES,L100"
5852 PRINT D$: "WRITE SCORES, RO"
5854 PRINT N
5856 PRINT D$: "CLOSE SCORES"
5860 RETURN
5900 REM *****************************************
5902 REM * SUBROUTINE-RESPONSE FEEDBACK * 
5904 REM *****************************************
5910 REM **********************
5912 REM * CORRECT * 
5914 REM **********************
5916 CT = CT + 1 
5918 HOME 
5919 IF LEFT$(AN$, 1) = "." THEN GOTO 6200: REM * CORRECT 'NO' RESPONSE *
5920 REM * CORRECT 'YES' RESPONSE *
5922 PRINT : PRINT : PRINT "Yes, that's right, "; N$; ";!"
5924 GOSUB 8750: REM FORMAT 
5926 PRINT : PRINT ";QA*(J);" "; 
5928 FLASH 
5930 PRINT "BECAUSE"
5932 GOSUB 8000: REM PAUSE 
5934 NORMAL 
5936 VTAB 8 
5938 PRINT ";QA*(J);" because " 
5940 PRINT : PRINT ";OD*(J);." 
5942 GOSUB 8700: REM FORMAT 
5944 PRINT : PRINT 
5945 PRINT "These two sentences can be joined"
5947 PRINT 
5949 PRINT "with 'because'. One told the reason"
5951 PRINT 
5953 PRINT "for what happened in the other."
5955 GOTO 6300: REM * SKIP 'NO' RESPONSE *
5960 REM * CORRECT 'NO' RESPONSE *
5965 PRINT 
5967 PRINT "That's right, "; N$; ";!"
5969 GOSUB 8750: REM FORMAT 
5971 PRINT 
5973 PRINT ";QA*(J); 
5975 FLASH 
5977 PRINT ";."
5979 GOSUB 8000: REM PAUSE 
5981 NORMAL
6226 HTAB 1: VTAB B
6228 PRINT "    ";QA$(J);".
6230 PRINT
6232 PRINT "    ";QB$(J);".
6234 GOSUB 8700: REM FORMAT
6236 PRINT: PRINT
6238 PRINT "These sentences should not be joined"
6240 PRINT
6242 PRINT "with 'because'. One did not give a"
6244 PRINT
6246 PRINT "reason for what happened in the other."
6250 PRINT
6252 PRINT "These sentences should not be joined"
6254 PRINT: PRINT
6256 PRINT "The tact that 
6258 "DA*(  J  )  ;  "  
6260 PRINT "is not a good reason or cause that 
6262 PRINT "No: ";N*: ".
6264 PRINT: PRINT
6266 PRINT "These sentences may be about the same"
6268 PRINT
6270 PRINT "person or thing, but one sentence does"
6272 PRINT
6274 PRINT "not state a cause or reason for what"
6276 PRINT
6278 PRINT "happened in the other sentence."
6280 PRINT
6282 GOTO 6700: REM * SHIF 'NO' RESPONSE *
6284 REM * INCORRECT 'NO' RESPONSE *
6286 PRINT
6288 PRINT "No, ";N*: ".
6290 PRINT
6292 PRINT "These sentences should not be joined"
6294 PRINT: PRINT
6296 PRINT: PRINT
6298 PRINT: PRINT: PRINT
6300 PRINT: PRINT
6302 REM ***#***#*****
6304 REM * INCORRECT *
6306 HOME
6308 LET WC = WC + 1: REM COUNT WRONG RESPONSES
6310 IF LEFT$(AN$,1) = "." THEN GOTO 6600: REM * W
6312 GOSUB 8750: REM FORMAT
6314 PRINT
6315 PRINT "No, ";N*: ".
6316 PRINT: PRINT
6318 PRINT "The fact that 
6320 PRINT "is not a good reason or cause that 
6322 PRINT "No: ";N*: ".
6324 PRINT: PRINT
6326 PRINT "These sentences may be about the same"
6328 PRINT
6330 PRINT "person or thing, but one sentence does"
6332 PRINT
6334 PRINT "not state a cause or reason for what"
6336 PRINT
6338 PRINT "happened in the other sentence."
6340 PRINT
6342 GOTO 6700: REM * SHIF 'NO' RESPONSE *
6344 REM * INCORRECT 'NO' RESPONSE *
6346 PRINT
6348 PRINT "No, ";N*: ".
6350 PRINT
6352 PRINT "These sentences should not be joined"
6354 PRINT: PRINT
6356 PRINT: PRINT: PRINT
6358 PRINT: PRINT: PRINT
6360 PRINT: PRINT
6362 PRINT: PRINT: PRINT
6364 GOSUB 8750: REM FORMAT
6366 PRINT: PRINT: PRINT
6368 PRINT "These sentences may be about the same"
6370 PRINT
6372 PRINT "person or thing, but one sentence does"
6374 PRINT
6376 PRINT "not state a cause or reason for what"
6378 PRINT
6380 PRINT "happened in the other sentence."
6382 PRINT
6384 GOTO 6700: REM * SHIF 'NO' RESPONSE *
6386 REM * INCORRECT 'NO' RESPONSE *
6388 PRINT
6390 PRINT
6392 GOSUB 8750: REM FORMAT
6394 PRINT
6396 PRINT "No, ";N*: ".
6398 PRINT
6400 PRINT "These sentences should not be joined"
6402 PRINT: PRINT
6404 PRINT: PRINT: PRINT
6406 PRINT: PRINT: PRINT
6408 PRINT: PRINT: PRINT
6410 PRINT
6412 PRINT: PRINT: PRINT
6414 GOSUB 8750: REM FORMAT
6416 PRINT
6418 PRINT
6420 PRINT "No, ";N*: ".
6422 PRINT
PRINT "That is not right."
PRINT "The fact that"
PRINT "would be a good reason or cause that"
PRINT "would be a good reason or cause that"
GOSUB 8500: REM USER PAUSE
HOME
GOSUB 8750: REM FORMAT
PRINT "These two sentences may be joined"
PRINT "with 'because'."
GOSUB 8100: REM PAUSE
FLASH
PRINT "BECAUSE"
GOSUB 8100: REM PAUSE
NORMAL
VTAB 15: HTAB 1
PRINT "because "
PRINT " because 
GOSUB 8500: REM * USER PAUSE *
REM * STORE MISSED EXERCISE *
LET MA*(WC) = QA*(J)
LET MB$(WC) = OB*(J)
LET MC(WC) = QC(J)
LET MS$ = MS$ + FN$(J) + " - "
LET MD$(WC) = QD$(J)
RETURN
REM *******************
REM * REVIEW MISTAKES *
FOR J = 1 TO WC
HOME
PRINT "Let's look at this pair of sentences"
119

6832 PRINT
6834 PRINT ";MB$(J);".
6836 GOSUB 8700: REM FORMAT
6838 PRINT
6840 PRINT "Do you think these sentences should"
6842 PRINT "be joined with 'because'?"
6844 PRINT : PRINT
6846 PRINT "Type 'yes' if you think they should."
6848 PRINT
6850 PRINT "Type 'no' if you do not think so."
6852 PRINT
6854 PRINT " and press RETURN: ";
6856 INPUT AN$'
6858 IF LEFT$(AN$,1) = "Y" OR LEFT$(AN$,1) = "y" THEN F = 1: GOTO 6864
6860 IF LEFT$(AN$,1) = "N" OR LEFT$(AN$,1) = "n" THEN F = 2: GOTO 6864
6862 GOSUB 4700: GOTO 6815: REM INAPPROPRIATE RESPONSE
6864 IF F = MC(J) THEN GOSUB 4400: GOTO 6870: REM CORRECT
6866 GOSUB 4460: REM INCORRECT
6870 IF MC(J) = 1 GOTO 6900: REM 'BECAUSE'
6878 GOSUB 8700: REM FORMAT
6880 PRINT "These two sentences should not be ".
6882 PRINT
6884 PRINT "joined with 'because'."
6886 PRINT
6888 PRINT "Neither sentence states the reason"
6890 PRINT
6895 PRINT "for what happened in the other sentence"
6898 GOTO 6990: REM IF 'BECAUSE'
6900 REM 'BECAUSE'
6902 GOSUB 8700: REM FORMAT
6905 PRINT "These two sentences may be joined"
6910 PRINT
6915 PRINT "with 'because'."
6920 PRINT
6925 PRINT "The second sentence is a good reason"
6930 PRINT
6935 PRINT "for what happened in the first."
6940 VTAB 8: HTAB 1
6942 PRINT " ;MA$(J); " ;
6944 FLASH
6946 PRINT "BECAUSE"
6948 GOSUB 8100: REM LONG PAUSE
6950 NORMAL : VTAB 8: HTAB 1
6952 PRINT " ;MA$(J); " because ".
6990 GOSUB 8500: REM USER PAUSE
6992 NEXT J
RETURN
REM ********************
REM *  SUBROUTINE - PAUSE *
REM ********************
FOR T = 1 TO 500: NEXT T
RETURN
REM *  SUBROUTINE - LONG PAUSE *
FOR T = 1 TO 1000: NEXT T
RETURN
REM *  USER CONTROL PAUSE *
VTAB 23
PRINT "=================================
Press SPACE BAR
";
GET E$
RETURN
REM ********************
REM *  SUBROUTINE - FORMAT *
REM ********************
VTAB 1 4
PRINT "";  
RETURN
REM SUBROUTINE - FORMAT 2 *
VTAB 6
PRINT "";
RETURN
REM *  SUBROUTINE - FORMAT 3 *
VTAB 2
RETURN
REM *  SUBROUTINE - FORMAT 4 *
VTAB 10
PRINT "";
RETURN
REM *  SUBROUTINE - FORMAT 5 *
VTAB 12
PRINT "";
RETURN
To begin, please type your first name and last name (with a space between them) and press RETURN. Is your name spelled correctly?
PRINT : PRINT : PRINT
304 PRINT "Please type 'yes' if it is."
306 PRINT
308 PRINT "Please type 'no' if it is not."
310 PRINT
322 PRINT
324 PRINT "and press RETURN: ";
330 INPUT "";A$
340 IF LEFT$(A$,1) = "N" OR LEFT$(A$,1) = "n" THEN
   GOTO 200: REM CORRECTION OF NAME
345 REM PRINT FIRST NAME ONLY
350 FOR J = 1 TO LEN (NA$)
352 IF MID$(NA$,J,1) = " " THEN GOTO 370
354 NEXT J
370 LET N$ = LEFT$(NA$,J - 1)
400 HOME
402 GOSUB 8800: REM FORMAT
410 REM ********************
412 REM * BEGIN LESSON *
414 REM ********************
416 VTAB 4
420 PRINT "Hi, ";N$;"!"
425 VTAB 8
430 PRINT "Welcome to 'SENTENCE CONNECTIVES,'"
435 PRINT
440 PRINT "PART 2'."
445 PRINT : PRINT : PRINT
450 PRINT "In this program, we are going" 
455 PRINT
460 PRINT "to learn more about how the word" 
465 PRINT
470 PRINT "'because' can help us understand" 
475 PRINT
480 PRINT "what we are reading."
490 GOSUB 8560: REM * USER PAUSE *
500 HOME
502 GOSUB 5000: REM * EXAMPLE *
510 GOSUB 8750: REM FORMAT
512 PRINT : PRINT : PRINT
520 PRINT "In 'SENTENCE CONNECTIVES, PART 1',"
522 PRINT
524 PRINT "you learned that the word 'because'"
526 PRINT
528 PRINT "is often used to join sentences when"
530 PRINT
532 PRINT "one sentence tells a reason or cause"
534 PRINT
536 PRINT "for what happened in the other sentence."
540 GOSUB 8600: REM * EXAMPLE REQUEST *
550 GOSUB 5500: REM * EXAMPLE *
In this program,
you will learn that the word "because" can be used to let you know that the next part of a sentence will give you a reason for what happened.

The part of a sentence that follows the word "because" tells a reason for what happened in the other part of the sentence.

Sometimes, the reason for what happened can be at the beginning of a sentence.
You can tell that the reason is at the beginning of a sentence.
"if that sentence begins with the"
"word 'because'"
"Because" can be used to let you know that the next part of a sentence will give you a reason for what happened.

Sometimes, the reason for what happened can be at the beginning of a sentence.
You can tell that the reason is at the beginning of a sentence.
"if that sentence begins with the"
"word 'because'"
900 HOME
910 GOSUB B900: REM * FORMAT *
912 PRINT
914 PRINT "The example above begins with"
916 PRINT
918 PRINT ","
920 GOSUB 5800: REM * EXAMPLE *
924 VTAB 9: HTAB 12
926 PRINT "so you know that the reason,"
928 PRINT
930 PRINT "is written first."
932 GOSUB 8500: REM * USER PAUSE *
933 VTAB 11: HTAB 18
934 SLEEP= 100
936 PRINT "A lot of rain"
938 PRINT "-------------------"
939 SLEEP= 250
940 PRINT "caused something to happen."
950 GOSUB 8500: REM * USER PAUSE *
952 VTAB 16: HTAB 1
954 PRINT "The last part of the sentence"
956 PRINT
958 PRINT "tells about what happened:"
959 GOSUB B100: REM * PAUSE *
960 PRINT
961 SLEEP= 100
962 PRINT ";:Because:",
964 PRINT "-----------------------------"
966 SLEEP= 250
970 GOSUB 8500: REM * USER PAUSE *
1020 HOME
1022 GOSUB B750: REM * FORMAT *
1024 PRINT
1026 PRINT "Because can be at the beginning"
1028 PRINT
1030 PRINT ","
1032 GOSUB B600: REM * EXAMPLE REQUEST *
1033 GOSUB B000: REM * PAUSE *
1034 GOSUB 5700: REM * EXAMPLE #1 *
1035 VTAB 12: HTAB 15
1036 PRINT ","
1037 PRINT : GOSUB B100: REM * PAUSE *
1038 PRINT ","
1040 PRINT
1041 LET FL = 1
1042 PRINT ","
1044 GOSUB B600: REM * EXAMPLE REQUEST *
1046 GOSUB 5600: REM * EXAMPLE #2 *
1048 GOSUB 8500: REM * USER PAUSE *
1060 HOME
You can tell which part of a sentence tells about the reason for what happened. It is the part of the sentence which follows the word 'because'.

Look at these two sentences.

Which sentence tells the reason or cause for what happened in the other?

Type the number that you see in front of the sentence that tells the reason.

... and press RETURN.

If AN$ = FL$ THEN GOSUB 5300: GOTO 1160: REM * CORRECT *

IF AN$ > "2" OR AN$ < "1" THEN GOSUB 4700: GOTO 1100

GOSUB 5400: REM * INCORRECT *

Home
VTAB 8: HTAB 1
PRINT "Now, ";N$; ";"
PRINT
PRINT "I will give you 10 pairs of"
PRINT
PRINT "sentences and you decide where the"
PRINT
PRINT "word 'because' should be."
GOSUB 8500: REM * USER PAUSE *
HOME
VTAB 8: HTAB 1
PRINT "When a pair of sentences appears"
PRINT
PRINT "on the screen:"
PRINT GOSUB 8100: REM * PAUSE *
PRINT " 1. Read the sentences"
PRINT GOSUB 8100: REM * PAUSE *
PRINT " 2. Decide which sentence tells a"
PRINT " 3. Type the number that you see in"
PRINT " 4. and press RETURN."
PRINT GOSUB 8100: REM * PAUSE *
GOSUB 8100: REM * EXAMPLE REQUEST *
SPEED= 150
PRINT " 1. There is no more ice cream."
PRINT
PRINT " 2. Ray ate all the ice cream."
SPEED= 250
GOSUB 8900: REM * FORMAT *
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8970: REM * FORMAT *
PRINT " 1. There is no more ice cream."
PRINT
PRINT " 2. Ray ate all the ice cream."
GOSUB 8900: REM * FORMAT *
VTAB 8: HTAB 1
PRINT "The pair of sentences will become"
PRINT "one sentence with 'because' in front"
PRINT "of the sentence you chose as being a"
PRINT "reason for what happened in the other"
PRINT "sentence."
PRINT : PRINT
PRINT "If you chose 'sentence 1' as the reason,"
PRINT "the sentence will look like this:"
GOSUB B600: REM * EXAMPLE *
VTAB 2: HTAB 1
PRINT 
PRINT 
VTAB 2: HTAB 1
SPEED= 150
PRINT " Because there is no more ice cream,"
PRINT 
PRINT " Ray ate all the ice cream."
SPEED= 250
GOSUB B500: REM * USER PAUSE *
HOME
HOME
GOSUB B970: REM * FORMAT *
PRINT " Because there is no more ice cream,"
PRINT 
PRINT " Ray ate all the ice cream"
GOSUB B900: REM * FORMAT *
PRINT " You can change the answer by"
PRINT " "
PRINT "typing the number you saw in front of"
PRINT 
PRINT "the other sentence and pressing RETURN."
PRINT 
PRINT "The sentence will change."
PRINT : PRINT
PRINT " For example, we will change "
PRINT 
PRINT "the sentence above to 'sentence 2':"
GOSUB B600: REM * EXAMPLE REQUEST *
VTAB 2: HTAB 1
PRINT 
PRINT 
VTAB 2: HTAB 1
SPEED= 150
PRINT " There is no more ice cream"
PRINT 
PRINT " because Ray ate all the ice cream."
SPEED= 250
VTAB 21: HTAB 1
PRINT "(You may change the sentence as many"
PRINT "times as you like.)
GOSUB B500: REM * USER PAUSE *
502 HOME
504 GOSUB 8970: REM * FORMAT *
510 PRINT "There is no more ice cream"
512 PRINT
514 PRINT "because Ray ate all the ice cream."
520 GOSUB 8900: REM * FORMAT *
525 VTAB 9: HTAB 1
530 PRINT "When you think the sentence is"
532 PRINT
534 PRINT "correct, type 'YES' and press 'RETURN.'"
536 PRINT : PRINT : PRINT
538 PRINT "Then, I will check your answer"
540 PRINT
542 PRINT "and let you know if you are correct"
544 PRINT
546 PRINT "or not."
550 GOSUB 8500: REM * USER PAUSE *
555 HOME
558 VTAB 6: HTAB 1
560 PRINT N$: "",
562 PRINT
564 PRINT "You are now ready to begin."
566 PRINT
568 PRINT "Remember -- -- 'because' is used"
570 PRINT
572 PRINT "in front of the part of a sentence"
574 PRINT
576 PRINT "which tells you a reason for what"
578 PRINT
580 PRINT "happened in the other part of the"
582 PRINT
584 PRINT "sentence."
586 GOSUB 8500: REM * USER PAUSE *
590 REM ********************
592 REM * EXERCISE *
594 REM ********************
596 FOR J = 1 TO 10
597 HOME
599 GOSUB 4500: REM * EXERCISE FORMAT *
603 NEXT J
605 REM * CONCLUSION *
608 HOME
610 VTAB 6: HTAB 1
612 PRINT "That was the last pair of sentences."
614 PRINT : PRINT : PRINT
616 PRINT "I hope you did well."
618 PRINT
620 PRINT N$: ""
622 PRINT : PRINT : PRINT
624 PRINT "When you press the SPACE BAR, you'll"
PRINT "find out.
GOSUB 8500: REM * USER PAUSE *
REM * SCORE REPORT *
HOME
GOSUB 8970: REM * FORMAT *
GOSUB 8750: REM * FORMAT *
VTAB 2: HTAB 1
PRINT N$;","
PRINT "You have ";CT;"0% right!"
IF CT = 10 THEN GOTO 1950
IF CT = 9 THEN GOTO 2000
IF CT = 8 THEN GOTO 2050
IF CT < 8 THEN GOTO 2100
REM * 100% *
VTAB 12: HTAB 1
PRINT "That is excellent!"
GOTO 2150
REM * 90% *
VTAB 10: HTAB 1
PRINT "You did very well"
PRINT "Let's review the one sentence that"
PRINT "you missed."
GOTO 2150
REM * 80% *
VTAB 8: HTAB 1
PRINT "You did well. You seem to"
PRINT "understand that the word 'because'"
PRINT "is followed by the part of the"
PRINT "part of the sentence that tells the"
PRINT "reason for what happened. Be sure to"
PRINT "read carefully."
PRINT "Let's review the sentences that "
PRINT "you missed."
GOTO 2150
REM * 70% & BELOW *
VTAB 8: HTAB 1
PRINT "You seem to be having some"
PRINT "trouble deciding which sentence tells"
PRINT "the reason for what happened in the"
PRINT "other."
PRINT : PRINT
PRINT "You may want to try the program"
PRINT "again."
GOSUB 8500: REM * USER PAUSE *
HOME
VTAB 6: HTAB 1
PRINT "If you do, I'll give you a new"
PRINT : PRINT "set of sentences to practice with."
VTAB 12: HTAB 1
PRINT : PRINT "But first, let's review the"
PRINT : PRINT "sentences that you missed."
GOSUB 8500: REM * USER PAUSE *
GOSUB 6800: REM * REVIEW *
HOME
PRINT N$",";
PRINT "This program has explained that"
PRINT "the word 'because' can be used to let"
PRINT "you know that the next part of a"
PRINT "sentence will give you a reason for"
PRINT "what happened."
PRINT : PRINT "So when you see the word "
PRINT "'because', you know that the next part"
PRINT "of the sentence will be a reason for"
PRINT "what happened."
GOSUB 4400: REM * FILE SCORES *
GOSUB 8500: REM * USER PAUSE *
HOME
PRINT "Your teacher has a paper for you"
PRINT "with 10 pairs of sentences. You"
PRINT "will decide which sentence in each"
PRINT "pair is the reason for what happened"
PRINT "in the other sentence."
PRINT "You should write the word "
PRINT "'because' in front of each sentence"
PRINT "that tells the reason for what"
PRINT "happened in the other sentence."
GOSUB 8500: REM * USER PAUSE *
HOME
PRINT "Goodbye, ";N";"!
PRINT "This is the end of this program."
PRINT "I hope you enjoyed this lesson about"
PRINT "'because'."
PRINT "Please let your teacher know that"
PRINT "you are finished with this program"
PRINT "and are ready for the practice page."
GOSUB 8500: REM * USER PAUSE *
REM ********
REM * DATA *
REM ********
DATA "The smoke alarm sounded","There was a lot of smoke",2,"the smoke alarm sounded","there was a lot of smoke"
DATA "The mirror fell to the floor","It broke",1,"the mirror fell to the floor","it broke"
DATA "Jean had a surprise party","It was her birthday",2,"Jean had a surprise party","it was her birthday"
DATA "Jim was very thirsty","He drank some water",1,"Jim was very thirsty","he drank some water"
DATA "The ice cream melted","It was warm",2,"the ice cream melted","it was warm"
DATA "Margaret liked roses","She planted roses",1,"Margaret liked roses","she planted roses"
DATA "Lee turned on the heater","He was cold",2,"Lee turned on the heater","he was cold"
DATA "It was the 4th of July","We went on a picnic",1,"it was the 4th of July","we went on a picnic"
DATA "The car stopped","It was out of gas",2,"The car stopped","it was out of gas"
DATA "The phone rang","James answered it",1,"the phone rang","James answered it"
he phone rang,"James answered it"

3020 DATA "Tina won the dance contest","She was a good dancer",2,"Tina won the dance contest","she was a good dancer"

3032 DATA "Frank liked the color blue","He bought a blue shirt",1,"Frank liked the color blue","he bought a blue shirt"

3800 REM ************
3802 REM * THE END *
3804 REM ************
3814 HOME

3816 PRINT "NAME: ";NAME$  
3818 PRINT "SCDR:":;CTR:"0%
3820 PRINT "MISSED: ";MS$
3824 GOSUB 8500; REM * USER PAUSE *
3890 HOME

3900 PRINT
3902 PRINT "=========================================================
3904 PRINT ; PRINT ; PRINT
3906 PRINT "TTTTT H H EEEEE"
3908 PRINT " T H H E"
3910 PRINT " T HHHHH EEE"
3912 PRINT " T H H E"
3914 PRINT " T H H EEE"
3916 PRINT : PRINT : PRINT
3920 PRINT ; PRINT ; PRINT
3922 PRINT " EEE N N DDDD"
3924 PRINT " E NN N D D"
3926 PRINT " EEE N N N D D"
3928 PRINT " E N N N D D"
3930 PRINT " EEEE N NN DDDD"
3940 PRINT ; PRINT ; PRINT
3942 PRINT "=========================================================
3999 END

4000 REM ************
4002 REM * SUBROUTINES *
4004 REM ************
4100 REM ************
4102 REM * SETUP *
4104 REM ************
4110 FOR J = 1 TO 12
4120 READ AA$(J),BA$(J),C(J),DA$(J),EA$(J)
4130 NEXT J
4200 REM ************
4202 REM * SELECT 10 SENTENCE PAIRS *
4204 REM ************
4210 FOR I:X = 1 TO 10
4220 RX(KX) = INT ( RND (1) * 12 + 1)
4230 FOR LX = 1 TO I:X - 1; REM CHECK FOR REPEATED PAIRS
4275 IF I:X = 1 THEN 4245
4240 IF RX(LX) = RX(KX) THEN 4220
4245 NEXT LX
4250 LET QX = RX(KX): REM ASSIGN RANDOM #
4255 LET QA*(KX) = AA*(QX): REM ASSIGN CALL#
4260 LET QB*(KX) = BA*(QX): REM ASSIGN CALL #
4262 LET QC(KX) = C(QX): REM ASSIGN CALL #
4263 LET QD*(KX) = DA*(QX): REM ASSIGN CALL #
4264 LET QE*<KX> = EA*(QX): REM ASSIGN CALL #
4267 LET PN*(KX) = STR$ (QX): REM RECORD POOL #
4270 NEXT KX
4275 RETURN
4300 REM ********************
4302 REM * TEST RESPONSE *
4304 REM ********************
4310 IF R = QC(J) THEN GOTO 4380: REM CORRECT
4315 IF R < QC(J) THEN GOSUB 6500: REM INCORRECT
4340 GOTO 4390: REM SKIP TO RETURN
4380 GOSUB 6000: REM FEEDBACK
4390 RETURN
4400 REM ********************
4402 REM * FILE SCORES *
4404 REM ********************
4410 D* = CHR$ (4): REM CTRL D
4412 PRINT D*;"OPEN SCORE2,L100"
4414 PRINT D*;"READ SCORE2,RO"
4416 INPUT N
4418 PRINT D*;"CLOSE SCORE2"
4420 N = N + 1
4430 PRINT D*;"OPEN SCORE2,L100"
4432 PRINT D*;"WRITE SCORE2,R";N
4434 PRINT NA$
4436 PRINT CT
4438 PRINT MS$
4440 PRINT D*;"CLOSE SCORE2"
4450 PRINT D*;"OPEN SCORE2,L100"
4452 PRINT D*;"WRITE SCORE2,R"
4454 PRINT N
4456 PRINT D*;"CLOSE SCORE2"
4460 RETURN
4500 REM ********************
4502 REM * EXERCISE FORMAT *
4504 REM ********************
4506 HOME
4510 PRINT
4520 PRINT N$;","
4522 PRINT
4524 PRINT "HERE IS FAIR ";J
4528 GOSUB 8750: REM * FORMAT *
    4535 PRINT "1. ";DA$(J);"."
134

4540 PRINT
4545 PRINT "2. " ; OR$(J); ";"
4572 GOSUB 8850 : REM * FORMAT *
4574 PRINT
4576 PRINT "To put 'because' in front of"
4578 PRINT " sentence #1, type ";
4580 INVERSE
4581 PRINT "1";
4582 NORMAL
4583 PRINT "+ (RETURN)"
4584 PRINT ; PRINT
4586 PRINT "To put 'because' in front of "
4590 PRINT " sentence #2, type ";
4591 INVERSE
4592 PRINT "2";
4593 NORMAL
4594 PRINT "+ (RETURN)
4595 PRINT ; PRINT
4596 PRINT "When 'because' is where you want it,"
4598 PRINT " type ";
4600 INVERSE
4602 PRINT "YES";
4604 NORMAL
4606 PRINT "+ (RETURN)
4620 PRINT
4630 INPUT AN$:
4632 IF LEFT$(AN$,1) = "1" THEN R = 1 : GOSUB 4850 : GOTO 4630
4634 IF LEFT$(AN$,1) = "2" THEN R = 2 : GOSUB 4850 : GOTO 4630
4636 IF LEFT$(AN$,1) = "Y" THEN GOSUB 4700 : GOTO 4670
4660 GOSUB 8500 : REM USER PAUSE
4665 GOSUB 4700 : GOTO 4500 : REM INAPPROPRIATE RESPONSE
4670 RETURN

4700 REM ******************
4702 REM * INAPPROPRIATE *
4704 REM * ANSWER *
4706 REM ******************
4710 HOME
4720 VTAB 8 : HTAB 1
4722 PRINT AN$; " ;AN; " ?"
4724 PRINT ; PRINT ; PRINT
4726 PRINT "No. ;N$; ";
4728 PRINT
4730 PRINT "That is not an appropriate answer."
4732 PRINT
4734 PRINT "Check the directions and try again!"
4736 GOSUB 8500 : REM * USER PAUSE *
4740 RETURN
4800 REM PLACE BECAUSE
4810 REM SENTENCE ONE
4812 IF R = 2 THEN GOTO 4850: REM SENTENCE TWO
4814 VTAB 7: HTAB 1
4816 PRINT " "
4818 VTAB 7: HTAB 3
4820 PRINT "Because ";QD$(J);","  "
4824 VTAB 9: HTAB 1
4826 PRINT " "
4834 VTAB 9: HTAB 3
4836 PRINT QE$(J);"."  "
4840 GOTO 4890: REM SKIP TO RETURN
4850 REM SENTENCE TWO
4854 VTAB 7: HTAB 1
4856 PRINT " "
4864 VTAB 7: HTAB 3
4866 PRINT QA$(J)  "  "
4868 VTAB 9: HTAB 1
4870 PRINT " "
4878 VTAB 9: HTAB 3
4880 PRINT "because ";QE$(J);","  "
4889 VTAB 23: HTAB 1
4892 RETURN
5000 REM ***************
5002 REM * EXAMPLES *
5004 REM ***************
5100 REM * TWO SENTENCES *
5110 VTAB 1: HTAB 1
5112 PRINT "=====================================================
5120 PRINT "The river flooded the town."
5125 PRINT
5130 PRINT "There was a lot of rain."
5150 RETURN
5200 REM * FINAL EXAMPLES *
5204 IF FL = 2 THEN GOTO 5220
5210 LET A$ = "Sue fell into the lake"
5212 LET B$ = "Sue got wet"
5214 LET C$ = "Because Sue fell into the lake,"
5216 LET D$ = "she got wet."
5218 LET FL$ = "1": GOTO 5250: REM * SKIP NEXT EXAMPLE
5220 LET A$ = "Jim could not unlock his door"
5222 LET B$ = "Jim lost his key"
5224 LET C$ = "Jim could not unlock his door"
5226 LET D$ = "because he lost his key."
5228 LET FL$ = "2"
5250 VTAB 2: HTAB 1
5252 PRINT "1. ";A$;"."
5256 PRINT "2. ";B$:".
5298 RETURN
5300 REM * CORRECT *
5302 HOME
5304 GOSUB B970: REM * FORMAT *
5306 VTAB 5: HTAB 1
5310 PRINT "That's right, ";N$;".
5312 VTAB 10: HTAB 1
5314 PRINT C$
5316 PRINT
5318 PRINT D$
5320 GOSUB B500: REM * USER PAUSE *
5322 RETURN
5400 HOME: REM * INCORRECT *
5402 GOSUB B970: REM * FORMAT *
5404 PRINT
5406 PRINT "No, ";N$;".
5408 PRINT
5410 PRINT "That is not right."
5412 IF FL$ = "2" THEN GOTO 5450
5414 PRINT : PRINT
5416 PRINT " ";B$;".
5418 PRINT
5420 PRINT "is not the reason that"
5422 PRINT
5424 PRINT " ";A$;".
5426 PRINT : PRINT
5428 PRINT "These sentences do not tell the reason."
5430 PRINT
5434 PRINT "why ";A$;".
5436 PRINT : PRINT
5438 PRINT "But they do tell why ";B$;".
5440 GOSUB B500: REM * USER PAUSE *
5442 GOTO 5480
5450 REM * SENTENCE #2 *
5454 PRINT : PRINT
5456 PRINT " ";A$;".
5458 PRINT
5460 PRINT "is not the reason that"
5462 PRINT
5464 PRINT " ";B$;".
5466 PRINT : PRINT
5468 PRINT "These sentences do not tell the reason"
5470 PRINT
5474 PRINT "why ";B$;".
5476 PRINT : PRINT
5478 PRINT "But they do tell why ";A$;".
5479 GOSUB B500: REM * USER PAUSE *
5480 HOME
5482 GOSUB B970: REM * FORMAT *
PRINT "The correct answer is: "
VTAB 10; HTAB 1
PRINT C$
PRINT D$
GOSUB 8500: REM * USER PAUSE *
RETURN
REM * CONNECTIVES EXAMPLE #1 *
VTAB 2: HTAB 1
PRINT " "
PRINT " "
PRINT "CAUSAL CONNECTIVE *"
IF FL = 1 THEN VTAB I B; HTAB 1
VTAB 1: HTAB 1
PRINT "The ";
GOSUB 8000: REM * PAUSE *
PRINT "river ";
GOSUB 8000: REM * PAUSE *
PRINT "flooded ";
GOSUB 8000: REM * PAUSE *
PRINT "the ";
GOSUB 8000: REM * PAUSE *
PRINT "town ";
GOSUB 8000: REM * PAUSE *
FLASH
PRINT "BECAUSE";
GOSUB 8100: REM * LONG PAUSE *
NORMAL
IF FL = 1 THEN VTAB 18: HTAB 1: GOTO 5604
VTAB 1: HTAB 1
PRINT " "
PRINT "because "
GOSUB 8000: REM * PAUSE *
PRINT "there ";
GOSUB 8000: REM * PAUSE *
PRINT "was ";
GOSUB 8000: REM * PAUSE *
PRINT "a ";
GOSUB 8000: REM * PAUSE *
PRINT "lot ";
GOSUB 8000: REM * PAUSE *
PRINT "of ";
GOSUB 8000: REM * PAUSE *
PRINT "rain.";
GOSUB 8000: REM * PAUSE *
VTAB 24
RETURN
REM * SECOND EXAMPLE *
5704 VTAB 1: HTAB 1
5706 PRINT "====================================================================="
5708 FLASH
5710 PRINT "BECAUSE"
5712 GOSUB 8100: REM * LONG PAUSE *
5714 NORMAL
5722 VTAB 2: HTAB 1
5724 PRINT "Because ";
5726 GOSUB 8000: REM * FAUSE *
5728 PRINT "there ";
5730 GOSUB 8000: REM PAUSE
5732 GOSUB 8000: REM PAUSE
5734 PRINT "was ";
5736 GOSUB 8000: REM PAUSE
5738 PRINT "a ";
5740 GOSUB 8000: REM PAUSE
5742 PRINT "lot ";
5744 GOSUB 8000: REM PAUSE
5746 PRINT "of ";
5748 GOSUB 8000: REM PAUSE
5750 PRINT "rain, ";
5752 GOSUB 8000: REM PAUSE
5754 PRINT : PRINT "the ";
5756 GOSUB 8000: REM PAUSE
5758 PRINT "river ";
5760 GOSUB 8000: REM PAUSE
5762 PRINT "flooded ";
5764 GOSUB 8000: REM PAUSE
5766 PRINT "the ";
5768 GOSUB 8000: REM PAUSE
5770 PRINT "town.";
5780 RETURN
5800 REM * EXAMPLE *
5810 VTAB 1: HTAB 1
5812 PRINT "====================================================================="
5814 LET A$ = "there was a lot of rain"
5816 LET B$ = "the river flooded the town"
5820 PRINT "Because "; A$; "."
5822 PRINT
5824 PRINT B$; " "."
5830 RETURN
6000 REM ******************************************************
6002 REM * SUBROUTINE—RESPONSE FEEDBACK *
6004 REM ******************************************************
6100 REM **************
6102 REM * CORRECT *
6104 REM **************
6106 CT = CT + 1
6108 HOME
6110 LET FL = 2; REM * FLAG *
6116 IF R = 2 THEN GOTO 6200; REM * MIDDLE *
REM * BEGINING *
GOSUB 8970: REM * FORMAT *
PRINT "Because "; QA$(J)
PRINT
PRINT QE$(J); "."
GOSUB 8900: REM * FORMAT *
PRINT
PRINT "That's right."; N$; "!"
PRINT : PRINT
PRINT ""; QA$(J); ""
HTAB 5
FOR I = 1 TO LEN (QA$(J))
PRINT ";
NEXT I
PRINT : PRINT : PRINT "is the reason that"
PRINT : PRINT ""; QE$(J); ""
HTAB 5
FOR I = 1 TO LEN (QE$(J))
PRINT ";
PRINT 
PRINT "is "; QA$(J); "7
HTAB 5
FOR I = 1 TO LEN (OA$(J))
PRINT ";
NEXT I
PRINT : PRINT
PRINT "The reason,"
PRINT " "; OA$(J); ""
HTAB 5
FOR I = 1 TO LEN (OA$(J))
PRINT ";
NEXT I
PRINT : PRINT
PRINT "is "; QE$(J); ""
HTAB 5
FOR I = 1 TO LEN (QE$(J))
PRINT ";
NEXT I
PRINT "Good work, "; N$; ""
GOTO 6300: REM * SKIP 'NO' RESPONSE *
REM * MIDDLE *
GOSUB 8970: REM * FORMAT *
PRINT QA$(J)
PRINT
PRINT "because "; QE$(J); ""
PRINT : PRINT
PRINT "That's right, "; N$; ""
PRINT : PRINT
PRINT "The reason,"
PRINT " "; OA$(J); ""
HTAB 5
FOR I = 1 TO LEN (OA$(J))
PRINT ";
NEXT I
PRINT : PRINT
PRINT "is "; QE$(J); ""
HTAB 5
FOR I = 1 TO LEN (QE$(J))
PRINT ";
NEXT I
PRINT : PRINT
PRINT "Good work! "; N$; ""
GOSUB 8500: REM * USER PAUSE *
RETURN
REM ***************
6502 REM * INCORRECT *
6504 REM ****************
6506 HOME
6508 LET WC = WC + 1: REM COUNT WRONG RESPONSES
6509 REM * INCORRECT BEGINNING *
6510 IF R = 2 THEN GOTO 6600: REM * MIDDLE *
6512 GOSUB 8800: REM * FORMAT *
6524 PRINT
6526 PRINT "No, ";N*: ".
6528 PRINT
6530 PRINT "That is not right."
6532 PRINT ; PRINT
6534 PRINT " A reason explains why something"
6536 PRINT
6538 PRINT "happened."
6540 PRINT
6542 PRINT " ;DA$\{(J)\}; "
6544 PRINT
6546 PRINT "would not explain the reason why"
6548 PRINT
6550 PRINT " ;DE$\{(J)\}; ;"
6552 PRINT
6554 PRINT "however, the reverse is true,"
6556 GOSUB 8500: REM * USER PAUSE *
6558 HOME
6560 VTab 7; HTab 1
6562 GOSUB 8600: REM * EXAMPLE REQUEST *
6564 GOSUB 8970: REM * FORMAT *
6566 PRINT DA$\{(J)\}
6568 PRINT "is the reason,"
6570 PRINT
6572 PRINT " ;OD$\{(J)\}; ."
6574 PRINT ; PRINT ; PRINT
6576 PRINT " You should put 'because' in front"
6578 PRINT
6580 PRINT "of the part of the sentence that gives"
6582 PRINT
6584 PRINT "the reason for what happened."
6586 GOSUB 8600: REM * EXAMPLE REQUEST *
6588 GOSUB 8970: REM * FORMAT *
6590 PRINT DA$\{(J)\}
6592 PRINT
6594 PRINT "because ;DE$\{(J)\}; ."
6596 GOSUB 8900: REM * FORMAT *
6598 GOTO 6700: REM * SHIFT MIDDLE *
6600 REM * INCORRECT MIDDLE *
6601 HOME
6610 GOSUB 8800: REM * FORMAT *
6612 PRINT
6614 PRINT
6616 PRINT "No, ";N*: ".
6618 PRINT
PRINT "That is not right."
PRINT "A reason explains why something happened."
PRINT "would not explain the reason why"
PRINT "however, the reverse is true."
GOSUB 8500: REM * USER PAUSE *
HOME
VTAB 7: HTAB 1
PRINT "is the reason."
PRINT : PRINT
PRINT "You should put 'because' in front"
PRINT "of the part of the sentence that gives"
GOSUB 8500: REM * EXAMPLE REQUEST *
GOSUB 8970: REM * FORMAT *
PRINT "Because " ; QE*( J) ; ", "
GOSUB 8500; REM * USER PAUSE *
REM * STORE MISSED EXERCISE *
LET MA* < W C < J) = QA* < J)
LET MB* < WC > J) = QB* < J)
LET MC (WC) = QC (J)
LET MS* = MS* + FN* (J) + "-"
LET MD* (WC) = QD* (J)
LET ME* (WC) = QE* (J)
RETURN
REM * REVIEW MISTAKES *
FOR J = 1 TO WC
HOME
PRINT "Let's look at this pair of sentences again, "; N$
GOSUB 8750: REM * FORMAT *
PRINT
142

6845 PRINT " 1. " ; MA$(J) ; "."
6850 PRINT
6855 PRINT " 2. " ; MB$(J) ; "."
6860 GOSUB 8880; REM * FORMAT *
6862 PRINT
6864 PRINT "Which sentence gives the reason for"
6866 PRINT
6870 PRINT "what happened in the other sentence?"
6872 PRINT : PRINT
6874 PRINT "Type the number that is in front of "
6876 PRINT
6878 PRINT "the sentence that tells the reason:"
6880 PRINT
6882 PRINT "... and press RETURN: ";
6890 INPUT "" ; AN
6892 IF AN > 2 OR AN < 1 THEN GOSUB 4700; GOTO 6800;
REM * INAPPROPRIATE ANSWER *
6894 IF AN = MC(J) THEN GOTO 7500; REM * CORRECT *
6900 REM * INCORRECT ANSWER *
6910 HOME
6912 PRINT "No, " ; N$ ; ";"
6915 PRINT
6916 PRINT "that is not right."
6918 GOSUB 8900; REM * FORMAT *
6920 GOSUB 8850; REM * FORMAT *
6924 PRINT
6926 PRINT "Reasons explain why something happens."
6928 PRINT
6930 IF MC(J) = 2 THEN GOTO 7000; REM * SENTENCE #2 *
* 6932 VTAB 6; HTAB 1
6934 PRINT " " ; MA$(J)
6936 PRINT
6938 PRINT " because " ; ME$(J) ; "."
6940 VTAB 15; HTAB 1
6944 PRINT " " ; ME$(J) ; ";"
6946 PRINT
6948 PRINT "does not explain the reason why"
6950 PRINT
6952 PRINT " " ; MD$(J) ; ";"
6954 PRINT : PRINT
6956 PRINT "however, the reverse is true."
6958 GOSUB 8500; REM * USER PAUSE *
6960 HOME
6966 GOSUB 8970; REM * FORMAT *
6970 GOSUB 8900; REM * FORMAT *
6972 PRINT : PRINT " " ; MA$(J) ; ";"
6974 PRINT : PRINT "is one reason that"
6976 PRINT : PRINT " " ; ME$(J) ; ";"
6978 PRINT : PRINT " If you put the word 'because'
PRINT "front of the sentence that tells the"
PRINT "reason for what happened, the two"
PRINT "sentences will become one, and it will"
PRINT "look like the example."
GOSUB B600: REM * EXAMPLE REQUEST *
VTAB 2: HTAB 1
PRINT "Because " ;MD$:J; ","
PRINT "ME$:J; ."
GOSUB B500: REM * USER PAUSE *
GOTO 7650: REM * RETURN *
REM * INCORRECT #2 *
VTAB 6: HTAB 1
PRINT "Because " ;MD$:J; ","
PRINT "ME$:J; ."
VTAB 15: HTAB 1
PRINT "MA$:J; "
PRINT "does not explain the reason why"
PRINT "however, the reverse is true."
GOSUB B500: REM * USER PAUSE *
HOME
GOSUB B900: REM * FORMAT *
GOSUB B900: REM * FORMAT *
PRINT "is one reason that "
PRINT "If you put the word 'because' in"
7090 PRINT
7092 PRINT " because ";ME$(J);".
7094 GOSUB 8500: REM * USER PAUSE *
7096 GOTO 7650: REM * RETURN *
7500 REM * CORRECT *
7510 HOME
7520 VTAB 3: HTAB 1
7522 PRINT "That's right"
7524 GOSUB 8750: REM * FORMAT *
7526 GOSUB 8880: REM * FORMAT *
7528 VTAB 16: HTAB 1
7530 PRINT "Good work, ";N$;"!
7540 IF MC(J) = 2 GOTO 7600: REM * SENTENCE #2 *
7550 REM * SENTENCE #1 *
7552 VTAB 8: HTAB 1
7554 PRINT " Because ";MD$(J);","
7556 PRINT
7558 PRINT " ";ME$(J);".
7560 GOSUB 8500: REM * USER PAUSE *
7562 GOTO 7650: REM * RETURN *
7600 REM * SENTENCE #2 *
7610 VTAB 8: HTAB 1
7620 PRINT ";MA$(J)
7622 PRINT
7624 PRINT " because ";ME$(J);".
7626 GOSUB 8500: REM * USER PAUSE *
7650 NEXT J
7660 RETURN
8000 REM ********************
8002 REM * SUBROUTINE - PAUSE *
8004 REM ********************
8010 FOR T = 1 TO 500: NEXT T
8020 RETURN
8100 REM * SUBROUTINE - LONG PAUSE *
8110 FOR T = 1 TO 1000: NEXT T
8120 RETURN
8500 REM * USER CONTROL FAUSE *
8510 VTAB 23: HTAB 1
8520 PRINT " Press SPACE BAR ";
8530 GET E$
8540 RETURN
8550 VTAB 23: HTAB 1
8560 PRINT " Please press SPACE BAR to CONTINUE ";
8564 PRINT ";E$
8568 RETURN
8600 REM * EXAMPLE REQUEST *
8610 VTAB 23: HTAB 1
8620 PRINT " Press SPACE BAR ";
14.5

8630 PRINT " Please press SPACE BAR for EXAMPLE ";
8640 GET E$
8650 RETURN
8700 REM ***********************
8702 REM * SUBROUTINE - FORMAT *
8704 REM ***********************
8710 VTAB 14: HTAB 1
8720 PRINT "###########################################################"
8730 RETURN
8750 REM SUBROUTINE - FORMAT 2 *
8760 VTab 6: HTAB 1
8770 PRINT "###########################################################"
8780 RETURN
8800 REM * SUBROUTINE - FORMAT 3 *
8810 VTab 2: HTAB 1
8820 PRINT "###########################################################"
8830 RETURN
8850 REM * SUBROUTINE - FORMAT 4 *
8860 VTab 10: HTAB 1
8870 PRINT "###########################################################"
8880 RETURN
8890 REM * SUBROUTINE - FORMAT 5 *
8895 VTab 12: HTAB 1
8900 PRINT "###########################################################"
8910 RETURN
8920 REM * SUBROUTINE - FORMAT 6 *
8930 VTab 5: HTAB 1
8940 PRINT "###########################################################"
8950 RETURN
8970 REM * SUBROUTINE - FORMAT 7 *
8972 VTab 18: HTAB 1
8974 PRINT "###########################################################"
8976 RETURN
8990 REM * SUBROUTINE - FORMAT 8 *
8992 VTab 1: HTAB 1
8994 PRINT "###########################################################"
8996 RETURN
To begin, please type your first name and last name (with a space between them) and press RETURN.
PRINT : PRINT : PRINT
PRINT "Please type 'yes' if it is."
PRINT
PRINT "Please type 'no' if it is not."
PRINT
PRINT "and press RETURN: ";
INPUT ""; A$ 
IF LEFT$ (A$, 1) = "N" OR LEFT$ (A$, 1) = "n" THEN 
GOTO 200: REM CORRECTION OF NAME 
REM PRINT FIRST NAME ONLY 
FOR J = 1 TO LEN (NA$)
IF MID$ (NA$, J, 1) = " " THEN GOTO 370 
NEXT J
LET N$ = LEFT$ (NA$, J - 1)
HOME
GOSUB B800: REM FORMAT
REM ****************
REM * BEGIN LESSON *
VTAB 4
PRINT "Hi, "; N$; ""
VTAB 6
PRINT "Welcome to 'SENTENCE CONNECTIVES,"
PRINT 
PRINT "PART 2'."
PRINT : PRINT : PRINT 
PRINT "In this program, we are going"
PRINT 
PRINT "to review what you learned about the"
PRINT 
PRINT "word 'because' and how it can help"
PRINT 
PRINT "you understand what you are reading."
GOSUB B560: REM * USER PAUSE *
HOME
GOSUB 5000: REM * EXAMPLE *
GOSUB B750: REM FORMAT
PRINT : PRINT : PRINT 
PRINT "In 'SENTENCE CONNECTIVES, PART 1',"
PRINT 
PRINT "you learned that the word 'because'"
PRINT 
PRINT "is often used to join sentences when"
PRINT 
PRINT "one sentence tells a reason or cause"
PRINT 
PRINT "for what happened in the other sentence."
GOSUB B600: REM * EXAMPLE REQUEST *
GOSUB 5500: REM * EXAMPLE *
In 'SENTENCE CONNECTIVES - PART 2'

'Because' can be in the middle of a sentence.

'Because' can be at the beginning of a sentence.

You can tell which part of a sentence tells about the reason for what happened.
PRINT "In this program, you are going to choose the ending that is a reason for what happened in the first part of the sentence."

PRINT "Press the SPACE BAR for a sample sentence."

GOSUB 8600: REM * EXAMPLE REQUEST *

HOME

GOSUB 5800: REM * EXAMPLE *

GOSUB 8500: REM * USER PAUSE *

VTAB 10; HTAB 1

PRINT "Read the sentence and its two endings."

PRINT : PRINT

HOME

GOSUB 8500: REM * USER PAUSE *

VTAB 10; HTAB 1

PRINT "in this program, you are going"
150

PRINT "Type the number that you see in front"
PRINT "of the ending that gives a reason for"
PRINT "what happened in the first part"
PRINT "of the sentence and press RETURN: ";
INPUT "";AN*
REM * EVALUATE ANSWER *
IF AN* = "1" THEN GOSUB 5900: REM * INCORRECT *
IF AN* = "2" THEN GOSUB 5850: REM * CORRECT *
IF AN* < "1" OR AN* > "2" THEN GOSUB 4700: GOTO 9
36: REM * INAPPROPRIATE ANSWER *
LET FL = FL + 1
988 LET FL = FL + 1
990 IF FL = 2 THEN GOTO 936
1000 HOME
1002 GOSUB 8970: REM * FORMAT *
1010 PRINT "I will give you 10 sets of"
1014 PRINT "sentences and you decide which is the"
1018 PRINT "better ending for each sentence."
1022 PRINT "Remember, the part of a sentence"
1026 PRINT "following the word 'because' tells the"
1030 PRINT "reason for what happened in the other"
1034 PRINT "part of the sentence."
1038 GOSUB 8500: REM * USER PAUSE *
1050 HOME
1400 REM ******************
1402 REM * EXERCISE *
1404 REM ******************
1406 FOR J = 1 TO 10
1410 HOME
1415 GOSUB 4500: REM * EXERCISE *
1420 NEXT J
1500 HOME
1502 PRINT "That was the last sentence."
1504 VTAB 12: HTAB 1
1506 PRINT "I hope you did well!"
1508 VTAB 16: HTAB 1
1510 PRINT "When you press the SPACE BAR, you'll"
1522 PRINT N$;"!
1524 PRINT
1526 PRINT "You have ";CT;"% right."
1528 GOSUB 8750: REM * FORMAT *
1530 PRINT
1532 IF CT = 10 THEN GOTO 1600: REM * EXCELLENT *
1534 IF CT = 9 THEN GOTO 1630: REM * VERY GOOD *
1536 IF CT = 8 THEN GOTO 1660: REM * GOOD *
1538 IF CT = 8 THEN GOTO 1700: REM * NEEDS IMPROVEMENT *
1600 REM * EXCELLENT *
1610 VTAB 16: HTAB 1
1612 PRINT "That is excellent!"
1614 GOTO 1800: REM * CONCLUSION *
1620 REM * VERY GOOD *
1622 PRINT : PRINT
1624 PRINT "You did very well!"
1626 PRINT : PRINT : PRINT : PRINT
1628 PRINT "Let's review the one sentence that"
1640 PRINT
1642 PRINT "you missed."
1644 GOTO 1790: REM * GOSUB REVIEW *
1660 REM * GOOD *
1662 PRINT "You did well. You seem to"
1664 PRINT
1666 PRINT "understand that the word 'because' is"
1668 PRINT
1670 PRINT "followed by the part of a sentence"
1672 PRINT
1674 PRINT "that tells the reason for what"
1676 PRINT
1678 PRINT "happened in the other part of a"
1680 PRINT "sentence."
1682 PRINT
1684 PRINT "Let's review the sentence you missed."
1690 GOTO 1790: REM * GOSUB REVIEW *
1700 REM * NEEDS IMPROVEMENT *
1702 PRINT "You seem to be having trouble"
1704 PRINT
1706 PRINT "deciding which ending tells a reason"
1708 PRINT
1710 PRINT "for what happened in the first part"
1712 PRINT
1714 PRINT "of a sentence. You may want to try,"
1716 PRINT
1718 PRINT "this program again."
1720 GOSUB 8500: REM * USER PAUSE *
1730 HOME
1732 GOSUB 8870: REM * USER PAUSE *
If you do, I'll give you a new set of sentences to practice with. But first, let's review the sentences that you missed. This program has reviewed using the word 'because'. When you see the word 'because', you know that the next part of the sentence will be a reason for what happened in the other part of the sentence. Your teacher has a paper for you with 10 pairs of sentences. You will decide which ending is better to complete each sentence. You should write the number that is in front of the ending that tells the reason for what happened in the first part of the sentence. Goodbye, ";N;." This is the end of this program.
PRINT "I hope you enjoyed this lesson about"
PRINT
PRINT "'because'."
PRINT : PRINT : PRINT
PRINT "Please let your teacher know that"
PRINT
PRINT "you are finished with this program"
PRINT
PRINT "and are ready for the practice page."
GOSUB 8500: REM * USER PAUSE *
GOSUB 9000: REM * THE END *
END

3000 REM ******
3002 REM * DATA *
3004 REM ******
3010 DATA "Sue washed her car","Sue's car was dirty",1,"Sue's car was clean","her car was dirty"
3012 DATA "Jim fed the birds","the birds were hungry ",3,"the birds were flying","they were hungry"
3014 DATA "Lee bought a blue dress","Lee has a new dress",2,"Lee's favorite color is blue","her favorite color is blue"
3016 DATA "The ball went over the fence","the fence is made of wood",4,"Bill hit it very hard","Bill hit it very hard"
3018 DATA "Meg did well on the test","Meg studied for the test",1,"Meg made a good grade","she studied for the test"
3020 DATA "Tom threw the paper away","the paper is gone",2,"the paper was torn","it was torn"
3022 DATA "Ray turned on a light","the room was dark ",1,"the room was brightly lit","the room was dark"
3024 DATA "Ray got wet","Ray went swimming",2,"Ray has a hat","he went swimming"
3026 DATA "The airplane crashed","the airplane has a pilot",4,"the airplane's engine stopped","it's engine stopped"
3028 DATA "John lost the tennis game","John hurt his leg",2,"John has brown hair","he hurt his leg"
3030 DATA "Mary returned the shoes","Mary wears shoes",4,"the shoes hurt Mary's feet","they hurt her feet"
3032 DATA "The pond was frozen","the children went ice skating",2,"the weather was very cold","the weather was very cold"
END

4000 REM ******
4002 REM * SUBROUTINES *
4004 REM ******
4100 REM ******
4102 REM * SETUP *
4422 PRINT D$;"CLOSE SCOREZ".
4420 PRINT N
4428 PRINT D$;"WHITE SCOREZ: R.O.
4426 PRINT D$;"OPEN SCOREZ: L100
4424 PRINT D$;"CLOSE SCOREZ"
4422 PRINT N MS
4420 PRINT CT
4418 PRINT NA
4416 PRINT D$;"WHITE SCOREZ: R.O.
4414 PRINT D$;"OPEN SCOREZ: L100
4412 N = N + 1
4410 PRINT D$;"CLOSE SCOREZ"
4408 INPUT N
4406 PRINT D$;"WHITE SCOREZ: R.O.
4404 PRINT D$;"OPEN SCOREZ: L100
  * LET DS = CHR$(4) + CRT D
  * LET DS = chr$(4): REM * CRT D
  * LET DS = chr$(4): REM FILE
  * LET RS = "GOOB 6500": REM READBACK
4390 REM RETURN
4380 GO TO 6500: REM 5 IF TO RETURN
4375 IF R = 0 OR (R + 2) = 0 OR (R) THEN 6010:
  * REM CORRECT
  * LET R% = 1 OR (R% + 2) = 0 OR (R%) THEN 6010:
4370 REM RETURN
4365 NEXT LX
4360 NEXT TX
4350 IF RX(LX) = RX(X) THEN 4250
4345 IF LK = 1 THEN 4245
4275 REM CHEEK FOR REPEATED PAI
4270 FOR LX = 1 TO KX - 1: REM CHEEK FOR REPEATED PAI
4260 RX(KX) = INT (X) * (I - 1) + I
4260 RX(KX) = INT (X) AND (1) * (I - 1) + I
4250 FOR RX = 1 TO 10
4240 REM SELECT 10 SENTENCE PAIRS
4230 REM
4220 NEXT J
4215 NEXT LX
4210 FOR RX = 1 TO 12
4205 FOR J = 1 TO 12
4200 REM
4195

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4424 RETURN
4500 REM ******************
4502 REM * EXERCISE FORMAT *
4504 REM ******************
4506 HOME
4515 PRINT PRINT
4520 PRINT N*",""
4522 PRINT
4524 PRINT "here is sentence ";J;"." REPEAT 8750: REM FORMAT 4528 PRINT PRINT
4530 PRINT
4535 PRINT ";OA$(J);" because "
4540 PRINT
4545 PRINT ";OB$(J);"."
4550 PRINT
4555 PRINT 2. ";OD$(J);"."
4572 GOSUB 8700: REM * FORMAT *
4574 PRINT
4576 PRINT "For ending #1, type ";
4582 INVERSE
4584 PRINT "1"
4586 NORMAL
4588 PRINT " (® RETURN)"
4590 PRINT
4592 PRINT "For ending #2, type ";
4594 INVERSE
4596 PRINT "2"
4600 NORMAL
4604 PRINT " (® RETURN)"
4608 PRINT
4612 PRINT "When the ending you want is showing"
4614 PRINT " on the screen, type ";
4616 INVERSE
4618 PRINT "YES"
4620 NORMAL
4622 PRINT " (® RETURN)"
4630 INPUT '"";ANS*
4632 IF LEFT$(ANS*,1) = "1" THEN R = 1: GOSUB 4800:
4634 GOTO 4630
4636 IF LEFT$(ANS*,1) = "Y" THEN GOSUB 4500: GOTO 4630
4660 GOSUB 8500: REM USER PAUSE
4665 GOSUB 4700: GOTO 4500: REM INAPPROPRIATE RESPONSE RETURN
4670 RETURN
4700 REM ******************
4702 REM * INAPPROPRIATE *
4704 REM * ANSWER *
REM ********************
HOME
VTAB 12
PRINT "ANSER, "N$":."
PRINT "CHECK THE DIRECTIONS AND TRY AGAIN!"
GOSUB 8500: REM USER PAUSE
RETURN
REM * CHOOSE ENDING *
VTAB 10: HTAB 1
PRINT ""
PRINT ""
VTAB 10: HTAB 1
IF R = 1 THEN PRINT " QD$(J);."
IF R = 2 THEN PRINT " QD$(J);."
VTAB 22: HTAB 1
RETURN
REM ************
REM * EXAMPLES *
REM ************
REM * TWO SENTENCES *
VTAB 1: HTAB 1
PRINT "The river flooded the town."
PRINT "There was a lot of rain."
RETURN
REM * CONNECTIVES EXAMPLE #1 *
VTAB 2: HTAB 1
PRINT ""
PRINT ""
PRINT "BECAUSE";
157

5628 GOSUB B100; REM * LONG PAUSE *
5630 NORMAL
5632 VTAB 2
5634 HTAB 28
5636 PRINT "because "
5638 GOSUB B000; REM * FAUSE *
5640 PRINT
5642 PRINT "there ";
5644 GOSUB B000; REM * FAUSE *
5646 PRINT "was ";
5648 GOSUB B000; REM * FAUSE *
5650 PRINT "a ";
5652 GOSUB B000; REM * FAUSE *
5654 GOSUB B000; REM * FAUSE *
5656 PRINT "lot ";
5658 GOSUB B000; REM * FAUSE *
5660 PRINT "of ";
5662 GOSUB B000; REM * FAUSE *
5664 PRINT "rain."
5666 RETURN
5695 VTAB 24
5699 REM * SECOND EXAMPLE *
5700 IF FL = 1 THEN VTAB 18: HTAB 1: GOTO 5706
5702 VTAB 1: HTAB 1
5704 PRINT "=================================================="
5708 FLASH
5710 PRINT "BECAUSE"
5712 GOSUB B100: REM * LONG PAUSE *
5714 NORMAL
5716 IF FL = 1 THEN VTAB 19: HTAB 1: GOTO 5724
5718 VTAB 2: HTAB 1
5720 PRINT "Because ":
5722 GOSUB B000; REM * FAUSE *
5724 PRINT "there ";
5726 GOSUB B000; REM * FAUSE *
5728 PRINT "was ";
5730 GOSUB B000; REM * FAUSE *
5732 PRINT "a ";
5734 GOSUB B000; REM * FAUSE *
5736 PRINT "lot ";
5738 GOSUB B000; REM * FAUSE *
5740 PRINT "of ";
5742 GOSUB B000; REM * FAUSE *
5744 GOSUB B000; REM * FAUSE *
5746 PRINT "of ";
5748 GOSUB B000; REM * FAUSE *
5750 PRINT "rain, "
5752 GOSUB B000; REM * FAUSE *
5754 PRINT : PRINT "the ";
5756 GOSUB B000; REM * FAUSE *
5758 PRINT "river ";
5760 GOSUB B000; REM * FAUSE *
5762 PRINT "flooded ";
5764 GOSUB B000; REM * FAUSE
PRINT "the ";
GOSUB 8000: REM PAUSE
PRINT "town."
RETURN
REM * EXAMPLE *
GOSUB 8970: REM * FORMAT *
IF FL = 2 THEN GOTO 5822
LET A$ = "Cathy jogs every morning"
LET B$ = "Cathy drinks orange juice"
LET C$ = "Cathy wants to get into shape"
LET D = 1
GOTO 5830
LET A$ = "The car rolled down the hill"
LET B$ = "The car hit a tree"
LET C$ = "Tom forgot to set the brake"
LET D = 2
PRINT A$;" because"
PRINT " 1. ";B$;" ."
PRINT " 2. ";C$;" ."
GOSUB 8980: REM * FORMAT *
RETURN
REM * CORRECT *
HOME
GOSUB 8970: REM * FORMAT *
PRINT " ";A$;" because"
PRINT " ";C$;" ."
GOSUB 8750: REM * FORMAT *
PRINT "That's right. ";N$;" !"
VTAB 12: HTAB 1
PRINT " ";C$;" ."
PRINT "is the reason that"
PRINT " ";A$;" ."
GOSUB 8500: REM * USER PAUSE *
RETURN
REM * INCORRECT *
HOME
GOSUB 8970: REM * FORMAT *
PRINT A$;" because"
PRINT B$;" ."
GOSUB 8750: REM * FORMAT *
PRINT "No, ";N$;" ."
PRINT "That's not right."
PRINT

IF D = 2 THEN GOTO 5950: REM * RESULT *

PRINT : PRINT "A reason explains why something"
PRINT "happened. The fact that"
PRINT "would not be a REASON why"
PRINT "is a RESULT of what happened when"

PRINT : PRINT "That is not a REASON why"
PRINT "is BECAUSE"
PRINT "because"
PRINT "is a RESULT of what happened when"

PRINT "That's right"
PRINT "because"
PRINT "is a RESULT of what happened when"

PRINT "is a RESULT of what happened when"
160
6140 PRINT "Good work," "$N$!"
6148 GOSUB 8500: REM * USER PAUSE *
6150 RETURN
6150 REM ****************************
6152 REM * INCORRECT *
6154 REM ****************************
6156 HOME
6158 LET WC = WC + 1: REM COUNT WRONG RESPONSES
6160 PRINT "No, "$N$! ."
6162 PRINT
6164 PRINT "That is not right."
6166 GOSUB 8750: REM * FORMAT *
6168 PRINT "$OA(J);" because "
6170 PRINT
6172 IF F = 1 THEN LET B$ = OB$(J)
6174 IF F = 2 THEN LET B$ = OB$(J)
6176 PRINT "$B$.
6178 GOSUB 8880: REM * FORMAT *
6180 PRINT
6182 PRINT IF CC(J) = 3 OR CC(J) = 4 THEN GOTO 6600: REM *
6184 NONSENSE *
6186 REM * RESULT *
6188 PRINT "$B$"
6190 PRINT
6192 PRINT "is a RESULT of what happened when"
6194 PRINT
6196 PRINT "$OA(J);" .
6198 PRINT
6200 PRINT "That is not the REASON why"
6202 PRINT
6204 PRINT "$OA(J);" .
6206 GOTO 6550: REM * SLIP *
6208 REM * NONSENSE *
6210 REM * USER PAUSE *
6212 HOME
6214 VTAB 4: HTAB 1
6216 PRINT "The part of a sentence that follows."
6218 PRINT
6220 PRINT "the word 'because' should tell the"
6222 PRINT
6224 PRINT "reason for what happened in the other."
6226 PRINT
6228 PRINT "part of the sentence."
6230 PRINT : PRINT
6232 PRINT "$OA(J);"
161

GOSUB B500: REM * USER PAUSE *
6652 HOME
6654 VTAB 14: HTAB 1
6656 PRINT "The REASON that"
6658 PRINT " ";QA$(J);":""
6660 PRINT " is BECAUSE"
6662 PRINT
6664 IF R = 1 THEN PRINT " ";QD$(J);":""
6666 IF R = 2 THEN PRINT " ";QB$(J);":""
6668 GOSUB B600: REM * EXAMPLE REQUEST *
6670 GOSUB B800: REM * FORMAT *
6672 PRINT
6674 PRINT " ";QA$(J);" because "
6676 PRINT
6678 PRINT " ";OE$(J);"."  
6680 GOSUB B900: REM * FORMAT *
6700 GOSUB B500: REM * USER PAUSE *
6702 REM * STORE MISSED EXERCISE *
6706 LET MA$(WC) = QA$(J)
6708 LET MB$(WC) = QB$(J)
6710 LET MC(WC) = QC(J)
6712 LET MS$ = MB$ + PN$(J) + ","
6714 LET MD$(WC) = QD$(J)
6716 LET ME$(WC) = OE$(J)
6718 RETURN
6800 REM * REVIEW MISTAKES *
6810 FOR J = 1 TO WC
6812 HOME
6814 PRINT "Let's look at this sentence again." 
6816 PRINT " because"
6818 PRINT
6820 PRINT "Choose the ending that gives a "
6822 PRINT " reason for what happened in the first"
6824 PRINT " part of this sentence."
6826 PRINT " Type the number you see in front of"
6828 PRINT " that ending, and press RETURN: ";
6830 INPUT ";AN$
6832 IF AN$ = "1" THEN R = 1
6834 IF AN$ = "2" THEN R = 2
IF \( R = MC(J) \) OR \( (R + 2) = MC(J) \) THEN GOTO 6970:

REM \* CORRECT *

REM \* INCORRECT *

HOME

IF \( AN* = "1" \) THEN PRINT "";MB*(J);".";

IF \( AN* = "2" \) THEN PRINT "";MD*(J);".";

GOSUB 8850: REM \* FORMAT *

PRINT " A reason explains why, something";

PRINT "happened."

IF \( AN* = "1" \) THEN PRINT "";MA*(J);".

IF \( AN* = "2" \) THEN PRINT "";MD*(J);".

PRINT "would not explain the reason why"

PRINT "is the reason that"

PRINT "If you put the two parts of the "

PRINT "sentence together, it will look like"

PRINT "the example."

GOSUB 8800; REM \* EXAMPLE REQUEST *

GOSUB 8800: REM \* FORMAT *

PRINT " ";MA*(J);" because"

PRINT " ";ME*(J);" ."

GOTO 6990: REM \* CORRECT *

HOME

PRINT "That's right!"

GOSUB 8750: REM \* FORMAT *

PRINT " ";MA*(J);" because"

PRINT " ";ME*(J);" ."
6984 GOSUB 8850: REM * FORMAT *
6986 VTAB 16: HTAB 1
6988 PRINT "good work, ;n\$;;;;"
6990 GOSUB 8500: REM USER FAUSE
6992 NEXT J
6995 RETURN
8000 REM * SUBROUTINE - FAUSE *
8002 REM * SUBROUTINE - FAUSE *
8004 REM * SUBROUTINE - FAUSE *
8010 FOR T = 1 TO 500: NEXT T
8020 RETURN
8100 REM * SUBROUTINE - LONG FAUSE *
8110 FOR T = 1 TO 1000: NEXT T
8120 RETURN
8500 REM * USER CONTROL FAUSE *
8510 VTAB 27: HTAB 1
8520 PRINT "=================================="
8530 PRINT "Press SPACE BAR "
8540 GET E$
8550 RETURN
8560 VTAB 27: HTAB 1
8562 PRINT "=================================="
8564 PRINT "Please press SPACE BAR to CONTINUE "
8566 GET E$
8568 RETURN
8600 REM * EXAMPLE REQUEST *
8610 VTAB 23: HTAB 1
8620 PRINT "=================================="
8630 PRINT "Please press SPACE BAR for EXAMPLE "
8640 GET E$
8650 RETURN
8700 REM * SUBROUTINE - FORMAT *
8702 REM * SUBROUTINE - FORMAT *
8704 REM * SUBROUTINE - FORMAT *
8710 VTAB 14: HTAB 1
8720 PRINT "=================================="
8730 RETURN
8750 REM SUBROUTINE - FORMAT 2 *
8760 VTAB 6: HTAB 1
8770 PRINT "=================================="
8780 RETURN
8800 REM * SUBROUTINE - FORMAT 3 *
8810 VTAB 2: HTAB 1
8820 PRINT "=================================="
8830 RETURN
8850 REM * SUBROUTINE - FORMAT 4 *
8860 VTAB 10: HTAB 1
8870 PRINT "=================================="
8875 RETURN
8890 REM * SUBROUTINE - FORMAT 5 *
8885 VTAB 12: HTAB 1
8890 PRINT "==================================" 
8895 RETURN
8900 REM * SUBROUTINE - FORMAT 6 *
8910 VTAB 5: HTAB 1
8920 PRINT "==================================" 
8930 RETURN
8950 REM * SUBROUTINE - FORMAT 7 *
8952 VTAB 18: HTAB 1
8954 PRINT "==================================" 
8956 RETURN
8970 REM * SUBROUTINE - FORMAT 8 *
8972 VTAB 1: HTAB 1
8974 PRINT "==================================" 
8976 RETURN
8980 REM * SUBROUTINE - FORMAT 9 *
8982 VTAB 8: HTAB 1
8984 PRINT "==================================" 
8986 RETURN
9000 REM * THE END *
9005 HOME
9010 GOSUB 8970: REM * FORMAT *
9012 VTAB 5: HTAB 1
9014 PRINT "TTTT T H H EEEE"
9016 PRINT " T H H E"
9018 PRINT " T HHHH EEE"
9020 PRINT " T H H E"
9022 PRINT " T H H EEEE"
9024 PRINT ; PRINT ; PRINT
9026 PRINT " EEEEEE N N N DDDDD"
9028 PRINT " E NNN N D D"
9030 PRINT " EEEE N N N D D"
9032 PRINT " E N N N D D"
9034 PRINT " EEEE N N N DDDDD"
9036 VTAB 20: HTAB 1
9038 PRINT "==================================" 
9040 RETURN
PART 1  *
JULY, 1986  *
BY  *
EDITH A. SLATON  *

INTRODUCTION *

To begin, please type your name and last name (with a space between them) and press RETURN.

Please check to see if your name is spelled correctly:
PRINT : PRINT : PRINT
PRINT "* " ;NA$; " *
GOSUB 8770 : REM * FORMAT *
PRINT : PRINT
PRINT " Please type 'yes' if it is."
PRINT " Please type 'no' if it is not."
PRINT : PRINT : PRINT : PRINT
PRINT " Please type 'yes' if it is."
INPUT " " ; A$
IF LEFT$ (A$, 1) = "N" OR LEFT$ (A$, 1) = "n" THEN GOTO 200 : REM * CORRECTION OF NAME *
REM * SELECT FIRST NAME *
FOR J = 1 TO LEN NA$ - 1
IF MID$ (NA$, J, 1) = " " THEN GOTO 29B
NEXT J
LET N$ = LEFT$ (NA$, J - 1)
HOME
GOSUB 8730 : REM FORMAT
PRINT : PRINT
PRINT "Hi. " ; N$; "!
PRINT : PRINT : PRINT
PRINT "Welcome to Graphic Organizing."
PRINT : PRINT : PRINT
PRINT "This program describes something"
PRINT "you can do after you read to help you"
PRINT "remember important information better."
GOSUB 8500 : REM USER PAUSE
HOME
GOSUB 8770 : REM FORMAT
PRINT "This method is called graphic"
PRINT "organizing. In this method you:"
PRINT "1. Read the text to identify its"
PRINT "organization."
PRINT "2. Construct a graphic organizer."
PRINT "3. Use the graphic organizer as a"
PRINT "tool for remembering important"
Home
Gosub 8720: Rem format
Print
Print "Organization of text is the way"
Print
Print "that an author arranges the information"
Print
Print "to show how one piece of information is"
Print
Print "related to another."
Print: Print
Print "One way to organize information is"
Print
Print "in a pattern known as cause/effect."
Print
Print "A cause/effect paragraph explains"
Print
Print "about something that happened (effect"
Print
Print "or result) and why it happened (cause)."
Gosub 8560: Rem user pause
Home
Gosub 8720: Rem format
Print
Print "Certain clue words and phrases"
Print
Print "help us recognize cause/effect text."
Print
Print "Some of the clue words and phrases"
Print
Print "used in cause/effect text are"
Print
Print "because", "reason", "as a result", "
Print
Print "and "cause"."
Print
Print "These clue words can be used to"
Print
Print "help find important ideas in a text."
Gosub 8560: Rem user pause
Home
Gosub 8725: Rem format
Print
Print "One way you can use the"
Print
Print "organization of a text to help you"
Print
Print "remember important information is to"
Print
Print "make a GRAPHIC ORGANIZER."
A graphic organizer is a special way to outline information presented in a text.

There are three features of a graphic organizer:

1. Only key ideas (words or phrases) are listed.
2. Key ideas are connected with lines to show which ideas are related.
3. Key ideas are arranged higher or lower to indicate which ideas are more important.

Let's look at one way a cause/effect passage may be organized,

This graph tells you that in this passage, first you will read what happened (IMPORTANT RESULT). Then you will read the most.
And finally you will read information that will help you understand what caused the important reason (CONTRIBUTING CAUSE).

Here's an example of a cause-effect paragraph that follows that organization.

The Troubled Fishing Industry

The fishing industry is in financial difficulty because there are fewer and fewer big fish in the Gulf. One reason big fish are disappearing is because some fishermen have used gill nets. A gill net is a flat mesh net that hangs down into the water and traps fish by their gills. A second reason why there are fewer big fish is that pollution is killing fish in many commercial fishing areas.
Water pollutants include such things as raw sewage, fertilizer, and harmful chemicals. A final reason for the dwindling supply of big fish is an increase in the number of sport fishermen. Sport fishermen fish only for the fun of it.

The paragraph you just read is organized with a cause/effect structure. We know this is a cause/effect paragraph because the paragraph gives the reasons that caused something to happen. In this case the causes of the fishing industry’s financial difficulties are outlined.

There is another clue that this is a cause/effect paragraph. This passage has words and phrases such as 'because', 'cause', 'reason', and 'as a result'. These words and phrases are clues that this is a cause/effect.
The Troubled Fishing Industry

The fishing industry is in financial difficulty. The parts of sentences that are underlined with a single line are causes or reasons for the fishing industry's financial difficulty. The parts of sentences that are underlined with a double line tell a result.

because there are...
Fewer and fewer big fish in the Gulf.

One reason big fish are disappearing

because some fishermen have used gill nets.

A gill net is a flat mesh net that hangs down into the water and traps fish by their gills.

A second reason; pollution is killing fish

in many commercial fishing areas.

Water pollutants include such things

as raw sewage, fertilizer, and harmful chemicals.

HOME: GOSUB 8500: REM USER PAUSE

VTAB 13: HTAB 15

PRINT "---------------"

PRINT "Main things:

1. Gills
2. Gills
3. Gills"
A final reason; for the dwindling supply of big fish is an increase in the number of sport fisher men. (1)
Sport fishermen fish only for the fun of it. (1)
The paragraph you just read tells about several things that happened, but one of these things is the most important thing that happened. Think about what everything else led up to. The most important thing that happened is called the IMPORTANT RESULT.
Beside each phrase is a number. When you have selected the IMPORTANT RESULT, type the number you see beside that phrase and press RETURN.
1. The fishing industry is in financial
1PRINT "difficulty."
2PRINT "2. Sport fishermen fish only for fun"
3PRINT "3. Dangerous chemicals are being"
4PRINT "4. Gill nets catch fish by their gills"
5GOSUB 8900: REM SELECT AN*
6GOSUB 9100: REM EVALUATE AN*
7IF K = 1 THEN GOTO 1104
8IF E = 1 THEN GOTO 1104
9HOME
10PRINT "Using the phrase that you have"
11PRINT "decided is the IMPORTANT RESULT, we can"
12PRINT "fill in the first part of the graphic"
13PRINT "organizer. Because this is the most"
14PRINT "important idea in the passage, this"
15PRINT "idea will be at the top of the graphic"
16PRINT "organizer."
17GOSUB 8770: REM FORMAT
18PRINT: GOSUB 8600: REM EXAMPLE REQUEST
19VTAB 16: HTAB 1
20PRINT "The fishing industry is"
21PRINT "in financial difficulty" (IMPORTANT RESULT)
22PRINT "__(IMPORTANT CAUSE)"
23GOSUB 0500: REM USER'S PAUSE
24HOME
25PRINT "Now that you have selected the"
26PRINT "IMPORTANT RESULT, you should fill in"
27PRINT "the IMPORTANT CAUSE, and CONTRIBUTING"
28PRINT "CAUSES."
Some of what you read made things happen. These are causes. Let's look at the causes in the paragraph that we underlined with a single line.

1. Pollution is killing fish
2. Fishermen have used gill nets
3. There are fewer and fewer big fish
4. An increase in the number of sport fishermen

The phrases you just read told why or gave a reason for what happened, so we know that each one can go in our graphic organizer as a cause for the financial difficulty of the fishing industry.

But, not all causes are equally important. Some causes are only a part of a more important cause for what happened. Causes that are not as important are called contributing.
PRINT "CAUSES. The most important or overall"
PRINT "cause is called an IMPORTANT CAUSE."
PRINT : PRINT
PRINT "The IMPORTANT CAUSE made the IMPORTANT"
PRINT "RESULT happen."
PRINT "==="
GOSUB 8500: REM USER'S FAUSE
HOME
PRINT "Look at the causes again and"
PRINT "select the one that you think is the"
PRINT "IMPORTANT CAUSE for the financial"
PRINT "==="
PRINT "difficulty in the fishing industry"
PRINT "==(IMPORTANT RESULT)."
PRINT : PRINT : PRINT
PRINT "Beside each phrase is a number."
PRINT : PRINT
PRINT "When you have selected the most"
PRINT "IMPORTANT CAUSE type the number you see"
PRINT "beside that phrase and press RETURN."
GOSUB 8500: REM USER'S FAUSE
LET E = 0
GOSUB 8740: REM FORMAT
PRINT "1. Pollution is killing fish"
PRINT "2. Fishermen have used gill nets"
PRINT "3. There are fewer and fewer big fish"
PRINT "4. An increase in the number of sport"
PRINT "fishermen"
GOSUB 8935: REM SELECT CAUSE
GOSUB 9150: REM EVALUATE RESPONSE
IF E = 1 THEN GOTO 1450
IF K = 1 THEN GOTO 1450: REM ANOTHER CHANCE
HOME
GOSUB 8740: REM FORMAT
Now, we can put 'There are fewer' in the graphic organizer as our IMPORTANT CAUSE.

The other causes made the IMPORTANT CAUSE happen. They contributed to the IMPORTANT CAUSE.

We can put them as CONTRIBUTING CAUSES in the graphic organizer.

Some of the information from the paragraph is not used in the graphic organizer.

If it is not the IMPORTANT RESULT, then it is just a CONTRIBUTING CAUSE, or a CONTRIBUTING CAUSE, then it is just.

EXTRA INFORMATION that the author added to make the paragraph more interesting and easier to understand.

You do not put EXTRA INFORMATION in a graphic organizer because it is.
1612  PRINT
1614  PRINT "not important to remember."
1616  GOSUB 8500: REM USER PAUSE
1620  HOME
1621  PRINT : PRINT
1622  PRINT "Now that you've completed the"
1624  PRINT
1626  PRINT "graphic organizer, let's look at the"
1628  PRINT
1630  PRINT "paragraph again. As I underline each"
1632  PRINT
1634  PRINT "phrase, you decide which information"
1636  PRINT
1638  PRINT "is the IMPORTANT RESULT (IR), IMPORTANT"
1640  PRINT
1642  PRINT "CAUSE (IC), a CONTRIBUTING CAUSE (CC), "
1644  PRINT
1646  PRINT "or EXTRA INFORMATION (EX). You can"
1648  PRINT
1650  PRINT "look at the GRAPHIC ORGANIZER (GO) for"
1652  PRINT
1654  PRINT "help anytime by pressing GC.
1656  GOSUB 8500: REM USER PAUSE
1660  HOME
1662  GOSUB 8770: REM EOF MAT
1664  PRINT
1666  PRINT "If you think a phrase is"
1668  PRINT
1670  PRINT "the IMPORTANT RESULT type IR,"
1672  PRINT
1674  PRINT "the IMPORTANT CAUSE type IC,"
1676  PRINT
1678  PRINT "a CONTRIBUTING CAUSE type CC,"
1680  PRINT
1682  PRINT "or just EXTRA INFORMATION type EX."
1684  PRINT : PRINT
1686  PRINT "If you want to see the GRAPHIC ".
1688  PRINT
1690  PRINT "ORGANIZER type GO."
1692  PRINT : PRINT
1694  PRINT ". . . then press RETURN."
1696  GOSUB 8500: REM USER PAUSE
1700  HOME : LET E = 0
1710  GOSUB 5000: REM PARA 1/1
1714  LET P$ = "The fishing industry is in"
1716  LET S$ = "financial difficulty"
1718  LET F = 1: LET C = 1: LET FH$ = "1"
1720  GOSUB 13000: REM PHRASE 1
1722  GOSUB 9200: REM EVALUATE RESPONSE
1724  IF E = 1 OR F = 1 THEN GOTO 1700
1728 GOSUB 10450: REM VIEW GO
1730 HOME: LET E = 0
1732 GOSUB 5000: REM PARAGRAPH 1/1
1734 LET R$ = "There are fewer and fewer big"
1736 LET S$ = "fish in the Gulf"
1738 LET F = 2: LET PH$ = "2"
1740 GOSUB 15030: REM PHRASE 2
1742 GOSUB 9200: REM EVALUATE RESPONSE
1744 IF E = 1 OR F = 1 THEN GOTO 1730
1748 GOSUB 10450: REM VIEW GO
1760 HOME: LET E = 0
1780 HOME: LET E = 0
1782 GOSUB 5000: REM PARAGRAPH 1/1
1784 LET R$ = "The fishermen have used gill nets"
1786 LET S$ = ""
1788 LET F = 4: LET PH$ = "4"
1792 GOSUB 17080: REM PHRASE 4
1794 GOSUB 9200: REM EVALUATE RESPONSE
1796 IF E = 1 OR F = 1 THEN GOTO 1780
1800 GOSUB 10450: REM VIEW GO
1802 HOME: LET E = 0
1804 GOSUB 5050: REM PARAGRAPH 1/2
1806 LET R$ = "A gill net is a flat mesh net that"
1808 LET S$ = "hangs down into the water"
1810 LET F = 5: LET PH$ = "5"
1812 GOSUB 14000: REM PHRASE 5
1814 GOSUB 9200: REM EVALUATE RESPONSE
1816 IF E = 1 OR F = 1 THEN GOTO 1802
1820 HOME: LET E = 0
1822 GOSUB 5050: REM PARAGRAPH 1/PT2
1824 LET R$ = "A gill net traps fish by their gills"
1826 LET S$ = ""
1828 LET F = 6: LET PH$ = "6"
1834 GOSUB 14020: REM PHRASE 6
1836 GOSUB 9200: REM EVALUATE RESPONSE
1838 IF E = 1 OR F = 1 THEN GOTO 1820
1840 HOME: LET E = 0
1842 GOSUB 5100: REM PARAGRAPH 1/PT3
1844 LET R$ = "Pollution is killing fish"
1846 LET S$ = ""
1848 LET F = 8: LET PH$ = "8"
1870 GOSUB 14060: REM PHRASE 8
1872 GOSUB 9200: REM EVALUATE RESPONSE
1874 IF E = 1 OR F = 1 THEN GOTO 1840
1878 GOSUB 10450: REM VIEW GO
1880 HOME: LET E = 0
1882 GOSUB 5100: REM PARAGRAPH 1/PT4
1884 LET R$ = "Pollutants include raw sewage,"
1886 LET S$ = "fertilizer, and harmful chemicals"
1888 LET F = 9: LET C = 5: LET PH$ = "9"
1890 GOSUB 14080: REM PHRASE 9
1892 GOSUB 9200: REM EVALUATE RESPONSE
1894 IF E = 1 OR K = 1 THEN GOTO 1880
1900 HOME: LET E = 0
1922 GOSUB 5150: REM PARAGRAPH 1/PT4
1924 LET R$ = "an increase in the number of sport"
1926 LET S$ = "fishermen"
1928 LET P = 11: LET PH$ = "11"
1930 GOSUB 14120: REM PHRASE 11
1932 GOSUB 9200: REM EVALUATE RESPONSE
1934 IF E = 1 OR K = 1 THEN GOTO 1920
1938 GOSUB 10450: REM VIEW GO
1940 HOME: LET E = 0
1942 GOSUB 5150: REM PARAGRAPH 1/PT4
1944 LET R$ = "Sport fishermen fish only for the"
1946 LET S$ = "fun of it"
1948 LET P = 12: LET C = 6: LET PH$ = "12"
1950 GOSUB 14150: REM PHRASE 12
1952 GOSUB 9200: REM EVALUATE RESPONSE
1954 IF E = 1 OR K = 1 THEN GOTO 1940
1960 HOME: LET E = 0
2000 HOME
2002 PRINT: PRINT
2004 PRINT "Good work, ";N$;":"
2008 PRINT: PRINT: PRINT
2010 PRINT "You have selected the IMPORTANT"
2012 PRINT "RESULT, IMPORTANT CAUSE, and"
2014 PRINT
2016 PRINT "CONTRIBUTING CAUSES.
2020 PRINT: PRINT: PRINT
2022 PRINT "Let's look at them arranged as a "
2024 PRINT "graphic organizer."
2026 GOSUB 8600: REM REQUEST EXAMPLE
2028 LET C = 6
2030 GOSUB 10450: REM GO COMPLETED
2050 HOME
2054 PRINT "Now, ";N$;","
2056 PRINT
2058 PRINT "You can use the features of a"
2060 PRINT
2062 PRINT "graphic organizer to help you remember"
2064 PRINT
2066 PRINT "important information."
2067 PRINT
2068 PRINT "===================================="
1. Only key ideas (words or phrases) are listed.
2. Key ideas are connected with lines to show which ideas are related.
3. Key ideas are arranged higher or lower to show which ideas are more important.
4. Identify contributing causes.
5. Do not use extra information.
6. Arrange these key ideas into a graphic organizer with lines connecting related ideas.
PRINT "Don't forget to use graphic"
PRINT "organizing when you want to remember"
PRINT "what you have read."
GOSUB 8500: REM * USER PAUSE *
GOSUB 9000: REM * THE END *
END
REM ***************
REM * FILE ANSWER *
REM ***************
LET D$ = CHR$(4): REM * CTRL D *
PRINT D$; "OPEN NOTE1,L100"
PRINT D$; "READ NOTE1,RO"
INPUT N
PRINT D$; "CLOSE NOTE1"
N = N + 1
PRINT D$; "OPEN NOTE1,L100"
PRINT D$; "WRITE NOTE1,R";N
PRINT HE
PRINT MS$
PRINT D$; "CLOSE NOTE1"
PRINT D$; "OPEN NOTE1,L100"
PRINT D$; "WRITE NOTE1, RO"
PRINT N
PRINT D$; "CLOSE NOTE1"
RETURN
REM ***************
REM * PARAGRAPH 1 *
REM ***************
HOME
PRINT "The Troubled Fishing Industry"
PRINT : PRINT
PRINT "The fishing industry is in"
PRINT "financial difficulty because there are"
PRINT "fewer and fewer big fish in the Gulf."
PRINT "One reason big fish are disappearing"
PRINT "is because some fishermen have used"
PRINT "gill nets. "
GOSUB 8955: REM PHRASE SELECTION
RETURN
REM * PARAGRAPH 1/FT2 *
One reason big fish are disappearing is because some fishermen have used gill nets. A gill net is a flat mesh net that hangs down into the water and traps fish by their gills. A second reason why there are fewer fish is that pollution is killing fish in many commercial fishing areas. Water pollutants include such things as raw sewage, fertilizer, and harmful chemicals. A final reason for the dwindling supply of big fish is an increase in the number of sport fishermen. Sport fishermen fish only for the fun of it.
8120 RETURN
8500 REM * USER CONTROL PAUSE *
8510 HTAB 1: VTAB 23
8520 PRINT "================================="
8530 PRINT "Press SPACE BAR "
8535 GOSUB 8050: REM VERY SHORT PAUSE
8540 GET E$
8550 RETURN
8560 HTAB 1: VTAB 23
8562 PRINT "================================="
8564 PRINT "Please press SPACE BAR to CONTINUE ";
8566 GOSUB 8050: REM VERY SHORT PAUSE
8568 GET E$
8570 RETURN
8600 REM * EXAMPLE REQUEST *
8610 HTAB 1: VTAB 23
8620 PRINT "================================="
8630 PRINT "Please press SPACE BAR for EXAMPLE ";
8640 GET E$
8650 RETURN
8700 REM ********************
8702 REM * SUBROUTINE - FORMAT *
8704 REM ********************
8710 REM
8720 VTAB 1
8725 GOTO 8800
8770 VTAB 2
8735 GOTO 8800
8740 VTAB 6
8745 GOTO 8800
8750 VTAB 10
8755 GOTO 8800
8760 VTAB 12
8765 GOTO 8800
8770 VTAB 14
8775 GOTO 8800
8800 VTAB 23
8785 GOTO 8800
8790 VTAB 8: GOTO 8800
8810 PRINT "================================="
8820 RETURN
8900 REM ********************
8902 REM * RESPONSE SELECTION *
8904 REM ********************
8910 REM * PHRASE # *
8915 REM * IMPORTANT RESULT *
8920 HTAB 1: VTAB 22
8922 PRINT "================================="
8924 PRINT "Which is the IMPORTANT RESULT?"
PRINT "Type the number & press RETURN: ";
8928 INPUT "";AN$
8929 GOSUB 9500: REM * REMOVE SPACES *
8930 RETURN
8935 REM * IMPORTANT CAUSE *
8940 HTAB 1; VTAB 22
8942 PRINT "-----------------------------------------------"
8944 PRINT "Which is the IMPORTANT CAUSE?"
8946 PRINT "Type the number & press RETURN: ";
8948 INPUT "";AN$
8949 GOSUB 9500: REM * REMOVE SPACES *
8950 RETURN
8955 REM * PHRASE SELECTION *
8960 HTAB 1; VTAB 16
8962 PRINT "-----------------------------"  "--
8964 PRINT " IR = IMPORTANT RESULT"
8966 PRINT " IC = IMPORTANT CAUSE"
8968 PRINT " CC = CONTRIBUTING CAUSE"
8970 PRINT " EX = EXTRA INFORMATION"
8972 PRINT " (To see GRAPHIC ORGANIZER type GO)"
8974 PRINT "-----------------------------------------------"
8976 PRINT "-- (and press RETURN)"
8982 RETURN
8986 HTAB 3; VTAB 22
8988 INPUT "";AN$
8989 GOSUB 9500: REM * REMOVE SPACES *
8990 RETURN
9000 REM ************
9002 REM * THE END *
9004 REM ************
9006 HOME
9010 GOSUB 8730
9020 PRINT : PRINT : PRINT
9030 PRINT "TTTT  H  H  EEEEE"
9032 PRINT " T  H  H  E"
9034 PRINT " T  HHHHH  EEE"
9036 PRINT " T  H  H  E"
9038 PRINT " T  H  H  EEEE"
9040 PRINT : PRINT : PRINT
9050 PRINT " EEEEE N  N  DDDDD"
9052 PRINT " E  NN N  D  D"
9054 PRINT " EEE N  N N  D  D"
9056 PRINT " E  N  NN N  D  D"
9058 PRINT " EEEE N  NN DDDDD"
9060 PRINT : PRINT : PRINT
9062 GOSUB 8800
9070 RETURN
9100 REM ***************
9102 REM * EVALUATION *
18C
9104 REM **************
9110 REM * RESULT *
9115 IF AN$ < "1" OR AN$ > "4" THEN GOSUB 9900: GOTO 9130
9120 IF AN$ = "1" THEN GOSUB 11000: GOTO 9130: REM CORRECT RESPONSE
9122 GOSUB 12000: REM INCORRECT RESPONSE
9130 RETURN
9150 REM * CAUSE *
9152 IF AN$ < "1" OR AN$ > "4" THEN GOSUB 9900: GOTO 9170
9154 IF AN$ = "3" THEN GOSUB 11100: GOTO 9170: REM CORRECT RESPONSE
9156 GOSUB 12100: REM INCORRECT RESPONSE
9170 RETURN
9200 REM **************
9202 REM * EVALUATE *
9204 REM **************
9206 IF AN$ = "GO" OR AN$ = "IR" OR AN$ = "IC" OR AN$ = "CC" OR AN$ = "EX" THEN GOTO 9210
9208 GOSUB 9900: GOTO 9B00: REM * ERROR *
9210 IF AN$ = "GO" THEN LET V = 1: GOSUB 10450: LET H = HE + 1: GOTO 9B00
9220 IF AN$ = "IF" THEN LV$ = "IMPORTANT RESULT"
9222 IF AN$ = "IC" THEN LV$ = "IMPORTANT CAUSE"
9224 IF AN$ = "CC" THEN LV$ = "CONTRIBUTING CAUSE"
9226 IF AN$ = "EX" THEN LV$ = "EXTRA INFORMATION"
9228 REM * CORRECT RESPONSES *
9230 IF AN$ = "IR" AND F = 1 THEN GOSUB 11200: GOTO 9800
9232 IF AN$ = "IC" AND F = 2 THEN GOSUB 11200: GOTO 9800
9234 IF AN$ = "CC" AND F = 4 THEN GOSUB 11200: GOTO 9800
9236 IF AN$ = "CC" AND F = 8 THEN GOSUB 11200: GOTO 9800
9238 IF AN$ = "CC" AND F = 11 THEN GOSUB 11200: GOTO 9800
9240 IF AN$ = "IC" AND F = 3 THEN GOSUB 10200: GOTO 9800
9242 IF AN$ = "EX" AND F = 5 THEN GOSUB 11200: GOTO 9800
9244 IF AN$ = "EX" AND F = 6 THEN GOSUB 11200: GOTO 9800
9246 IF AN$ = "IC" AND F = 7 THEN GOSUB 10200: GOTO 9800
9248 IF AN$ = "EX" AND F = 9 THEN GOSUB 11200: GOTO 9800
9250 IF AN$ = "IC" AND F = 10 THEN GOSUB 10200: GOTO 9800
9252 IF AN$ = "EX" AND F = 12 THEN GOSUB 11200: GOTO
9800 GOSUB 12200: REM * INCORRECT RESPONSE *
9500 REM * REMOVE SPACES *
9510 LET A = LEN (AN*)
9520 FOR J = 1 TO A
9530 IF MID$(AN*, J, 1) = " " THEN GOTO 9550
9540 LET A$ = A$ + MID$(AN*, J, 1)
9550 NEXT J
9560 LET AN* = A$
9562 LET A$ = ""
9570 RETURN
9800 RETURN
9900 REM *****************
9902 REM * ERROR MESSAGE *
9904 REM *****************
9910 GOSUB 8740: REM FORMAT
9915 HOME
9920 PRINT "Sorry, "; N$; "!
9930 PRINT
9940 PRINT AN$; ""
9950 PRINT : PRINT : PRINT : PRINT
9960 PRINT "That is not an acceptable response"
9970 PRINT
9980 PRINT "Check the directions and try again."
9982 LET E = 1
9990 GOSUB 8500: REM USER'S PAUSE
9992 RETURN
10000 REM ************** ********
10002 REM * GRAPHIC ORGANIZERS *
10004 REM ********************
10010 REM * EMPTY ORGANIZER *
10018 PRINT
10020 PRINT "(IMPORTANT RESULT)_" 
10022 PRINT " "
10026 PRINT " "
10028 PRINT "((IMPORTANT CAUSE)
10030 PRINT " "
10032 PRINT " "
10038 PRINT "((CONTRIBUTING CAUSE)______") "
10040 PRINT " "
10046 PRINT "((CONTRIBUTING CAUSE)________)
10052 PRINT " "
10054 PRINT "((CONTRIBUTING CAUSE)________________)
10056 PRINT
10058 GOSUB 8780
10060 GOSUB 8500
10062 RETURN
10100 REM * GO/IMPORTANT RESULT *
The fishing industry is in financial difficulty (IMPORTANT RESULT);

("CONTRIBUTING CAUSE")

(IMPORTANT RESULT)

"CONTRIBUTING CAUSE"

(IMPORTANT RESULT)
CONTRIBUTING CAUSE

The fishing industry is in financial difficulty (IMPORTANT RESULT)

There are fewer tug fishers (IMPORTANT CAUSE)

Fishermen have used gill nets (CONTRIBUTING CAUSE)

Pollution is killing fish (CONTRIBUTING CAUSE)
An increase in the number of sport fishermen (CONTRIBUTING CAUSE)

Yes, the fishing industry is in financial difficulty is the IMPORTANT RESULT for this text.

Yes, there are fewer and fewer big fish is the IMPORTANT CAUSE for this text.
11222 PRINT " ;$;S$
11224 PRINT : PRINT : PRINT
11226 IF F = 1 OR F = 2 THEN PRINT "is the ";LV$;".":
11228 GOTO 11250
11228 IF F = 4 OR F = 8 OR F = 11 THEN PRINT "is a ";
LV$;".: GOTO 11250
11230 PRINT "is ";LV$;".
11232 GOSUB 8500: REM USER PAUSE
11234 RETURN
11250 PRINT
11252 PRINT "You will now see the new phrase on the"
11254 PRINT
11256 PRINT "graphic organizer."
11258 GOSUB 8500: REM USER PAUSE
11260 LET C = C + 1
11262 RETURN
12000 REM ********************
12002 REM * INCORRECT RESPONSE *
12004 REM ********************
12006 REM * INCORRECT RESULT *
12008 IF AN$ = "2" THEN S$ = "Sport fishermen fish on
12010 IF AN$ = "2" THEN R$ = ""
12012 IF AN$ = "3" THEN R$ = "Dangerous chemicals are
12014 IF AN$ = "3" THEN R$ = "being dumped"
12016 IF AN$ = "4" THEN R$ = "Gill nets catch fish by
12018 IF AN$ = "4" THEN R$ = ""
12020 GOSUB B720: REM FORMAT
12022 PRINT
12024 PRINT "No, ";IN$;","
12026 PRINT
12028 PRINT R$
12030 PRINT
12032 PRINT S$
12034 PRINT
12036 PRINT "is not the IMPORTANT RESULT."
12038 PRINT : PRINT
12040 PRINT R$
12042 PRINT
12044 PRINT S$
12045 PRINT
12046 PRINT "is EXTRA INFORMATION that the author"
12048 PRINT
12050 PRINT "added to make the paragraph more"
12052 PRINT
12054 PRINT "interesting and easier to understand."
12058 PRINT "- Go back to the phrases and try again."
12066 GOSUB 8500: REM USER PAUSE
12068 LET K = 1
12070 REM RETURN
12100 REM INCORRECT CAUSE
12102 IF AN$ = "1" THEN R$ = " "
12104 IF AN$ = "1" THEN S$ = "'Pollution is killing fish'"
12106 IF AN$ = "2" THEN R$ = " "
12108 IF AN$ = "2" THEN S$ = "'Fishermen have used Gill nets'"
12110 IF AN$ = "3" THEN R$ = " "
12112 IF AN$ = "3" THEN S$ = "'An increase in the number of sport'"
12114 IF AN$ = "4" THEN R$ = " "
12116 IF AN$ = "4" THEN S$ = "'Fishermen'"
12118 HOME
12120 PRINT "No, "; N$; "; This is not the IMPORTANT CAUSE for this"
12122 PRINT R$
12124 PRINT S$
12126 PRINT 
12128 PRINT "It did contribute to the IMPORTANT"
12130 PRINT "cause for the fishing industry's"
12132 PRINT "financial difficulty."
12134 PRINT "="
12136 PRINT "It did not contribute to the IMPORTANT CAUSE for this fishing industry's"
12138 PRINT "financial difficulty."
12140 PRINT "="
12142 PRINT "It did not contribute to the IMPORTANT CAUSE for this fishing industry's"
12144 PRINT "financial difficulty."
12146 PRINT "="
12148 PRINT "It did not contribute to the IMPORTANT CAUSE for this fishing industry's"
12150 PRINT "financial difficulty."
12152 GOSUB 8500: REM USER'S PAUSE
12154 LET K = 1: REM ANOTHER CHANCE
12156 RETURN
12200 REM * INCORRECT RESPONSE *
12202 LET K = 1
12204 LET WC = WC + 1
12206 LET MS$ = MS$ + "(" + R$ + "" + AN$ + ")" + AN$ + ""
12210 HOME
12212 VTAB 7: HTAB 1
12214 PRINT "No, "; N$; "; This is not the IMPORTANT CAUSE for this"
12216 PRINT R$
12218 PRINT S$
12220 PRINT 
12222 PRINT "; "
12224 PRINT 
12226 IF AN$ = "IR" THEN GOTO 12300
12228 IF AN$ = "IC" THEN GOTO 12400:
IF AN$ = "CC" THEN GOTO 12500
IF AN$ = "EX" THEN GOTO 12600
IF P = 3 OR P = 7 OR P = 10 THEN GOTO 12800
PRINT "is not the ";LV$;".
PRINT
PRINT "This is not what everything else in"
PRINT
PRINT "this paragraph led up to."
PRINT
GOTO 12700
IF P = 3 OR P = 7 OR P = 10 THEN GOTO 12800
PRINT "is not the ";LV$;".
PRINT
PRINT "This is not the main thing that caused"
PRINT
PRINT "the financial difficulty in the fishing"
PRINT
PRINT "industry."
PRINT
GOTO 12700
IF P = 3 OR P = 7 OR P = 10 THEN GOTO 12800
PRINT "is not a ";LV$;".
PRINT
PRINT "A ";LV$;" is part of the ".
PRINT
PRINT "reason that there are fewer fish."
PRINT
PRINT
GOTO 12700
PRINT "is not ";LV$;".
PRINT
PRINT "is something that the"
PRINT
PRINT "author added to make the text more".
PRINT
PRINT "interesting or easier to understand."
GOSUB 8500: REM USER FAUSE
HOME
VTAB 4: HTAB 1
PRINT "This information is more than just"
PRINT "interesting, it is something that you"
PRINT "need to remember. Think about where"
PRINT "this information should go on your"
PRINT "graphic organizer."
PRINT
PRINT "Look at this phrase again."
PRINT
GOSUB 8500: REM USER PAUSE
RETURN
PRINT "is not the ";LV$;"."
PRINT : PRINT : PRINT
PRINT "This phrase is telling you the ":
PRINT
PRINT "IMPORTANT CAUSE again to help you"
PRINT
PRINT "remember it."
GOSUB 8500: REM USER PAUSE
HOME
VTAB 4; HTAB 1
PRINT " When something is written more than"
PRINT
PRINT "once, we know that it is important"
PRINT
PRINT "to remember."
PRINT : PRINT : PRINT
PRINT " We have already put this"
PRINT
PRINT "information on the graphic organizer"
PRINT
PRINT "as the IMPORTANT CAUSE so we do not"
PRINT
PRINT " need to write it again."
GOSUB 8500: REM USER PAUSE
RETURN
REM *************************
REM " PHRASE MARKER "
REM **********************
REM " PHRASE : ":
VTAB 5; HTAB 6
SPEED= 75
PRINT "----------------------
-----------------------
GOTO 14200
REM " PHRASE 2 "
VTAB 5; HTAB 5
PRINT " 
PRINT " 
SPEED= 100
PRINT "----------------------
-----------------------
GOTO 14200
REM " PHRASE 3 "
SPEED= 100
VTAB 11: HTAB 1
PRINT "---------"
14102  SPEED = 100
14104  VTAB 5: HTAB 13
14106  PRINT "---------------------"
14108  PRINT
14110  PRINT "---------------------"
14112  GOTO 14200
14120  REM * PHRASE 11 *
14122  SPEED = 100
14124  VTAB 5: HTAB 13
14126  PRINT "--"
14128  PRINT
14130  PRINT "---------------------"
14132  PRINT
14134  PRINT "--------"
14136  GOTO 14200
14150  REM * PHRASE 12 *
14152  SPEED = 100
14154  VTAB 5: HTAB 13
14156  PRINT "---------------------"
14158  PRINT
14160  PRINT "---------------------"
14162  GOTO 14200
14200  SPEED = 255
14202  GOSUB 8984: REM INPUT AN$
REM ********************************************************
REM * *
REM * GRAPHIC ORGANIZERS *
REM * *
REM * PART 2 *
REM * BY *
REM * *
REM * EDITH A. SLATON *
REM * *
REM * JANUARY, 1987 *
REM * *
REM ********************************************************
PRINT " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " 
REM ********************************************************
REM * *
REM * INTRODUCTION *
REM * *
REM ********************************************************
PRINT " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " " 
REM ********************************************************
REM * *
REM * HOME *
REM * *
REM ********************************************************
GOSUB 8730: REM * FORMAT *
PRINT : PRINT
PRINT "To begin, please type your "
PRINT "first name and last name:"
PRINT "(with a space between them)"
PRINT ". . . and press RETURN"
PRINT : PRINT : PRINT : PRINT
INPUT " " ; NA$:
REM * CHECK NAME *
GOSUB 8730: REM * FORMAT *
PRINT "Please check to see if your name "
PRINT "is spelled correctly:"
PRINT : PRINT : PRINT
PRINT "* " ; NA$; " *"
266 GOSUB 8770: REM * FORMAT *
268 PRINT : PRINT
272 PRINT " Please type 'YES' if it is."
274 PRINT
276 PRINT " Please type 'NO' if it is not."
278 PRINT : PRINT : PRINT
280 PRINT " and press RETURN: ";
282 INPUT " " : A$
284 IF LEFT$(A$, 1) = "N" OR LEFT$(A$, 1) = "n" THEN
goto 200: REM * CORRECTION OF NAME *
290 REM * SELECT FIRST NAME *
292 FOR J = 1 TO LEN(N$)
294 IF MID$(N$, J, 1) = " " THEN GOTO 298
296 NEXT J
298 LET N$ = LEFT$(N$, J - 1)
300 HOME
310 PRINT " In the first program about graphic"
312 PRINT
314 PRINT " organizers, you learned that graphic"
316 PRINT
318 PRINT " organizers can help you remember"
320 PRINT
322 PRINT " important information."
324 GOSUB 8750: PRINT : REM * FORMAT *
326 PRINT " 1. Only key ideas (words or phrases)"
328 PRINT " are listed."
330 PRINT
332 PRINT " 2. Key ideas are connected with lines"
334 PRINT " to show which ideas are related."
336 PRINT
338 PRINT " 3. Key ideas are arranged higher or "
340 PRINT " lower to show which ideas are more"
342 PRINT " important."
344 GOSUB 8560: REM USER FAUSE
350 HOME
352 PRINT N$; " ,"
354 PRINT
356 PRINT " You also learned some steps to "
358 PRINT
360 PRINT " make a cause/effect graphic organizer."
362 GOSUB 8740: REM * FORMAT *
364 PRINT
366 PRINT " 1. Read the paragraph and think about"
368 PRINT " how ideas are related."
370 PRINT
372 PRINT " 2. Identify the important result."
374 PRINT " 
376 PRINT " 3. Identify the important cause."
378 PRINT
380 PRINT " 4. Identify contributing causes."
5. Leave our extra information.

6. Arrange these key ideas into a graphic organizer with lines connecting related ideas.

In the first program, I arranged the key ideas that you picked out of a paragraph into a graphic organizer for you.

When you press the SPACE BAR, I'll show you the graphic organizer from that program.

In this program, you are going to decide how the graphic organizer should be arranged.

1. I will give you a paragraph.

2. I will underline each phrase.

3. You will decide which ideas are related and should be joined.
PRINT "with a line."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8730: REM * FORMAT *
VTAB 8: HTAB 1
PRINT " Press the SPACE BAR when you are"
PRINT "ready to read the paragraph,"
PRINT N$:
PRINT: PRINT: PRINT
PRINT " An animal is endangered if so many"
PRINT "of them have died that in a few years"
PRINT "there may be none left. Special laws"
PRINT "were written to protect eagles"
PRINT "because they are endangered. Eagles"
PRINT "are endangered because hunters have"
PRINT "killed many eagles. Alaska is one"
PRINT "place where eagles were hunted."
GOSUB 8660: REM * CONTINUE PARAGRAPH *
HOME
GOSUB 8730: REM * FORMAT *
PRINT "I will underline each phrase and"
PRINT "you decide if it should go on the"
PRINT "graphic organizer:
GOSUB 8796: REM * FORMAT *:
PRINT : PRINT
PRINT " Type IR for the IMPORTANT RESULT."
PRINT " Type IC for the IMPORTANT CAUSE."
PRINT " Type CC for CONTRIBUTING CAUSES."
PRINT " Type EX for EXTRA INFORMATION."
PRINT "(If you don't remember what these words"
PRINT "mean, you may type HELP and I will give"
PRINT "you the definitions.)
PRINT " and press RETURN."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 5100: REM * PARAGRAPH *
LET E = 0
LET R$ = " 'An animal is endangered if so many"
LET S$ = " of them have died that in a few years"
LET T$ = " there may be none left'"
GOSUB 6000: REM * PHRASE 1 *
GOSUB 8555: REM * PHRASE SELECTION *
IF E = 1 OR F = 1 THEN GOTO 700
GOSUB 5100: REM * PARAGRAPH *
LET E = 0
LET R$ = " 'Special laws were written"
LET S$ = " to protect eagles:'"
LET T$ = " "
GOSUB 6050: REM * PHRASE 2 *
GOSUB 8555: REM * PHRASE SELECTION *
IF E = 1 OR F = 1 THEN GOTO 720
GOSUB 5100: REM * PARAGRAPH *
LET E = 0
LET R$ = " "
LET S$ = " 'Eagles were endangered'"
LET T$ = " "
GOSUB 6100: REM * PHRASE 3 *
GOSUB 8555: REM * PHRASE SELECTION *
IF E = 1 OR F = 1 THEN GOTO 740
GOSUB 5150: REM * PARAGRAPH *
LET E = 0
LET R$ = " 'Hunters have killed"
LET S$ = " many eagles'"
LET T$ = " "
GOSUB 6200: REM * PHRASE 5 *
GOSUB 8555: REM * PHRASE SELECTION *
IF E = 1 OR F = 1 THEN GOTO 780
800  GOSUB 5150: REM * PARAGRAPH *
802  LET E = 0
804  LET R$ = "'Alaska is one place where"
806  LET S$ = "eagles were hunted'"
808  LET T$ = ""
810  GOSUB 6250: REM * PHRASE 6 *
812  GOSUB 8955: REM * PHRASE SELECTION *
814  IF E = 1 OR K = 1 THEN GOTO 800
816  LET E = 0
818  LET R$ = "'Pesticides are killing"
820  LET S$ = "eagles'"
822  LET T$ = ""
824  GOSUB 6250: REM * PARAGRAPH *
826  LET R$ = "'
828  GOSUB 5200: REM * PHRASE SELECTION *
830  IF E = 1 OR K = 1 THEN GOTO 830
832  GOSUB 5200: REM * PARAGRAPH *
834  LET E = 0
836  LET R$ = "'A pesticide is a chemical"
838  LET S$ = "used to kill harmful insects"
840  LET T$ = "and animals'"
842  GOSUB 6400: REM * PHRASE 9 *
844  GOSUB 8955: REM * PHRASE SELECTION *
846  IF E = 1 OR K = 1 THEN GOTO 860
848  HOME
850  GOSUB 8720: REM * FORMAT *
852  PRINT
854  GOSUB 5290: REM * CC *
856  PRINT: GOSUB 8100: REM * FAUSE *
858  GOSUB 5250: REM * IF *
860  PRINT: GOSUB 8100: REM * FAUSE *
862  GOSUB 5310: REM * CC *
864  PRINT: GOSUB 8100: REM * FAUSE *
866  GOSUB 5270: REM * IC *
868  GOSUB 8100: GOSUB 8792: REM * FAUSE & FORMAT *
870  PRINT "'You have selected the key ideas'"
872  PRINT: PRINT "from this paragraph."
874  GOSUB 8500: REM * USER FAUSE *
876  HOME
878  PRINT
880  GOSUB 8730: REM * FORMAT *
882  VTAB 6: HTAB 1
884  PRINT "Good work, "N$;"!"
886  PRINT: PRINT
888  PRINT "You have choosen the IMPORTANT"
890  PRINT: PRINT
892  PRINT "RESULT, the IMPORTANT CAUSE, and"
894  PRINT: PRINT
896  PRINT "CONTRIBUTING CAUSES."
898  PRINT: PRINT: PRINT
900  PRINT "Now, you decide where to put"
PRINT "these phrases that tell the key ideas."
PRINT "of this paragraph."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB B730: REM * FORMAT *
PRINT N$; ";"
PRINT "You must decide which key ideas"
PRINT "are more important. In a graphic"
PRINT "organizer, phrases at the top are more"
PRINT "important than phrases at the bottom."
PRINT " As you select important ideas,"
PRINT "I will put those phrases at the top of"
PRINT "the list for you."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB B730: REM * FORMAT *
PRINT "To select a key idea, you should"
PRINT "type the 2 letters that you see in"
PRINT "fron of that phrase."
PRINT " If you are correct, I will move"
PRINT "that phrase to its place."
PRINT " If you are not correct, I will"
PRINT "explain why, and give you another"
PRINT "chance."
GOSUB 8500: REM * USER PAUSE *
HOME
LET P = 1: LET E = 0
PRINT
GOSUB S290: REM * CC *
PRINT : PRINT
GOSUB S250: REM * IF *
PRINT : PRINT
1070  GOSUB 5310: REM * CC *
1076  PRINT : PRINT
1078  GOSUB 5270: REM * IC *
1080  GOSUB 8900: REM * SELECTION *
1082  IF K = 1 OR E = 1 THEN GOTO 1050
1100  HOME
1101  LET P = 2: LET E = 0
1104  PRINT
1106  GOSUB 5250: REM * IR *
1110  PRINT : PRINT
1112  GOSUB 5290: REM * CC *
1120  PRINT : PRINT
1122  GOSUB 5310: REM * CC *
1124  PRINT : PRINT
1126  GOSUB 5270: REM * IC *
1140  GOSUB 8900: REM * SELECTION *
1142  IF K = 1 OR E = 1 THEN GOTO 1100
1200  HOME
1201  LET P = 3: LET E = 0
1204  PRINT
1206  GOSUB 5250: REM * IR *
1210  PRINT
1212  GOSUB 5270: REM * IC *
1220  PRINT
1222  GOSUB 5290: REM * CC *
1224  PRINT
1226  GOSUB 5310: REM * CC *
1234  GOSUB 8900: REM * SELECTION *
1236  IF K = 1 OR E = 1 THEN GOTO 1200
1262  HOME
1264  PRINT
1266  GOSUB 5250: REM * IR *
1268  PRINT
1270  GOSUB 5270: REM * IC *
1272  PRINT
1274  GOSUB 5290: REM * CC *
1276  PRINT
1278  GOSUB 5310: REM * CC *
1280  GOSUB 8790: REM * FORMAT *
1282  PRINT
1284  PRINT "Very good, ";IN$;":" 
1286  PRINT
1288  PRINT "You have placed the ideas in order."
1290  GOSUB 8500: REM * USER PAUSE *
1300  HOME
1302  GOSUB 8730: REM * FORMAT *
1306  VTAB 8: HTAB 1
1308  PRINT " You have placed the ideas in order"
PRINT "are at the top and the less important."
PRINT "ideas are at the bottom."
GOSUB 8500: REM * USER PAUSE *
LET K = 2: REM * FLAG *
HOME
GOSUB 8730: REM * FORMAT *
PRINT "You have finished the first"
PRINT "five steps in graphic organizing;"
GOSUB 8100: REM * PAUSE *
GOSUB 8794: REM * FORMAT *
PRINT "The next step is:"
PRINT "6. Arrange these key ideas into a"
PRINT "graphic organizer with lines"
PRINT "connecting related ideas."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8730: REM * FORMAT *
VTAB 8: HTAB 1
PRINT "In a cause/effect paragraph, two"
PRINT "ideas are related if one caused the"
PRINT "other to happen."
PRINT "In other words, a cause/effect"
PRINT "paragraph tells what makes something"  
PRINT "happen."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8730: REM * FORMAT *
VTAB 8: HTAB 1
PRINT "In a graphic organizer for a "
cause/effect paragraph, a line is drawn from one idea to another to show that one idea caused the other idea to happen.

In this paragraph, there are two

CONTRIBUTING CAUSES made the IMPORTANT CAUSE happen. (See EXAMPLE)

IC --- IC --- IC --- IC --- IC --- IC --- IC --- IC --- IC
1583  GOSUB 8100: REM * PAUSE *
1584  FLASH
1585  PRINT "-->";
1586  GOSUB 8100: REM * PAUSE *
1587  NORMAL
1588  HTAB 1
1589  PRINT "-->";
1590  PRINT " And the IMPORTANT CAUSE made the"
1591  PRINT "IMPORTANT RESULT happen. (See EXAMPLE.)"
1592  GOSUB 8600: REM * EXAMPLE REQUEST *
1593  VTAB 5: HTAB 3
1594  LET I = 2
1595  FLASH
1596  PRINT "IC";
1597  GOSUB 8000: REM * PAUSE *
1598  NORMAL
1599  HTAB 3
1600  PRINT "IC";
1601  INVERSE
1602  SPEED = 50
1603  VTAB 5: HTAB 3
1604  PRINT "-----------------------------";
1605  NORMAL
1606  SPEED = 250
1607  IF I = 2 THEN I = 1: GOTO 1620
1608  FLASH
1609  PRINT "IR"
1610  NORMAL
1611  GOSUB 8100: REM * PAUSE *
1612  VTAB 5: HTAB 3
1613  PRINT "IR"
1614  GOSUB 8500: REM * USER: PAUSE *
1615  HOME
1616  GOSUB 8750: REM * FORMAT *
1617  PRINT : PRINT " In other words:"
1618  PRINT : PRINT
1619  PRINT " The CONTRIBUTING CAUSES made"
1620  PRINT
1621  PRINT "the IMPORTANT CAUSE happen. All"
1622  PRINT
1623  PRINT "CONTRIBUTING CAUSES together make"
1624  PRINT " "
1625  PRINT "the IMPORTANT CAUSE happen."
1626  PRINT : PRINT
1627  PRINT "... And"
1628  PRINT : PRINT
1629  PRINT " The IMPORTANT CAUSE makes the"
1630  PRINT
1631  PRINT "IMPORTANT RESULT happen."
1680 GOSUB 8500: REM * USER PAUSE *
1682 HOME
1684 GOSUB 8750: REM * FORMAT *
1686 VTAB 8: HTAB 1
1690 PRINT "On a graphic organizer, we show"
1692 PRINT
1694 PRINT "that one thing caused another to"
1696 PRINT
1698 PRINT "happen by drawing a line from the"
1700 PRINT
1702 PRINT "cause to what it made happen."
1704 PRINT : PRINT
1706 PRINT "You pick out a cause and I will"
1708 PRINT
1710 PRINT "draw a line to what it made happen."
1712 GOSUB 8500: REM * USER PAUSE *
1714 LET IC = 0: LET CC = 0
1716 HOME : LET E = 0
1718 IF IC = 1 AND CC = 2 THEN GOTO 2200
1720 GOSUB 8720: REM * FORMAT *
1722 PRINT "Type the letters that you see"
1724 PRINT
1726 PRINT "in front of the phrase that you want"
1728 PRINT
1730 PRINT "matched with what it caused to happen:
1732 PRINT
1734 GOSUB 8744: REM * FORMAT *
1736 IF E = 1 THEN GOTO 1720
1738 IF IC = 0 AND CC = 0 THEN GOTO 1870
1740 IF IC = 1 AND CC = 0 THEN GOTO 1850
1742 IF IC = 1 AND CC = 1 THEN GOTO 1900
1744 IF IC = 0 AND CC = 1 THEN GOTO 1900
1746 IF IC = 0 AND CC = 2 THEN GOTO 2000
1748 IF IC = 1 AND CC = 2 THEN GOTO 2000
1750 VTAB 10: HTAB 1
1752 GOSUB 5270: REM * IC *
1754 PRINT
1756 GOSUB 5290: REM * CC *
1758 PRINT
1760 GOSUB 5210: REM * CC *
1762 GOSUB 10400: REM * INPUT REQUEST *
1764 GOTO 1720
1766 VTAB 12: HTAB 1
1768 GOSUB 5290: REM * CC *
1770 PRINT
1772 GOSUB 5210: REM * CC *
1774 GOSUB 10400: REM * INPUT REQUEST *
1776 GOTO 1720
1778 VTAB 12: HTAB 1
GOSUB 10400: REM * INPUT REQUEST *
GOTO 1720
VTAB 12: HTAB 1
GOSUB 5270: REM * IC *
PRINT
GOSUB 5310: REM * CC *
GOSUB 10400: REM * INPUT REQUEST *
GOTO 1720
VTAB 12: HTAB 1
GOSUB 5270: REM * IC *
GOSUB 10400: REM * INPUT REQUEST *
GOTO 1720
HOME
GOSUB 8730: REM * FORMAT *
V TAB 6; HTAB 1
PRINT "When you press the SPACE BAR, you"
PRINT "will see the graphic organizer that"
PRINT "you have completed."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 10900: REM * COMPLETED *
HOME
GOSUB 8730: REM * FORMAT *
V TAB 6; HTAB 1
PRINT "That is very well done."
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8720: REM * FORMAT *
PRINT "Be sure that you use the special:
PRINT "features of a graphic organizer to"
PRINT "help you remember what you read:
GOSUB 8750: REM * FORMAT *
PRINT
GOSUB 8100: REM * PAUSE *
PRINT "1. Only key ideas (words and phrases)"
2558 GOSUB 8100: REM * PAUSE *
2560 PRINT "2. Key ideas are connected with lines"
2562 PRINT " to show which ideas are related."
2564 PRINT
2566 GOSUB 8100: REM * PAUSE *
2568 PRINT "3. Key ideas are arranged higher or"
2570 PRINT " lower to show which ideas are more"
2572 PRINT " important."
2574 GOSUB 8100: REM * PAUSE *
2576 GOSUB 8500: REM * USER PAUSE *
2580 HOME
2581 GOSUB 8720: REM * FORMAT *
2582 PRINT
2584 PRINT " Remember to follow the six steps"
2586 PRINT
2587 PRINT "in graphic organizing;"
2588 GOSUB 8740: REM * FORMAT *
2589 GOSUB 5550: REM * STEPS *
2591 GOSUB 4000: REM * FILE SCORE *
2596 GOSUB 8500: REM * USER PAUSE *
2600 HOME
2602 GOSUB 8730: REM * FORMAT *
2604 VTAB 8: HTAB 1
2606 PRINT "Goodbye for now, ":N$:":."
2608 PRINT
2610 PRINT "I hope you have enjoyed this program."
2612 PRINT : PRINT : PRINT
2614 PRINT "Be sure to tell your teacher that you"
2616 PRINT
2618 PRINT "are ready to try a paragraph by"
2620 PRINT
2622 PRINT "by yourself."
2625 GOSUB 8500: REM * USER PAUSE *
2625 GOSUB 9000: REM * THE END *
2699 END
4000 REM ***************
4002 REM * FILE SCORE *
4004 REM ***************
4010 LET D$ = CHR$ (4); REM * CTRL D *
4012 PRINT D$:"OPEN NOTE2,L100"
4014 PRINT D$:"READ NOTE2,RO"
4016 INPUT N
4018 PRINT D$:"CLOSE NOTE2"
4020 N = N + 1
4022 PRINT D$:"OPEN NOTE2,L100"
4024 PRINT D$:"WRITE NOTE2, R";N
4026 PRINT NAME
4028 PRINT HE
4030 PRINT MS$
4032 PRINT D$:"CLOSE NOTE2"
211

4034 PRINT D$; "OPEN NOTE2, L100"
4036 PRINT D$; "WRITE NOTE2, RO"
4038 PRINT N
4040 PRINT D$; "CLOSE NOTE2"
4050 RETURN
5000 REM ******************
5002 REM * HELP SCREEN *
5004 REM ******************
5006 LET K = 1
5008 LET H = H + 1
5010 HOME
5012 PRINT
5020 PRINT "IMPORTANT RESULT - the main idea in a"
5022 PRINT "cause/effect paragraph. It is what"
5024 PRINT "everything else led up to."
5026 PRINT : PRINT
5030 PRINT "IMPORTANT CAUSE - the main reason that"
5032 PRINT "the important result happened."
5034 PRINT : PRINT
5036 PRINT "CONTRIBUTING CAUSE - part of the"
5038 PRINT "important cause, but not important"n
5040 PRINT "enough by itself to have made the"
5042 PRINT "important result happen."n
5044 PRINT : PRINT
5050 PRINT "EXTRA INFORMATION - details that an"
5052 PRINT "an author adds to make a paragraph"
5054 PRINT "more interesting and easier to"
5056 PRINT "understand."
5060 GOSUB 8500: REM * USER PAUSE *
5062 RETURN
5100 REM ******************
5102 REM * PARAGRAPH - FT1 *
5104 REM ******************
5110 HOME
5111 GOSUB 8750: REM * FORMAT *
5112 PRINT
5114 PRINT "An animal is endangered if so man,"n
5116 PRINT "of them have died that in a few years"
5118 PRINT "there may be none left. Special laws"
5120 PRINT "were written to protect eagles because"
5122 PRINT "they are endangered."
5124 RETURN
5150 REM * PARAGRAPH FT2 *
5151 HOME
5152 GOSUB 8750: REM * FORMAT *
5153 PRINT
Eagles are endangered because hunters

have killed many eagles. Alaska

is one place where eagles were hunted.

Another reason eagles are endangered

is because pesticides are killing

them. A pesticide is a chemical used

to kill harmful insects and animals.

Special laws protect eagles

CONTRIBUTING CAUSE
5500 REM ***********
5502 REM * STEPS *
5504 REM ***********
5506 HOME
5510 GOSUB 8770: REM * FORMAT *
5512 VTAB 8: HTAB 1
5514 PRINT " You have finished the first step;"
5516 VTAB 14: HTAB 1
5518 PRINT " 1. Read the paragraph and think"
5520 PRINT " about how ideas are related."
5524 GOSUB 8500: REM * USER FAUSE *
5526 HOME
5527 GOSUB 8770: REM * FORMAT *
5529 PRINT
5532 PRINT: PRINT " Next, you will do these steps:
"
5535 GOSUB 8794: REM * FORMAT *
5537 VTAB 10: HTAB 1
5538 LET P = 2: REM * FLAG *
5540 GOTO 5518: REM * SKIP STEP #1 *
5542 PRINT: REM * STEPS *
5544 PRINT " 1. Read the paragraph and think about"
5546 PRINT " how ideas are related."
5548 PRINT: GOSUB 8100: REM * PAUSE *
5550 PRINT " 2. Identify the important result."
5552 PRINT: GOSUB 8100: REM * PAUSE *
5554 PRINT " 3. Identify the important notes."
5556 PRINT: GOSUB 8100: REM * PAUSE *
5558 PRINT " 4. Identify, contributing details."
5560 PRINT: GOSUB 8100: REM * PAUSE *
5562 PRINT " 5. List, cut out extra information." 
5564 IF P = 1 THEN GOTO 5518: REM * RETURN *
5566 PRINT: GOSUB 8100: REM * PAUSE *
5568 PRINT " 6. Arrange these ideas into a" 
5570 PRINT " graphic organizer with lines."
5572 PRINT " connecting related ideas."
5574 GOSUB 8100: REM * PAUSE *
5576 RETURN
5578 REM * PHRASES *
5580 LET P = 1: LET P1 = "1"
5582 SPEED = 100:
5584 VTAB 5: HTAB 3
5586 PRINT "-------------------------------------"
5588 PRINT
5590 PRINT "-------------------------------------"
5592 PRINT "-------------------------------------"
5594 PRINT
5596 PRINT "-------------------------------------"
5600 GOTO 6000: REM * RETURN *
214

6050 REM * PHRASE 2 *
6052 LET P = 2: LET P$ = "2"
6054 SPEED = 100
6056 VTAB 9: HTAB 26
6058 PRINT "--------------------"
6060 PRINT
6062 PRINT "--------------------"
6064 GOTO 6500: REM * RETURN *
6100 REM * PHRASE 3 *
6102 LET P = 3: LET P$ = "3"
6104 SPEED = 100
6106 VTAB 11: HTAB 22
6108 PRINT "---------"
6110 PRINT
6112 PRINT "--------------------"
6150 GOTO 6500: REM * RETURN *
6154 SPEED = 100
6156 VTAB 5: HTAB 1
6158 PRINT "---------"
6160 PRINT
6162 PRINT "--------------------"
6300 REM * PHRASE 7 *
6302 LET P = 7: LET P$ = "7"
6304 SPEED = 100
6306 VTAB 5: HTAB 1
6308 PRINT "--------------------"
6350 REM * PHRASE 8 *
6352 LET P = 8: LET P$ = "8"
6354 SPEED = 100
6356 VTAB 7: HTAB 4
6358 PRINT "--------------------"
215

6762 PRINT "-----"  
6764 GOTO 6500: REM * RETURN *  
6400 REM * PHRASE 9 *  
6402 LET P = 9: LET P$ = "9"  
6404 SPEED = 100  
6406 VTAB 9: HTAB 8  
6408 PRINT "-----------------------------"  
6410 PRINT  
6412 PRINT "--------------------------------"  
6414 GOTO 6500: REM * RETURN *  
6450 REM * PHRASE 10 *  
6452 LET P = 10: LET P$ = "10"  
6454 SPEED = 100  
6456 VTAB 1: HTAB 24  
6458 PRINT "-----"  
6460 PRINT  
6462 PRINT "--------------------------------"  
6464 GOTO 6500: REM * RETURN *  
6500 SPEED = 250  
6502 RETURN  
7000 REM ***************  
7002 REM * CORRECT *  
7004 REM ***************  
7014 HOME  
7016 GOSUB 8750: REM * FORMAT *  
7014 VTAB 6: HTAB 1  
7018 PRINT "Yes, ";N$;""  
7019 PRINT  
7020 PRINT P$  
7022 PRINT  
7024 PRINT $1  
7026 PRINT  
7028 PRINT T$  
7030 PRINT  
7032 IF $1 = "1K" OR $1 = "1L" THEN PRINT "is the "  
7034 IF $1 = "CC" THEN PRINT "is a ";LV$;""  
7036 IF $1 = "EX" THEN PRINT "is ";LV$;""  
7040 GOSUB 8500: REM * USER PAUSE *  
7042 LET I = 0  
7044 RETURN  
7100 REM ***************  
7102 REM * INCORRECT *  
7104 REM ***************  
7106 LET I = 1  
7114 HOME  
7116 GOSUB 8750: REM * FORMAT *  
7118 PRINT : PRINT ";N$;"  
7120 PRINT : PRINT R$  
7122 PRINT : PRINT "$
PRINT: PRINT T$  
IF AN$ = "IR" OR AN$ = "IC" THEN PRINT: PRINT "is not the ;LV$;"."
IF AN$ = "CC" THEN PRINT: PRINT "is not a ;LV$;"."
IF AN$ = "EX" THEN PRINT: PRINT "is not ;LV$;"."
IF P = 1 THEN GOTO 7700: REM * DEFINITION *
IF P = 4 OR P = 7 THEN GOTO 7600: REM * RESTATE D IC *
IF AN$ = "IR" THEN GOTO 7200: REM * NOT IR *
IF AN$ = "IC" THEN GOTO 7300: REM * NOT IC *
IF AN$ = "CC" THEN GOTO 7400: REM * NOT CC *
IF AN$ = "EX" THEN GOTO 7500: REM * NOT EX *
REM * NOT IR *
PRINT "The IMPORTANT RESULT is what."
PRINT "everything else in the paragraph led."
PRINT "or, i.e. It is what everything else"  
PRINT "caused."
GOTO 7800: REM * RETURN *
REM * NOT IC *
PRINT "The IMPORTANT CAUSE is the main"  
PRINT "reason that the IMPORTANT RESULT"  
PRINT "happened."
PRINT: PRINT
GOTO 7800: REM * RETURN *
REM * NOT CC *
PRINT "A CONTRIBUTING CAUSE is part of"  
PRINT "the IMPORTANT CAUSE, but not important"  
PRINT "enough by itself to have made the"  
PRINT "IMPORTANT RESULT happen."
GOTO 7800: REM * RETURN *
REM * NOT EX *
PRINT "EXTRA INFORMATION is detail that"  
PRINT "an author adds to make a paragraph more"  
PRINT "interesting and easier to understand."
This phrase is restating the

"IMPORTANT CAUSE. We know that if"

"information is written more than once"

"that it is important to remember.

This sentence is a definition. It

"is background information that you need"

"to help you understand this paragraph."

"Look at this phrase again."

LET WC = WC + 1

LET MS$ = MS$ + ")" + P$ + "" + AN$ + ""

GOSUB 8500: REM * USER PAUSE *

RETURN

REM *************************************************

REM * SUBROUTINE - PAUSE *

REM *************************************************

REM * SHORT PAUSE *

FOR T = 1 TO 500: NEXT T

RETURN

REM * LONG PAUSE *

FOR T = 1 TO 1000: NEXT T

RETURN

REM * USER CONTROL PAUSE *

HTAB 1: VTAB 25

PRINT "Press SPACE BAR ";

GET E$

RETURN

HTAB 1: VTAB 25

PRINT "Please press SPACE BAR to CONTINUE"

GET E$

RETURN

REM * EXAMPLE REQUEST *

HTAB 1: VTAB 25

PRINT "Press SPACE BAR"
8630 PRINT "Please press SPACE BAR for EXAMPLE ";
8640 GET E$
8650 RETURN
8660 REM * CONTINUE PARAGRAPH *
8662 HTAB 1: VTAB 22
8664 PRINT "==================================================================="
8666 PRINT "Please press SPACE BAR to see the"
8668 PRINT "rest of the PARAGRAPH ";
8670 GET E$
8672 RETURN
8700 REM *******************************
8702 REM * SUBROUTINE - FORMAT *
8704 REM *******************************
8710 REM
8720 VTAB 1
8725 GOTO 8800
8730 VTAB 2
8735 GOTO 8800
8740 VTAB 6
8745 GOTO 8800
8749 GOTO 8800
8750 VTAB 11
8755 GOTO 8800
8760 VTAB 12
8765 GOTO 8800
8770 VTAB 14
8775 GOTO 8800
8780 VTAB 16
8785 GOTO 8800
8790 VTAB 18
8795 GOTO 8800
8800 VTAB 8
8805 GOTO 8800
8810 HTAB 1
8815 PRINT "==================================================================="
8820 RETURN
8900 REM *******************************
8902 REM * RESPONSE SELECTION *
8904 REM *******************************
8910 REM * PHRASE PLACEMENT *
8915 VTAB 21: HTAB 1
8920 PRINT "==================================================================="
8925 IF F = 2 THEN GOTO 8930
8930 IF F = 3 THEN GOTO 8936
8922 PRINT "Type the letters that are in front of"
8924 PRINT "the idea that should be at the TOP of"
8926 PRINT "the graphic organizer"
8928 PRINT "... and press RETURN: "; GOTO 8940
8930 PRINT "Type the letters that are in front of"
PRINT "the idea that should be SECOND on"
PRINT "the graphic organizer"
PRINT ". . . and press RETURN: ": GOTO 8940
PRINT "Type the letters that are in front of"
PRINT "(and press RETURN: ": GOTO 8940
PRINT "BOTTOM of the graphic organizer"
PRINT ". . . and press RETURN: ": GOTO 8940
PRINT 
INPUT ": AN$"
GOSUB 9400: REM * REMOVE SPACES *
IF AN$ = "IR" OR AN$ = "IC" OR AN$ = "CC" OR AN$ = "EX" THEN GOSUB 9500: GOTO 8950
GOSUB 9500: REM * ERROR *
RETURN
REM * PHRASE SELECTION *
HTAB 1: VTAB 17
PRINT "---------------------------" IR = IMPORTANT RESULT"
PRINT " IC = IMPORTANT CAUSE"
PRINT " CC = CONTRIBUTING CAUSE"
PRINT " EX = EXTRA INFORMATION"
PRINT " (Type HELP for definitions)"
PRINT "---------------------------"
PRINT " (and press RETURN)"
HTAB 7: VTAB 24
INPUT ": AN$"
GOSUB 9400: REM * REMOVE SPACES *
IF AN$ = "IR" OR AN$ = "IC" OR AN$ = "CC" OR AN$ = "EX" OR LEFT$ (AN$, 1) = "H" THEN GOSUB 9500: GOTO 990
GOSUB 9500: REM * ERROR *
RETURN
REM ************
REM * THE END *
REM ************
HOME
GOSUB 8730
PRINT : PRINT : PRINT : PRINT
PRINT "TTTTTT T H H EEEEE"
PRINT " T H H E"
PRINT " T HHHHH EEE"
PRINT " T H H E"
PRINT " T H H EEEEE"
PRINT : PRINT : PRINT
PRINT EEEEE N N DDD"
PRINT " E NN N D D"
PRINT " EEE N N N D D"
PRINT " E N N N D D"
PRINT " EEEE N N N D D"
PRINT : PRINT : PRINT
GOSUB 8730
9070 RETURN
9200 REM *************************************
9202 REM * EVALUATE RESPONSE *
9204 REM *************************************
9210 IF LEFT$(AN$, 1) = "H" THEN GOSUB 5000: GOTO 9400
9212 IF AN$ = "IR" THEN LV$ = "IMPORTANT RESULT"
9214 IF AN$ = "IC" THEN LV$ = "IMPORTANT CAUSE"
9216 IF AN$ = "CC" THEN LV$ = "CONTRIBUTING CAUSE"
9218 IF AN$ = "EX" THEN LV$ = "EXTRA INFORMATION"
9220 REM * CORRECT RESPONSES *
9230 IF AN$ = "IR" AND P = 2 THEN GOSUB 7000: GOTO 9400
9232 IF AN$ = "IC" AND P = 3 THEN GOSUB 7000: GOTO 9400
9234 IF AN$ = "IC" AND P = 4 THEN GOSUB 7000: GOTO 9400
9236 IF AN$ = "IC" AND P = 7 THEN GOSUB 7000: GOTO 9400
9238 IF AN$ = "CC" AND P = 5 THEN GOSUB 7000: GOTO 9400
9240 IF AN$ = "CC" AND P = 8 THEN GOSUB 7000: GOTO 9400
9242 IF AN$ = "EX" AND P = 1 THEN GOSUB 7000: GOTO 9400
9244 IF AN$ = "EX" AND P = 6 THEN GOSUB 7000: GOTO 9400
9246 IF AN$ = "EX" AND P = 9 THEN GOSUB 7000: GOTO 9400
9248 IF AN$ = "EX" AND P = 10 THEN GOSUB 7000: GOTO 9400
9250 GOSUB 7100: REM * INCORRECT *
9300 RETURN
9400 REM ******************************
9402 REM * REMOVE SPACES *
9404 REM ******************************
9410 LET A = LEN (AN$)
9412 FOR J = 1 TO A
9414 IF MID$(AN$, J, 1) = " " THEN GOTO 9420
9416 LET A$ = A$ + MID$(AN$, J, 1)
9420 NEXT J
9422 LET AN$ = A$
9424 LET A$ = ""
9430 RETURN
9500 REM ******************************
9502 REM * EVALUATE RESPONSE *
9504 REM ******************************
9510 IF AN$ = "IR" AND P = 1 THEN GOTO 9600
9512 IF AN$ = "IC" AND P = 2 THEN GOTO 9600
9514 IF AN$ = "CC" AND P = 3 THEN GOTO 9600
221

9516  GOTO 9700: REM * INCORRECT *
9600  REM * CORRECT *
9606  LET K = 0
9610  HOME
9612  GOSUB 8720: REM * FORMAT *
9614  PRINT
9616  PRINT "Yes, that is right,"
9618  PRINT
9620  IF AN* = "IC" OR AN* = "CC" THEN GOTO 9650
9622  GOSUB 8000: REM * PAUSE *
9626  GOSUB 5250: REM * IR *
9628  PRINT : GOSUB 8000: REM * PAUSE *
9630  GOSUB 5290: REM * CC *
9632  PRINT : GOSUB 8000: REM * PAUSE *
9634  GOSUB 5240: REM * CC *
9636  PRINT : GOSUB 8000: REM * PAUSE *
9638  GOSUB 5270: REM * IC *
9640  GOTO 9898: REM RETURN
9650  GOSUB 8000: REM * PAUSE *
9652  GOSUB 5250: REM * IR *
9654  PRINT : GOSUB 8000: REM * PAUSE *
9656  GOSUB 5270: REM * IC *
9658  PRINT : GOSUB 8000: REM * PAUSE *
9660  GOSUB 5290: REM * CC *
9662  PRINT : GOSUB 8000: REM * PAUSE *
9664  GOSUB 5240: REM * CC *
9670  GOTO 9898: REM * RETURN *
9700  REM * INCORRECT *
9706  LET I = 1
9710  HOME
9712  GOSUB 8720: REM * FORMAT *
9714  PRINT : PRINT "No, "$; AN*; "."
9716  PRINT
9718  IF AN* = "CC" THEN GOSUB 5290
9720  IF AN* = "IC" AND F = 1 THEN GOSUB 5270: GOTO 9850
9722  IF AN* = "IC" AND F = 0 THEN GOSUB 5270: GOTO 9880
9730  IF AN* = "IF" THEN GOSUB 5250: GOTO 9800
9732  PRINT : PRINT : REM * CC *
9734  PRINT "This is only a part of the"
9736  PRINT "---"
9738  PRINT "IMPORTANT CAUSE. It is not important"
9740  PRINT
9742  PRINT "enough to go up high on a graphic"
9744  PRINT
9746  PRINT "organizer."
9748  GOTO 9898
9800  REM * IR *
9802  PRINT : PRINT
This is the most important idea. It is what all the other ideas led up to. That is why you have already placed the IMPORTANT RESULT at the top of the list.

The IMPORTANT CAUSE is one of the important ideas in a cause-effect paragraph. In this paragraph, look for the key idea that tells about what the IMPORTANT CAUSE made happen.

The IMPORTANT CAUSE is one of the important ideas in this paragraph. That is why you have already placed the IMPORTANT CAUSE second on this list.

That is not an acceptable response. Check the directions and try again.
22:3
9926 LET E = 1
9928 GOSUB 8500: REM * USER PAUSE *
9930 RETURN
10000 REM **********************************************************
10002 REM * GRAPHIC ORGANIZERS *
10004 REM **********************************************************
10010 REM * EMPTY ORGANIZER *
10012 HOME
10014 PRINT
10016 PRINT
10018 PRINT
10020 PRINT "(IMPORTANT RESULT)"
10022 PRINT "(*)"
10024 PRINT "(!)"
10026 PRINT "(!)"
10028 PRINT "***** (IMPORTANT CAUSE)*****"
10030 PRINT "(*) (*) (*)"
10032 PRINT "(!) (!) (!)"
10034 PRINT "(!) (!) (!)"
10036 PRINT "(!) (!) (!)"
10038 PRINT "***** (CONTRIBUTING CAUSE)*****"
10040 PRINT "(*) (*) (*)"
10042 PRINT "(!) (!) (!)"
10044 PRINT "(!) (!) (!)"
10046 PRINT "***** (CONTRIBUTING CAUSE)*****"
10048 PRINT "(*) (*) (*)"
10050 PRINT "(!) (!) (!)"
10052 PRINT "(!) (!) (!)"
10054 PRINT "***** (CONTRIBUTING CAUSE)*****"
10056 PRINT
10060 REM * FILL IN GO *
10068 REM * IMPORTANT RESULT *
10110 GOSUB 8000: REM PAUSE
10112 VTAB 2: HTAB 1
10114 PRINT "The fishing industry IS"
10116 PRINT "in financial difficulty"
10118 INVERSE
10120 PRINT "(IMPORTANT RESULT)"
10122 NORMAL
10130 REM * IMPORTANT CAUSE *
10134 GOSUB 8100: REM PAUSE
10136 VTAB 6: HTAB 20
10138 PRINT "There are fewer and"
10140 HTAB 21
10142 PRINT "fewer big fish"
10144 HTAB 22
10146 INVERSE
10148 PRINT "(IMPORTANT CAUSE)"
10150 NORMAL
REM * CONTRIBUTING CAUSE *
GOSUB 8100: REM * PAUSE *
VTAB 11: HTAB 1
PRINT "Fishermen have"
PRINT "used Gill nets"
INVERSE
PRINT "\"(CONTRIBUTING CAUSE)\"
NORMAL
REM * CONTRIBUTING CAUSE *
GOSUB 8100: REM * PAUSE *
VTAB 15: HTAB 1
PRINT "Pollution is"
PRINT "killing fish"
INVERSE
PRINT "\"(CONTRIBUTING CAUSE)\"
NORMAL
REM * CONTRIBUTING CAUSE *
GOSUB 8100: REM * PAUSE *
VTAB 19: HTAB 1
PRINT "Increase in the number"
PRINT "of sport fishermen"
INVERSE
PRINT "\"(CONTRIBUTING CAUSE)\"
NORMAL
GOSUB Bl00: F E M  *  PAUSE *
RETURN
REM *****************
RE'N *  CAUSE RE DUE ST *
REM ************
REM *********
REM *  LINES *
REM **********
HOME
GOSUE 8750: REM * FORMAT *
VTAB 4: HTAB 1
GOSUB 5250: REM * 1R *
VTAB 18: HTAB 1
GOSUB 5270: REM * 1C *
LET K = 1: LET IC = 1
VTAB 19: HTAB 20
SPEED= 50
PRINT "--------------------"
INVERSE
10634 FOR J = 1 TO 13
10636 LET L = 19 - J
10640 IF K = 1 THEN VTAB L: HTAB 33: PRINT " "
10641 IF K = 0 THEN VTAB L: HTAB 33: PRINT ":"
10642 NEXT J
10650 NORMAL
10654 IF K = 1 THEN I = 0: GOTO 10636
10656 VTAB 6: HTAB 33: PRINT " "
10660 GOTO 11050: REM * RETURN *
10660 REM * CC *
10702 LET K = 1
10704 HOME
10710 IF CC = 0 THEN GOTO 10800
10712 LET CC = 1
10714 GOSUB 8730: REM * FORMAT *
10716 VTAB 4: HTAB 1
10718 GOSUB 5270: REM * IC *
10719 VTAB 5: HTAB 20: PRINT " "
10720 VTAB 11: HTAB 1
10722 GOSUB 5290: REM * CC *
10724 VTAB 18: HTAB 1
10726 GOSUB 5310: REM * CC *
10728 SPEED = 50
10732 VTAB 12: HTAB 20
10734 PRINT " "
10736 INVERSE
10740 FOR K = 1 TO 6
10742 LET L = 12 - J
10744 IF K = 1 THEN VTAB L: HTAB 33: PRINT " "
10746 IF K = 0 THEN VTAB L: HTAB 33: PRINT ":"
10750 NEXT J
10760 NORMAL
10762 SPEED = 250
10764 IF K = 1 THEN I = 0: GOTO 10740
10770 VTAB 6: HTAB 33: PRINT " "
10790 GOTO 11050: REM * RETURN *
10800 REM * CC *
10802 LET K = 1: LET CC = 2
10810 HOME
10814 GOSUB 8730: REM * FORMAT *
10816 VTAB 4: HTAB 1
10818 GOSUB 5270: REM * IC *
10819 VTAB 5: HTAB 20: PRINT " "
10820 VTAB 11: HTAB 1
10822 GOSUB 5290: REM * CC *
10824 VTAB 18: HTAB 1
10826 GOSUB 5310: REM * CC *
10830 SPEED = 75
VTAB 12: HTAB 20
PRINT "-------------"
VTAB 19: HTAB 20
PRINT "-------------"
INVERSE
FOR J = 1 TO 7
LET L = 19 - J
IF K = 1 THEN VTAB L: HTAB 35: PRINT "::": HTAB 35: PRINT ""
IF K = 0 THEN VTAB L: HTAB 35: PRINT "::": HTAB 35: PRINT "";
NEXT J
FOR J = 1 TO 6
LET L = 12 - J
IF I = -1 THEN VTAB: L: HTAB 30: PRINT "": HTAB 30: PRINT "";
IF K = 0 THEN PRINT " : ": HTAB 30: PRINT "": HTAB 30: PRINT "";
END IF
END IF
NEXT J
NORMAL
SPEED = 250
IF K = 1 THEN F = 0: GOTO 10841
VTAB 6: HTAB 30: PRINT "": HTAB 35: PRINT "";
GOTO 11050: REM * RETURN *
REM * COMPLETE *
LET I = 1
HOME
GOSUB 8720: REM * FORMAT *
VTAB 4: HTAB 1: GOSUB 2000: REM * PAUSE *
GOSUB 5250
VTAB 5: HTAB 20: PRINT "-------------"
VTAB 9: HTAB 1: GOSUB 8100: REM * PAUSE *
GOSUB 5250: REM * IC *
VTAB 10: HTAB 20: PRINT "-------------"
VTAB 14: HTAB 1: GOSUB 8100: REM * PAUSE *
GOSUB 5250: REM * CC *
VTAB 15: HTAB 20: PRINT "-------------"
VTAB 19: HTAB 1: GOSUB 8100: REM * PAUSE *
GOSUB 5710: REM * CC *
VTAB 20: HTAB 6: PRINT "-------------"
FLASH: GOSUB 8100: REM * PAUSE *
VTAB 20: HTAB 1: PRINT "CC -------------"
INVERSE: SPEED = 50
FOR J = 1 TO 5
LET L = 20 - J
IF K = 1 THEN VTAB L: HTAB 32: PRINT "": HTAB 32: PRINT "";
IF K = 0 THEN VTAB L: HTAB 32: PRINT "": HTAB 32: PRINT "";
NEXT J
IF K = 1 THEN SPEED = 250: FLASH: VTAB 15: HTAB 1: PRINT "CC -------------": SPEED = 50:
INVERSE
10970 GOSUB B100: REM * PAUSE *
10971 FOR J = 1 TO 4
10972 LET L = 15 - J
10974 IF K = 1 THEN VTAB L: HTAB 50: PRINT "\n": HTAB 33: PRINT "\n"
10976 IF K = 0 THEN VTAB L: HTAB 50: PRINT ":": HTAB 33: PRINT ":"
10978 NEXT J
10980 NORMAL
10982 SF~ED= 250
10984 IF K = 1 THEN K = 0: GOTO 10960
10986 VTAB 11: HTAB 50: PRINT "\n": HTAB 33: PRINT ""
10988 FLASH
10990 VTAB 10: HTAB 1: PRINT "IR ------------------------"
10992 GOSUB B100: REM * PAUSE *
10994 NORMAL
10996 VTAB 15: HTAB 1: PRINT "CC ------------------------"
10998 VTAB 20: HTAB 1: PRINT "CC ------------------------"
11000 FLASH
11010 VTAB 10: HTAB 6: PRINT "------------------------"
11012 GOSUB B100: REM * PAUSE *
11014 LET K = 1
11016 SF~ED= 50
11018 INVERSE
11020 FOR J = 1 TO 4
11022 LET L = 10 - J
11024 IF K = 1 THEN VTAB L: HTAB 55: PRINT "\n"
11026 IF K = 0 THEN VTAB L: HTAB 55: PRINT ":"
11028 NEXT J
11030 NORMAL
11032 SF~ED= 250
11034 IF K = 1 THEN K = 0: GOTO 11020
11036 VTAB 6: HTAB 55: PRINT "\n"
11038 FLASH
11040 VTAB 5: HTAB 1: PRINT "IR ------------------------"
11042 NORMAL : GOSUB B100: REM * PAUSE *
11044 VTAB 10: HTAB 1: PRINT "IR ------------------------"
11046 GOSUB B100: REM * PAUSE *
11048 VTAB 5: HTAB 1: PRINT "IR ------------------------"
11050 GOSUB B500: REM * USER PAUSE *
11052 RETURN
To begin, please type your first name and last name (with a space between them) and press RETURN.

Please check to see if your name is spelled correctly:

* ";NA*; " *"
266 GOSUB 8770: REM * FORMAT *
268 PRINT "PRINT : PRINT"
272 PRINT "Please type 'YES' if it is."
274 PRINT
276 PRINT "Please type 'NO' if it is not."
278 PRINT : PRINT : PRINT
280 PRINT "and press RETURN: ";
282 INPUT "";A$;
284 IF LEFT$ (A$,1) = "N" OR LEFT$ (A$,1) = "n" THEN GOTO 200: REM * CORRECTION OF NAME *
290 REM * SELECT FIRST NAME *
292 FOR J = 1 TO LEN (NA$)
294 IF MID$ (NA$,J,1) = " " THEN GOTO 298
296 NEXT J
298 LET N$ = LEFT$ (NA$,J - 1)
300 HOME
302 PRINT : PRINT
304 PRINT "Let's review what you have"
306 PRINT
308 PRINT "learned about graphic organizers."
310 GOSUB 8740: REM * FORMAT *
312 PRINT
314 PRINT "1. Only key ideas (words and phrases)"
316 PRINT "are listed."
318 PRINT
320 PRINT "2. Key ideas are connected with lines"
322 PRINT "to show which ideas are related."
324 PRINT
326 PRINT "3. Key ideas are arranged higher or"
328 PRINT "lower to show which ideas are more"
330 PRINT "important."
332 GOSUB 8500: REM * USER PAUSE *
335 LET C = 1
338 HOME
354 GOSUB 8730: REM * FORMAT *
358 VTAB 12: HTAB 1
358 PRINT "When you press the SPACE BAR, you"
362 PRINT
364 PRINT "will see an example of a graphic "
366 PRINT "organizer."
368 GOSUB 8600: REM * EXAMPLE REQUEST *
370 HOME
372 GOSUB 10000: REM * GO *
376 HOME
378 GOSUB 8730: REM * FORMAT *
380 VTAB 8: HTAB 1
382 PRINT "The IMPORTANT RESULT and the"
384 PRINT
386 PRINT "IMPORTANT CAUSE are at the top of"
PRINT "a graphic organizer because they are"
PRINT "the most important information that you"
PRINT "need to remember."
GOSUB 8500; REM * USER PAUSE *
HOME
GOSUB 8730; REM * FORMAT *
VTAB 10; HTAB 1
PRINT "  The CONTRIBUTING CAUSES are listed"
PRINT "next under the IMPORTANT CAUSE because"
PRINT "they help you understand the IMPORTANT"
GOSUB B5DO; REM * USER PAUSE *
HOME
GOSUB 8730; REM * FORMAT *
VTAB 10; HTAB 1
PRINT "  EXTRA INFORMATION is not placed"
PRINT "on a graphic organizer because it is"
PRINT "not important for you to remember all"
PRINT "those details."
GOSUB 8500; REM * USER PAUSE *
HOME
GOSUB 8730; REM * FORMAT *
VTAB 12; HTAB 1
PRINT "  Lines are drawn to connect ideas"
PRINT "that are related."
GOSUB 8500; REM * USER PAUSE *
HOME
GOSUB 8720; REM * FORMAT *
GOSUB 8760; REM * FORMAT *
PRINT "  The IMPORTANT CAUSE is connected"
PRINT "to the IMPORTANT RESULT because the"
PRINT "IMPORTANT CAUSE made the IMPORTANT"
PRINT "RESULT happen."
GOSUB 8600; REM * EXAMPLE REQUEST *
GOSUB 6000; REM * EXAMPLE *
HOME
GOSUB 8720; REM * FORMAT *
GOSUB 8770; REM * FORMAT *
PRINT "Lines are drawn from each"
PRINT "CONTRIBUTING CAUSE to the IMPORTANT"
PRINT "CAUSE because together they made"
PRINT "the IMPORTANT CAUSE happen."
GOSUB B600: REM * EXAMPLE REQUEST *
GOSUB 6100: REM * EXAMPLE *
HOME
GOSUB B720: REM * FORMAT *
PRINT "Here is how to make a graphic"
PRINT "organizer for a cause/effect paragraph."
GOSUB B740: REM * FORMAT *
PRINT "1. Read the paragraph and think about"
PRINT "how ideas are related."
PRINT "2. Identify the important result."
PRINT "3. Identify the important cause."
PRINT "4. Identify contributing causes."
PRINT "5. Leave out extra information."
PRINT "6. Arrange these key ideas into a"
PRINT "graphic organizer with lines"
PRINT "connecting related ideas."
GOSUB B500: REM USER PAUSE
HOME
VTAB 8: HTAB 1
PRINT N$; ","
PRINT "Here is a paragraph for you to "
PRINT "read and I will help you make a graphic"
PRINT "organizer for it."
GOSUB B500: REM USER PAUSE
HOME
PRINT "Let's begin, ";N$;"
GOSUB B740: REM FORMAT
VTAB 10: HTAB 1
PRINT "1. Read the text and think about"
PRINT
PRINT " how ideas are related."
GOSUB 8500: REM USER PAUSE
HOME
PRINT " Interstate Highways"
PRINT : PRINT
GOSUB 5000: REM PARAGRAPH
GOSUB 8500: REM USER PAUSE
HOME
GOSUB 5150: REM PARAGRAPH
GOSUB 8500: REM * USER PAUSE *
HOME
GOSUB 8730: REM * FORMAT *
VTAB 6: HTAB 1
PRINT : PRINT N$; ","
PRINT : PRINT
PRINT "I will show you an empty graphic"
PRINT
PRINT "organizer and then you will select"
PRINT
PRINT "the phrases that should go on it."
VTAB 18: HTAB 1
PRINT "Here is the graphic organizer:
GOSUB 8600: REM EXAMPLE REQUEST
HOME
C = 1: REM EMPTY GO
GOSUB 10000: REM VIEW GO
HOME
PRINT " Think about each phrase as I"
PRINT
PRINT "underline it. If you think a phrase is:
PRINT
PRINT "the IMPORTANT RESULT, type IR,"
PRINT
PRINT "the IMPORTANT CAUSE, type IC,"
PRINT
PRINT "a CONTRIBUTING CAUSE, type CC,"
PRINT
PRINT "or just EXTRA INFORMATION, type EX."
GOSUB 13300: REM UNDERLINE
VTAB 14: HTAB 1
PRINT : PRINT : PRINT
PRINT "If you want to see the GRAPHIC"
PRINT
PRINT "ORGANIZER, type GO."
PRINT
PRINT "... then press RETURN."
GOSUB 8500: REM USER PAUSE
HOME: LET E = 0
GOSUB 5000: REM PARAGRAPH
LET R$ = "'The United States built an"
LET S$ = "'interstate highway system'"
LET P = 1: LET C = 1: LET P* = "'1"
GOSUB 13000: REM PHRASE 1
GOSUB 9200: REM EVALUATE RESPONSE
IF E = 1 OR K = 1 THEN GOTO 1000
LET C = 2
GOSUB 10000: REM VIEW GO
HOME : LET E = 0
GOSUB 5000: REM PARAGRAPH
LET R$ = "'Highways were not safe'"
LET S$ = ""
LET P = 2: LET C = 2: LET P* = "'2"
GOSUB 13030: REM PHRASE 2
GOSUB 9200: REM EVALUATE RESPONSE
IF E = 1 OR K = 1 THEN GOTO 1030
LET C = 3
GOSUB 10000: REM VIEW GO
HOME : LET E = 0
GOSUB 5000: REM PARAGRAPH
LET R$ = "'Most roads were narrow"
LET S$ = "two-lane roads'"
LET P = 4: LET C = 3: LET P* = "'4"
GOSUB 13070: REM PHRASE 4
GOSUB 9200: REM EVALUATE RESPONSE
IF E = 1 OR K = 1 THEN GOTO 1070
LET C = 4
GOSUB 10000: REM VIEW GO
HOME : LET E = 0
GOSUB 5000: REM PARAGRAPH
LET R$ = "'Two lane roads are wide enough"
LET S$ = "for only two cars to go by'"
LET P = 5: LET C = 4: LET P* = "'5"
GOSUB 13040: REM PHRASE 5
GOSUB 9200: REM EVALUATE RESPONSE
IF E = 1 OR K = 1 THEN GOTO 1090
HOME : LET E = 0
GOSUB 5150: REM PARAGRAPH
LET R$ = "'They had sharp curves'"
LET S$ = ""
LET P = 7: LET C = 4: LET P* = "'7"
GOSUB 13140: REM PHRASE 7
GOSUB 9200: REM EVALUATE RESPONSE
IF E = 1 OR K = 1 THEN GOTO 1130
LET C = 5
GOSUB 10000: REM VIEW GO
HOME : LET E = 0
GOSUB 5150: REM PARAGRAPH
LET R$ = "'Sharp curves are places where"
LET $S^*$ = "a road zigzags""
LET $P = 8$: LET $C = 5$: LET $P^* = "8"
GOSUB 13160: REM PHRASE 8
GOSUB 9200: REM EVALUATE RESPONSE
IF $E = 1$ OR $K = 1$ THEN GOTO 1150
HOME: LET $E = 0$
GOSUB 5150: REM PARAGRAPH
LET $R^*$ = ":There were many intersections:""
LET $S^*$ = ""
LET $P = 9$: LET $C = 5$: LET $P^* = "9"
GOSUB 13180: REM PHRASE 9
GOSUB 9200: REM EVALUATE RESPONSE
IF $E = 1$ OR $K = 1$ THEN GOTO 1170
LET $C = 6$
GOSUB 10000: REM VIEW GO
HOME: LET $E = 0$
GOSUB 5150: REM PARAGRAPH
LET $R^*$ = "Places where two roads cross"
LET $S^*$ = "are called intersections"
LET $P = 10$: LET $C = 6$: LET $P^* = "10"
GOSUB 13200: REM PHRASE 10
GOSUB 9200: REM EVALUATE RESPONSE
IF $E = 1$ OR $K = 1$ THEN GOTO 1190
HOME
PRINT: PRINT
PRINT "Good work, ";$N$;"!"
PRINT: PRINT
PRINT "You have selected the IMPORTANT"
PRINT
PRINT "RESULT, the IMPORTANT CAUSE, "
PRINT
PRINT "and CONTRIBUTING CAUSES."
PRINT
PRINT "Let's look at a list of these key"
PRINT
PRINT "ideas."
GOSUB 8600: REM REQUEST EXAMPLE
HOME
GOSUB 8700: REM * FORMAT *
LET $C = 6$
GOSUB 10100: REM * LIST KEY IDEAS *
HOME
REM * CREATE GRAPHIC ORGANIZER *
GOSUB 4200
HOME
PRINT "Very good, ";$N$;"!"
PRINT: PRINT
PRINT "You are now ready to try a"
1272 PRINT
1274 PRINT "yourself! Ask your teacher for a"
1276 PRINT
1278 PRINT "paragraph. Read the paragraph and"
1280 PRINT
1282 PRINT "complete the graphic organizer on the"
1284 PRINT
1286 PRINT "second page just like you did with"
1288 PRINT
1289 PRINT "me at the computer."
1290 PRINT : PRINT : PRINT " Remember to follow the steps for"
1291 PRINT : PRINT "making a cause/effect graphic organizer."
1292 GOSUB 8500: REM USER PAUSE
1294 HOME
1295 GOSUB 8730: REM * FORMAT *
1296 PRINT "Let's review the steps in making"
1298 PRINT
1300 PRINT "a cause/effect graphic organizer:""
1304 GOSUB 8740: REM * FORMAT *
1306 PRINT : GOSUB 8100: REM * PAUSE *
1308 PRINT "1. Read the text and think about" how ideas are related."
1312 PRINT : GOSUB 8100: REM * PAUSE *
1314 PRINT : GOSUB 8100: REM * PAUSE *
1316 PRINT "2. Identify the important result."
1318 PRINT : GOSUB 8100: REM * PAUSE *
1320 PRINT "3. Identify the important cause."
1322 PRINT : GOSUB 8100: REM * PAUSE *
1324 PRINT "4. Identify contributing causes."
1326 PRINT : GOSUB 8100: REM * PAUSE *
1328 PRINT "5. Leave out extra information."
1330 PRINT : GOSUB 8100: REM * PAUSE *
1332 PRINT "6. Arrange these key ideas into a" graphic organizer with lines"
1334 PRINT " connecting related ideas."
1336 GOSUB 4000: REM * FILE *
1342 GOSUB 8500: REM USER PAUSE
1350 HOME
1352 VTAB 5: HTAB 1
1354 PRINT "Goodbye for now, "!:N!:!"
1356 PRINT : PRINT : PRINT "Don’t forget to use a graphic organizer"
1360 PRINT : PRINT
1362 PRINT "when you want to remember what you have"
1364 PRINT : PRINT
1366 PRINT "read."
1368 GOSUB 8500
1400 GOSUB 9000: REM * THE END *
1500 END
4000 REM  ***************
4002 REM  * FILE SCORE *
4004 REM  ***************
4010 LET D* = CHR* (4); REM  * CTRL D *
4012 PRINT D*; "OPEN NOTE3,L100"
4014 PRINT D*; "READ NOTE3,R0"
4016 INPUT N
4018 PRINT D*; "CLOSE NOTE3"
4020 N = N + 1
4022 PRINT D*; "OPEN NOTE3,L100"
4024 PRINT D*; "WRITE NOTE3,R"N
4026 PRINT NA*
4028 PRINT HE
4030 PRINT MS*
4032 PRINT D*; "CLOSE NOTE3"
4034 PRINT D*; "OPEN NOTE3,L100"
4036 PRINT D*; "WRITE NOTE3,R0"
4038 PRINT N
4040 PRINT D*; "CLOSE NOTE3"
4050 RETURN
4200 REM  * LINES *
4202 PRINT " Now that we have listed the key"
4204 PRINT
4206 PRINT "ideas, "N;",".
4207 PRINT
4208 PRINT "we must connect related ideas with"
4210 PRINT
4212 PRINT "lines' to turn this list into a"
4214 PRINT
4216 PRINT "graphic organizer."
4218 PRINT : PRINT : PRINT
4220 PRINT " Press the SPACE BAR when you are"
4222 PRINT
4224 PRINT "ready and I will draw the lines."
4226 GOSUB 8600; REM  * EXAMPLE REQUEST *
4228 GOSUB 15000; REM  * LIST *
4400 RETURN
5000 REM  * PARA 2/PT 1 *
5028 PRINT " The United States built an"
5030 PRINT
5040 PRINT "interstate highway system because"
5042 PRINT
5044 PRINT "most highways were not safe enough"
5046 PRINT
5048 PRINT "for large numbers of trucks and cars."
5050 PRINT
5102 PRINT "One reason the roads were not safe"
5104 PRINT
5106 PRINT "was because most roads were narrow"
5108 PRINT
5110 PRINT "two-lane roads. Two-lane roads are"
PRINT "wide enough for only two cars to go by."
RETURN
REM * PARA 2/PT3 *
PRINT "Another reason the roads were not safe"
PRINT "was because they had sharp curves."
PRINT "Sharp curves are places where a road"
PRINT "zigzags. Roads were unsafe also"
PRINT "due to the fact that there were many"
PRINT "intersections. Places where two roads"
PRINT "cross are called intersections."
PRINT REM
RETURN
REM * EXAMPLE *
VTAB 3: HTAB 1
PRINT " IMPORTANT RESULT"
PRINT " ------------------------"
VTAB 9: HTAB 24
PRINT " IMPORTANT CAUSE"
HTAB 20
PRINT "------------------------"
GOSUB 8100: REM * PAUSE *
FLASH
VTAB 10: HTAB 20
PRINT " -------------------------"
GOSUB 8100: REM * PAUSE *
FLASH
VTAB 5: HTAB 20: PRINT "^"
VTAB 10; HTAB 20
PRINT "-----------------------------"
GOSUB 8100: REM * PAUSE *
VTAB 4; HTAB 1
PRINT "-----------------------------"
GOSUB 8500: REM * USER PAUSE *
RETURN
REM * EXAMPLE 2 *
VTAB 3; HTAB 10
PRINT "IMPORTANT CAUSE"
HTAB 8
PRINT "-----------------------------"
LET K = 1
GOSUB 8100: REM * PAUSE *
FLASH
VTAB 12; HTAB 1
PRINT "CONTRIBUTING CONTRIBUTING"
PRINT " CAUSE CAUSE"
PRINT " ------------------ -------------------"
LET L = 12 - J
IF K = 1 THEN VTAB L: HTAB 15: PRINT "^"; HTAB 23: PRINT "^"
IF K = 0 THEN VTAB L: HTAB 15: PRINT ";"; HTAB 23: PRINT ";"
NEXT J
NORMAL
SPEED = 250
IF K = 1 THEN K = 0: GOTO 6146
VTAB 5; HTAB 15: PRINT "^"; HTAB 23: PRINT "^"
GOSUB 8000: REM * PAUSE *
FLASH
VTAB 4; HTAB 8
PRINT "-----------------------------"
GOSUB 8000: REM * PAUSE *
NORMAL
VTAB 12; HTAB 1
PRINT "-----------------------------"
VTAB 12: HTAB 23
PRINT "-----------------------------"
GOSUB 8000: REM * PAUSE *
VTAB 4; HTAB 8
PRINT "-----------------------------"
GOSUB 8500: REM * USER PAUSE *
RETURN
7950 GOSUB 8500: REM * USER PAUSE *
7955 GOSUB 9000
7999 END
8000 REM ************************************************
8002 REM * SUBROUTINE - PAUSE *
8004 REM ************************************************
8005 REM * SHORT PAUSE *
8010 FOR T = 1 TO 500: NEXT T
8020 RETURN
8100 REM * LONG PAUSE *
8110 FOR T = 1 TO 1000: NEXT T
8120 RETURN
8500 REM * USER CONTROL PAUSE *
8510 HTAB 1: VTAB 23
8520 PRINT "--------------------------------------------------------"
8530 PRINT " Press SPACE BAR ";
8540 GET E$
8550 RETURN
8600 REM * EXAMPLE REQUEST *
8610 HTAB 1: VTAB 23
8620 PRINT "--------------------------------------------------------"
8630 PRINT "Please press SPACE BAR for EXAMPLE ";
8640 GET E$
8650 RETURN
8700 REM ************************************************
8702 REM * SUBROUTINE - FORMAT *
8704 REM ************************************************
8710 REM
8720 VTAB 1
8725 GOTO 8800
8720 VTAB 2
8735 GOTO 8800
8740 VTAB 6
8745 GOTO 8800
8750 VTAB 10
8755 GOTO 8800
8760 VTAB 12
8765 GOTO 8800
8770 VTAB 14
8775 GOTO 8800
8800 HTAB 1
8810 PRINT "--------------------------------------------------------"
8820 RETURN
8900 REM ************************************************
8902 REM * RESPONSE SELECTION *
8904 REM ************************************************
8910 REM * PHRASE # *
8915 REM * IMPORTANT RESULT *
8920 HTAB 1: VTAB 22
8922 PRINT "--------------------------------------------------------"
PRINT "Which is the IMPORTANT RESULT?"
PRINT "Type the number & press RETURN: "
INPUT "":AN*
GOSUB 9400: REM * REMOVE SPACES *
RETURN
REM * IMPORTANT CAUSE *
HTAB 1: VTAB 22
PRINT "---------------------------------------"
PRINT "Which is the IMPORTANT CAUSE?
PRINT "Type the number & press RETURN: "
INPUT "":AN*
GOSUB 9400: REM * REMOVE SPACES *
RETURN
REM * PHRASE SELECTION *
HTAB 1: VTAB 17
PRINT "---------------------------------------"
PRINT "IR = IMPORTANT RESULT"
PRINT "IC = IMPORTANT CAUSE"
PRINT "CC = CONTRIBUTING CAUSE"
PRINT "EX = EXTRA INFORMATION"
PRINT "(To see GRAPHIC ORGANIZER type GO)"
PRINT "---------------------------------------"
PRINT "__ (and press RETURN)"
PRINT "---------------------------------------"
PRINT "THE END *
REM ***********
PRINT "TTTTT H H EEEEE"
PRINT " T H H E"
PRINT " T HHHHH EEE"
PRINT " T H H E"
PRINT " T H H EEEEE"
PRINT "---------------------------------------"
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PRINT "---------------------------------------"
REM ********************
REM * RECORD HELP *
IF AN* = "GO" THEN HE = HE + 1
IF AN* = "GO" OR AN* = "IR" OR AN* = "IC" OR AN* = "CC" OR AN* = "EX" THEN GOTO 9218
GOSUB 9900: GOTO 9800: REM * ERROR *
IF AN* = "GO" THEN GOSUB 10000: GOTO 9800
IF AN* = "IR" THEN LV* = "IMPORTANT RESULT"
IF AN* = "IC" THEN LV* = "IMPORTANT CAUSE"
IF AN* = "CC" THEN LV* = "CONTRIBUTING CAUSE"
IF AN* = "EX" THEN LV* = "EXTRA INFORMATION"
REM * CORRECT RESPONSES *
IF AN* = "IR" AND P = 1 THEN GOSUB 11200: GOTO 9800
IF AN* = "IC" AND P = 2 THEN GOSUB 11200: GOTO 9800
IF AN* = "CC" AND P = 4 THEN GOSUB 11200: GOTO 9800
IF AN* = "CC" AND P = 7 THEN GOSUB 11200: GOTO 9800
IF AN* = "CC" AND P = 9 THEN GOSUB 11200: GOTO 9800
IF AN* = "IC" AND P = 3 THEN GOSUB 11200: GOTO 9800
IF AN* = "EX" AND P = 5 THEN GOSUB 11200: GOTO 9800
IF AN* = "IC" AND P = 6 THEN GOSUB 11200: GOTO 9800
IF AN* = "EX" AND P = 8 THEN GOSUB 11200: GOTO 9800
IF AN* = "EX" AND P = 10 THEN GOSUB 11200: GOTO 9800
GOSUB 12200: REM * INCORRECT RESPONSE *
REM ********************
REM * REMOVE SPACES *
LET A = LEN (AN*)
FOR J = 1 TO A
IF MID* (AN* , J , 1 ) THEN GOTO 9420
LET AC = A* + MID* (AN*, J, 1 )
NEXT J
LET AN* = A*
LET A* = ""
RETURN
GOSUB 8740: REM FORMAT
PRINT "Sorry, ";N$;;;;""
 That is not an acceptable response. Check the directions and try again.

REM ********************
REM * GRAPHIC ORGANIZERS *
REM ********************
LET K = 1
REM * EMPTY ORGANIZER *
HOME
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
PRINT
REM * EMPTY GO *
IF C = 1 THEN GOTO 10250
REM * IMPORTANT RESULT *
GOSUB 8000; REM PAUSE
VTAB 2; HTAB 1
PRINT "The United States built an interstate highway system"
INVERSE
NORMAL
IF C - 2 THEN GOTO 10250
REM * IMPORTANT CAUSE *
50
*
243

10134 GOSUB 8100: REM PAUSE
10136 VTAB 6: HTAB 23
10138 PRINT "Most highways
10140 HTAB 23
10142 PRINT "were not safe"
10144 HTAB 22
10146 INVERSE
10148 PRINT "(IMPORTANT CAUSE)"
10150 NORMAL
10152 IF C = 3 THEN GOTO 10250
10160 REM * CONTRIBUTING CAUSE *
10162 GOSUB 8100: REM PAUSE
10164 VTAB 11: HTAB 1
10166 PRINT "Narrow"
10168 PRINT "two lane roads"
10170 INVERSE
10172 PRINT "(CONTRIBUTING CAUSE)"
10174 NORMAL
10176 IF C = 4 THEN GOTO 10250
10180 REM * CONTRIBUTING CAUSE *
10182 GOSUB 8100: REM PAUSE
10184 VTAB 16: HTAB 1
10188 PRINT "Sharp curves"
10190 INVERSE
10192 PRINT "(CONTRIBUTING CAUSE)"
10194 NORMAL
10196 IF C = 5 THEN GOTO 10250
10200 REM * CONTRIBUTING CAUSE *
10202 GOSUB 8100: REM PAUSE
10204 VTAB 20: HTAB 1
10208 PRINT "Many intersections"
10210 INVERSE
10212 PRINT "(CONTRIBUTING CAUSE)"
10214 NORMAL
10250 GOSUB 8500: REM USER PAUSE
10252 RETURN
11200 REM * CORRECT RESPONSE *
11202 LET K = 0
11210 HOME
11212 VTAB 3: HTAB 1
11214 PRINT "Yes, ";N$; ";"
11216 PRINT : PRINT : PRINT
11218 PRINT " ";R$
11220 PRINT
11222 PRINT " ";S$
11224 PRINT : PRINT : PRINT
11226 IF AN$ = "IR" OR AN$ = "IC" THEN PRINT "is the "
11228 IF AN$ = "CC" THEN PRINT "is a ";LV$; ";" : GOTO 11250
11250
244

11230 PRINT "is ";LV$;"."  
11232 GOSUB 8500: REM USER PAUSE  
11234 RETURN  
11250 PRINT  
11251 IF P = 3 OR P = 6 THEN GOTO 11300  
11252 PRINT "You will now see the new phrase on the"  
11254 PRINT  
11256 PRINT "graphic organizer."  
11258 GOSUB 8600: REM REQUEST EXAMPLE  
11260 RETURN  
11300 REM * RESTATE IMPORTANT CAUSE *  
11302 PRINT  
11304 PRINT "  This phrase is restating the"  
11306 PRINT  
11308 PRINT "IMPORTANT CAUSE. You have already"  
11310 PRINT  
11312 PRINT "put this information on the graphic"  
11314 PRINT  
11316 PRINT "organizer."  
11318 GOSUB 8500: REM * USER PAUSE *  
11320 RETURN  
12198 REM ********************  
12200 REM * INCORRECT RESPONSE *  
12201 REM ********************  
12202 LET K = 1  
12204 REM * RECORD MISTAKE *  
12206 LET MS$ = MS$ + " (" + P$ + ")" + AN$ + "-"  
12210 HOME  
12212 VTAB 3: HTAB 1  
12214 PRINT "No, ";N$;"."  
12216 PRINT : PRINT : PRINT  
12218 PRINT " ";R$  
12220 PRINT  
12222 PRINT " ";S$  
12224 PRINT : PRINT  
12226 IF AN$ = "IR" THEN GOTO 12300  
12228 IF AN$ = "IC" THEN GOTO 12400  
12230 IF AN$ = "CC" THEN GOTO 12500  
12232 IF AN$ = "EX" THEN GOTO 12600  
12300 PRINT "is not the ";LV$;"."  
12301 IF P = 3 OR P = 6 THEN GOTO 12800  
12302 PRINT  
12304 PRINT "This is not what everything else in"  
12306 PRINT  
12308 PRINT "this paragraph led up to."  
12310 PRINT  
12312 GOTO 12700  
12400 PRINT "is not the ";LV$;"."  
12402 IF P = 3 OR P = 6 THEN GOTO 12800
PRINT: PRINT "This is not the main thing that caused"
PRINT "the United States to build an" interstate highway system."
PRINT GOTO 12700
PRINT "is not a "; LV$; "."
IF F = 3 OR P = 6 THEN GOTO 12800
PRINT: PRINT "A "; LV$; " is part of the"
PRINT GOTO 12700
PRINT "reason that the highways were unsafe."
PRINT GOTO 12700
PRINT "is not "; LV$; "."
IF P = 3 OR P = 6 THEN GOTO 12800
PRINT PRINT LV$; " is something that the"
PRINT PRINT "author added to make the text more"
PRINT PRINT "interesting or easier to understand"
GOSUB 8500: REM USER PAUSE
HOME
VTAB 4: HTAB 1
PRINT "This information is more than just"
PRINT "interesting, it is something that you"
PRINT "need to remember. Think about where"
PRINT PRINT "this information should go on your"
PRINT PRINT "graphic organizer."
PRINT PRINT GOTO 8500: REM USER PAUSE
RETURN
REM * RESTATED IC *
PRINT: PRINT "This phrase is telling you the"
PRINT "IMPORTANT CAUSE again. If information"
PRINT "is written more than once, we know that"
PRINT PRINT "it is important to remember."
GOSUB 8500: REM USER PAUSE
246
12840 RETURN
13000 REM ***************
13002 REM * PHRASE MARKER *
13004 REM ***************
13010 REM * PHRASE 1 *
13012 SPEED = 100
13014 VTAB 2: HTAB 6
13016 PRINT "-------------------"
13018 PRINT
13020 PRINT "-------------------"
13022 GOTO 14000: REM RETURN
13030 REM * PHRASE 2 *
13032 SPEED = 100
13034 VTAB 6: HTAB 1
13036 PRINT "-------------------"
13038 GOTO 14000: REM RETURN
13050 REM * PHRASE 3 *
13052 SPEED = 100
13054 VTAB 10: HTAB 1
13056 PRINT "-------------------"
13058 GOTO 14000: REM RETURN
13070 REM * PHRASE 4 *
13072 SPEED = 100
13074 VTAB 12: HTAB 13
13076 PRINT "-------------------"
13078 PRINT
13080 PRINT "-------------------"
13082 GOTO 14000: REM RETURN
13100 REM * PHRASE 5 *
13102 SPEED = 100
13104 VTAB 14: HTAB 18
13106 PRINT "-------------------"
13108 PRINT
13110 PRINT "-------------------"
13112 GOTO 14000: REM RETURN
13120 REM * PHRASE 6 *
13122 SPEED = 100
13124 VTAB 2: HTAB 1
13126 PRINT "-------------------"
13128 GOTO 14000: REM RETURN
13140 REM * PHRASE 7 *
13142 SPEED = 100
13144 VTAB 4: HTAB 13
13146 PRINT "-------------------"
13148 GOTO 14000: REM RETURN
13160 REM * PHRASE 8 *
13162 SPEED = 100
13164 VTAB 6: HTAB 1
13166 PRINT "-------------------"
13168 PRINT
PRINT "---------"
GOTO 14000: REM RETURN
REM * PHRASE 9 *
SPEED = 100
VTAB 10: HTAB 22
PRINT "---------"
PRINT
GOTO 14000: REM RETURN
REM * PHRASE 10 *
SPEED = 100
VTAB 12: HTAB 17
PRINT "---------"
PRINT
GOTO 14000: REM RETURN
REM * UNDERLINE *
SPEED = 100
VTAB 4: HTAB 1
PRINT "---------"
PRINT
SPEED = 255
RETURN
SPEED = 255
GOSUB 8955: REM
RETURN
REM * FLASH LINES *
LET K = 0
HOME
VTAB 4: HTAB 1
PRINT "(IMPORTANT RESULT)"
PRINT "(IMPORTANT CAUSE)"
VTAB 13: HTAB 1
PRINT "(CONTRIBUTING CAUSE)"
VTAB 17: HTAB 1
PRINT "(CONTRIBUTING CAUSE)"
VTAB 21: HTAB 1
LET C = 6
IF K = 1 THEN GOTO 15060
GOSUB 10100
IF K = 0 THEN K = 1: GOTO 15010
REM * DRAW LINES *
VTAB 23: HTAB 1
PRINT ""
PRINT ";
VTAB 22: HTAB 1
PRINT "---------"
SPEED = 75: PRINT " > > > CONTRIBU"
248

15070 PRINT ">>> the IMPORTANT CAUSE happen."
15100 REM * CC1 *
15110 INVERSE
15112 SPEED = 50
15126 VTAB 13: HTAB 1
15128 PRINT "(CONTRIBUTING CAUSE)"
15129 LET K = 0
15130 FLASH
15132 VTAB 13: HTAB 21
15134 IF K = 0 THEN PRINT ">>>"
15135 IF K = 1 OR K = 3 THEN PRINT "-----"
15136 FOR J = 1 TO 4
15138 LET A = 14 - J
15140 VTAB A: HTAB 24
15142 IF K = 0 THEN PRINT " ~~"
15143 IF K = 1 OR K = 3 THEN PRINT " * "
15144 NEXT J
15146 VTAB 9: HTAB 24
15148 PRINT "~~"
15149 IF K = 3 THEN GOTO 15232
15150 SPEED = 255
15152 INVERSE
15154 GOSUB 8100: REM * PAUSE *
15156 IF K = 1 THEN GOTO 15160
15158 IF K = 0 THEN K = 1: GOTO 15132
15160 LET K = 0
15200 REM * CC2 *
15210 INVERSE
15212 SPEED = 50
15226 VTAB 17: HTAB 1
15228 PRINT "(CONTRIBUTING CAUSE)"
15229 LET K = 0
15230 FLASH
15232 VTAB 17: HTAB 21
15233 IF K = 0 THEN PRINT " >>> >>> >>> >>> >>>"
15234 IF K = 1 OR K = 3 THEN PRINT "-----------"
15236 FOR J = 1 TO 8
15238 LET A = 18 - J
15240 VTAB A: HTAB 30
15241 IF K = 0 THEN PRINT "~~"
15242 IF K = 1 OR K = 3 THEN PRINT " * "
15244 NEXT J
15246 VTAB 9: HTAB 30
15248 PRINT "~~"
15249 IF K = 3 THEN GOTO 15332
15250 SPEED = 255
15252 INVERSE
15254 GOSUB 8100: REM * PAUSE *
15256 IF K = 1 THEN GOTO 15260
15258 IF K = 0 THEN K = 1: GOTO 15232
LET K = 0
REM * CC3 *
INVERSE
SPEED = 50
VTAB 21: HTAB 1
PRINT "(CONTRIBUTING CAUSE)"
LET K = 0
FLASH
VTAB 21: HTAB 21
IF K = 0 THEN PRINT ">>>>>>>
 IF K = 1 OR K = 3 THEN PRINT "-------------"
FOR J = 1 TO 12
LET A = 22 - J
VTAB A: HTAB 36
IF K = 0 THEN PRINT
IF K = 1 OR K = 3 THEN PRINT
NEXT J
VTAB 9: HTAB 36
PRINT "~"
SPEED = 255
INVERSE
GOSUB 8100: REM * PAUSE *
IF K = 1 THEN GOTO 15360
IF K = 0 THEN K = 1: GOTO 15360
REM
SPEED = 255
NORMAL
REM * IC *
NORMAL
GOSUB 8000: REM * PAUSE *
IF K = 3 THEN GOTO 15410
IF K = 1 THEN K = 3: GOTO 15132
FLASH
VTAB 8: HTAB 22
PRINT "(IMPORTANT CAUSE)"
GOSUB 8000: REM * PAUSE *
INVERSE
IF K = 0 THEN GOTO 15430
IF K = 3 THEN K = 0: GOTO 15412
VTAB 23: HTAB 1
NORMAL: SPEED = 255
PRINT ";

VTAB 22: HTAB 1
PRINT "-----------------------------"
SPEED = 75
PRINT ">> The IMPORTANT CAUSE makes >> "
PRINT ">> the IMPORTANT RESULT happen. "
SPEED = 255
REM
FLASH
SPEED = 50
FOR J = 1 TO 10
LET A = 22 - J
VTAB 8: HTAB A
IF K = 0 THEN PRINT "<"
IF K = 1 OR K = 3 THEN PRINT "-"
NEXT J
FOR J = 1 TO 3
LET A = 9 - J
VTAB A: HTAB 11
IF K = 0 THEN PRINT "^"
IF K = 1 OR K = 3 THEN PRINT "'
NEXT J
VTAB 5: HTAB 11
PRINT "\n"
SPEED = 255: INVERSE
IF K = 1 THEN GOTO 15490
IF K = 0 THEN K = 1: GOTO 15456
REM
GOSUB 8100: REM * PAUSE *
NORMAL
IF K = 3 THEN GOTO 15500
IF K = 1 THEN K = 3: GOTO 15456
REM
INVERSE
VTAB 4: HTAB 1
PRINT "(IMPORTANT RESULT)
NORMAL
SPEED = 255
GOSUB 8500: REM * USER PAUSE *
RETURN
Appendix C

Passages, Sentences, and Worksheets
Figure C 1

Sentences from Sentence Connectives Program #1.

-----------------------------------------------------------------
Billy likes to run
(H) he likes to jump
-----------------------------------------------------------------
Tom ate an apple
(H) he was hungry
-----------------------------------------------------------------
Sue wants a new dress
(S) she is going to a party
-----------------------------------------------------------------
Sally has a new dress
(S) she has a blue dress
-----------------------------------------------------------------
Jim is 4 years old
(H) he has new shoes
-----------------------------------------------------------------
John's car stopped
(H) he pressed the car's brakes
-----------------------------------------------------------------
The dog barked
(I) it ran
-----------------------------------------------------------------
The dog barked
(A) a rabbit ran by the dog
-----------------------------------------------------------------
The tree is tall
(I) it is green
-----------------------------------------------------------------
The tree fell down
(T) the wind blew hard
-----------------------------------------------------------------
Meg played tennis
(S) she went swimming
-----------------------------------------------------------------
Liz went swimming
(S) she felt very hot
-----------------------------------------------------------------
(T) the smoke alarm sounded
there was a lot of smoke

(T) the mirror fell to the floor
it broke

Jean had a surprise party
it was her birthday

Jim was very thirsty
he drank some water

(T) the ice cream melted
it was warm

Margaret liked roses
she planted roses

Lee turned on the heater
he was cold

(I) it was the 4th of July
we went on a picnic

(T) the car stopped
it was out of gas

(T) the phone rang
James answered it

Tina won the dance contest
she was a good dancer

Frank liked the color blue
he bought a blue shirt
Figure C 3

Sentences from Sentence Connectives Program #3.

Sue washed her car
  her car was dirty (Cause)
  her car was clean (Result)

Jim fed the birds
  they were flying (Nonsense)
  they were hungry (Cause)

Lee bought a blue dress
  she has a new dress (Result)
  her favorite color is blue (Cause)

The ball went over the fence
  the fence is made of wood (Nonsense)
  Bill hit it very hard (Cause)

Meg did well on the test
  she made a good grade (Result)
  she studied for the test (Cause)

Tom threw the paper away
  it was gone (Result)
  it was torn (Cause)

Kay turned on a light
  the room was dark (Cause)
  the room was brightly lit (Result)

Ray got wet
  he has a hat (Nonsense)
  he went swimming (Cause)

The airplane crashed
  it has a pilot (Nonsense)
  its engine stopped (Cause)
Figure C 3

Sentences from Sentence Connectives Program #3.

-----------------------------------------------
John lost the tennis game
  he hurt his leg (Cause)
  he has brown hair (Nonsense)
-----------------------------------------------
Mary returned the shoes
  she wears shoes (Nonsense)
  the shoes hurt Mary's feet (Cause)
-----------------------------------------------
The pond was frozen
  the children went ice skating (Result)
  the weather was very cold (Cause)
-----------------------------------------------
Worksheet for Sentence Connectives Program #1.

DIRECTIONS: fill in each blank with a ___ or the word because.

1. Margaret ate all the pizza ____________
   Margaret was very hungry.

2. The door creaked loudly ____________
   The door was oiled yesterday.

3. Lynn is going to school ____________
   Lynn has two sisters.

4. Muffy curled up to go to sleep ____________
   Muffy was very tired.

5. Tom plays baseball ____________
   Tom does not have a bat.

(Pege 1)
Figure C 4

Worksheet for Sentence Connectives Program #1.

6. Buttons is a small poodle
   Buttons is a white dog.

7. Kelly went to the tennis courts
   Kelly wanted to play tennis.

8. Sally is practicing the piano every day
   Sally has a recital next week.

9. Cathy fell off her bike
   Cathy broke her arm.

10. Jim changed the car’s tire
    The car’s tire was flat.

(Please fill in with correct responses.)
Figure C 5

Worksheet (page 1) for Sentence Connectives Program #2.

DIRECTIONS: Read each pair of sentences. Write the word _because_ in front of the sentence that tells a reason for what happened in the other sentence.

1. ___________ Cathy brought her umbrella

   ___________ it was raining.

2. ___________ Sam went to the barber

   ___________ he wanted his hair cut.

3. ___________ The room was very dark

   ___________ he turned on the light.

4. ___________ The pillow was very soft

   ___________ Karen liked the pillow

5. ___________ Fred went to the hospital

   ___________ he was very sick.

(Page 1)
Worksheet (page 2) for Sentence Connectives Program #2.

6. __________  Jeannie's dad works in Chicago
 __________  he flew to Chicago.

7. __________  James invited Kim to the dance
 __________  he likes Kim.

8. __________  A big dog chased Linda
 __________  Linda was scared.

9. __________  The dog was upset by the noise
 __________  the dog barked.

10. __________  Johnny got an "A" on the test
 __________  he studied.
Figure C 6

Worksheet (page 1) for Sentence Connectives Program #3.

=================================================================
Please complete each of the following sentences:
* Read each sentence and the two endings below it.
* Put an "X" on the line in front of the ending that best completes that sentence.
=================================================================

1. Tom likes to ride a bicycle because
   _____ he has a blue shirt.
   _____ bicycling is good exercise.

2. The tree blew down because
   _____ there was a hurricane.
   _____ the tree fell down.

3. Sue wore a hat because
   _____ the weather was cold.
   _____ she was here.

4. We like our new school because
   _____ the classes are interesting.
   _____ it is February.

5. Tom could not go to the show because
   _____ he missed the show.
   _____ he did not have any money.
6. The house is warm because
   _____ we turned on the heater.
   _____ it is cold outside

7. The newspaper got wet because
   _____ it is printed on paper.
   _____ it was left out in the rain.

8. Jeff washed his bicycle because
   _____ he has six marbles.
   _____ it was dirty.

9. The baby cried because
   _____ she had tears in her eyes.
   _____ she wanted her mother.

10. Sandra read a book about atoms because
    _____ she is going to write a report for science.
    _____ she is too busy to read a book now.
The Troubled Fishing Industry

The fishing industry is in financial difficulty because there are fewer and fewer big fish in the Gulf. One reason big fish are disappearing is because some fishermen have used gill nets. A gill net is a flat mesh net that hangs down into the water and traps fish by their gills. A second reason why there are fewer big fish is that pollution is killing fish in many commercial fishing areas. Water pollutants include such things as raw sewage, fertilizer, and harmful chemicals. A final reason for the dwindling supply of big fish is an increase in the number of sport fishermen. Sport fishermen fish only for the fun of it.
The fishing industry is in financial difficulty (IMPORTANT RESULT)

There are fewer and fewer big fish (IMPORTANT CAUSE)

Fishermen have used gill nets (CONTRIBUTING CAUSE)

Pollution is killing fish (CONTRIBUTING CAUSE)

An increase in the number of sport fishermen (CONTRIBUTING CAUSE)
Winner at Wimbledon

Boris Becker won Wimbledon because he is a good tennis player. Becker is a good tennis player because he studies tennis. His coach teaches him about tennis. Also, Becker practices tennis at least six hours every day so that he can be a good tennis player. He knows that he must practice. Another reason that Becker is such a good tennis player is due to his concentration. A tennis player must pay attention to the game to play well.
Interstate Highway System

The United States built an interstate highway system because most highways were not safe enough for large numbers of trucks and cars. One reason the roads were not safe was because most roads were narrow two-lane roads. Two-lane roads are wide enough for only two cars to go by. Another reason the roads were not safe was because they had sharp curves. Sharp curves are places where a road zigzags. Roads were unsafe also due to the fact that there were many intersections. Places where two roads cross are called intersections.
The United States built an interstate highway system (IMPORTANT RESULT) __

Most highways were not safe (IMPORTANT CAUSE) ___

Narrow two-lane roads (CONTRIBUTING CAUSE) _______

Sharp curves (CONTRIBUTING CAUSE) ____________

Many intersections (CONTRIBUTING CAUSE) __________
An animal is endangered if so many of them have died that in a few years there may be none left. Special laws were written to protect eagles because they are endangered. Eagles are endangered because hunters have killed many eagles. Alaska is one place where eagles were hunted. Another reason eagles are endangered is because pesticides are killing them. A pesticide is a chemical used to kill harmful insects and animals.
Special laws protect eagles
(IMPORTANT RESULT)

▲

Eagles are endangered
(IMPORTANT CAUSE)

Hunters kill eagles
(CONTRIBUTING CAUSE)

Pesticides kill eagles
(CONTRIBUTING CAUSE)
Worksheet for Graphic Organizer Program #1.

(IMPORTANT RESULT)

(IMPORTANT CAUSE)

(CONTRIBUTING CAUSE)

(CONTRIBUTING CAUSE)

(CONTRIBUTING CAUSE)
Every year thousands of people move to the United States because the United States is known as the Land of Freedom. One reason that America is called the Land of Freedom is because people are free to worship as they choose. There is no one religion that is supported by the government. America is also called the Land of Freedom because people are free to speak about anything. In many countries people are not allowed to say what they think. Another reason that this is the Land of Freedom is because all people are allowed to go to school. In some countries, only a few people are allowed to learn how to read and write.
Figure C 11

Worksheet for Graphic Organizer Program #2

A graphic organizer is a special outline of key ideas (words or phrases) with key ideas arranged so that more important ideas are at the top and less important ideas are at the bottom. In addition, a graphic organizer is formed by drawing lines to connect key ideas that are related.

Remember the steps in making a graphic organizer:
1. Read the paragraph and think about how ideas are related.
2. Identify the important result.
3. Identify the important cause.
4. Identify contributing causes.
5. Leave out extra information.
6. Arrange key ideas into a graphic organizer with lines connecting related ideas.

DIRECTIONS: In the space below, please complete a graphic organizer for the paragraph you just read by writing the key ideas and drawing lines to connect the ideas that are related. You may look back at the paragraph to find information.

(IMPORTANT RESULT)

(IMPORTANT CAUSE)

(CONTRIBUTING CAUSE)

(CONTRIBUTING CAUSE)

(CONTRIBUTING CAUSE)
Louisiana Land Loss

Louisiana is getting smaller every year because land along the coast is disappearing. One reason that the coatland is disappearing is because the level of the sea is rising. The sea level rises a little each year. Another reason that the coastland is disappearing is because hurricanes erode the land. A hurricane has strong wind and waves. The coastland is also disappearing because levees have been built along the Mississippi River. Levees are ridges of dirt along the banks of a river.
Figure C 12

Worksheet for Graphic Organizer Program #3.

A graphic organizer is a special outline of key ideas (words or phrases) with key ideas arranged so that more important ideas are at the top and less important ideas are at the bottom. In addition, a graphic organizer is formed by drawing lines to connect key ideas that are related.

Remember the steps in making a graphic organizer:
1. Read the paragraph and think about how ideas are related.
2. Identify the important result.
3. Identify the important cause.
4. Identify contributing causes.
5. Leave out extra information.
6. Arrange key ideas into a graphic organizer with lines connecting related ideas.

DIRECTIONS: In the space below, please make a graphic organizer for the paragraph you just read. You may look back at the paragraph to find information.

====================================================================
Appendix D

Sample Screens
James wants to go fishing BECAUSE he wants to catch fish.

When the information in one sentence states a reason or CAUSE for what happened in the other sentence, these sentences can be joined by a special connecting word. That connecting word is BECAUSE.

Press SPACE BAR for EXAMPLE

Figure D 1

_Instruction_end_example_of_2_sentences_which_can_be_joined_by_"because"._ _"Because"_ appears at the end of the first sentence to join the 2 sentences on request._
James,

Here is pair # 1

Tom ate an apple.
He was hungry.

If you think these sentences should be joined with 'because'
type the word: BECAUSE (press RETURN)
If not, type a period: . (press RETURN)

Figure D 2

Exercise_format_for_Sentence_Connectives_Program_N1.
Yes, that's right, James!

Tom ate an apple BECAUSE he was hungry.

These two sentences can be joined with 'because'.

Press SPACE BAR

Figure D 3

Example_of_feedback_for_a_correct_response

Sentence_Connectives_Program_1.
No, James.

That is not right.

The fact that

'He was hungry'

is a good reason or cause that

'Tom ate an apple'.

Press SPACE BAR

Tom ate an apple BECAUSE

he was hungry.

Press SPACE BAR

These sentences can be joined with

'because'.

Press SPACE BAR

Figure D 4

Example of feedback for an incorrect response for sentences that are causally related.

Sentence Connectives Program #1.
No, James,

The fact that

'Jim is 4 years old'

is not a good reason or cause that

'he has a new pair of shoes'.

Press SPACE BAR

These sentences may be about the same person or thing, but one sentence does not state a cause or reason for what happened in the other sentence.

Press SPACE BAR

Figure D 5
Example of feedback for an incorrect response for sentences that are not causally related.
Sentence Connectives Program #1.
BECAUSE there was a lot of rain,
the river flooded the town.

'Because' can be at the beginning
of a sentence.

... OR ...

'Because' can be in the middle
of a sentence.

The river flooded the town BECAUSE
there was a lot of rain.

Please press SPACE BAR for EXAMPLE

You can tell which part of a
sentence tells about the reason
for what happened. It is the part
of the sentence which follows the word
'because'.

Press SPACE BAR

Figure D 6

Instruction_end_examples_for

Sentence_Connectives_Program_#2.
Margaret,
here is pair #1
=================================
1. Sue's phone was out of order.

2. She could not phone Mary.
=================================

To put 'because' in front of the
first sentence type 1 (& RETURN)

To put 'because' in front of the
second sentence type 2 (& RETURN)

When 'because' is where you want it,
type YES (& RETURN)

Figure D 7

Exercise_for_Sentence_Connectives_Program_#2.
Frank,
here is sentence #1
The car rolled down the hill because

1. Tom forget to set the brake.
2. the car hit a tree.

For ending #1, type 1 (& RETURN)
For ending #2, type 2 (& RETURN)
When the ending you want is showing on
the screen, type YES (& RETURN)

Figure D 8
Exercise for Sentence Connectives Program #3.
The Troubled Fishing Industry

The fishing industry is in financial difficulty because there are fewer and fewer big fish in the Gulf.

One reason big fish are disappearing is because some fishermen have used gill nets. A gill net is a flat mesh net that hangs down into the water and traps fish by their gills.

A second reason why there are fewer big fish is that pollution is killing fish in many commercial fishing areas. Water pollutants include such things as raw sewage, fertilizer, and harmful chemicals. A final reason for the dwindling supply of big fish is an increase in the number of sport fishermen. Sport fishermen fish only for the fun of it.

Figure D 9

Passage presentation from Graphic Organizer Program #1.
The Troubled Fishing Industry

The fishing industry is in financial difficulty BECAUSE there are fewer and fewer big fish in the Gulf.

One REASON big fish are disappearing is BECAUSE some fishermen have used gill nets. A gill net is a flat mesh net that hangs down into the water and traps fish by their gills.

Figure D 10

Passage presentation with highlighted words and underlined phrases from Graphic Organizer Program #1.
Let's review the steps in making a graphic organizer for a cause/effect text:

1. Read the text and think about how ideas are related.
2. Identify the important result.
3. Identify the important cause.
4. Identify contributing causes.
5. Leave out extra information.
6. Arrange these key ideas into a graphic organizer with lines connecting related ideas.

Press SPACE BAR

Figure D 11

Graphic_Organizer_Program_#1

Review_of_steps_in_graphic_organizing
The Troubled Fishing Industry

The fishing industry is in financial difficulty because there are fewer and fewer big fish in the Gulf.

One reason big fish are disappearing is because some fishermen have used gill nets.

---

IR = IMPORTANT RESULT
IC = IMPORTANT CAUSE
CC = CONTRIBUTING CAUSE
EX = EXTRA INFORMATION

(To see GRAPHIC ORGANIZER type GO)

(and press RETURN)

---

Figure D 12

Underlined text with options for student response.
The fishing industry is in financial difficulty. (IMPORTANT RESULT)

- Fewer big fish
  - An increase in the number of sport fishermen
    - Poisson is killing fish
  - Fishermen have used gill nets

Pollution is still killing fish

An increase in the number of sport fishermen

Figure D.13

Example of Gremish Organizer and a complete graphic organizer from Gremish Organizer Program #1.
Hunters kill eagles
CC > ---------------------
CONTRIBUTING CAUSE

Special laws protect eagles
IR > ----------------------
IMPORTANT RESULT

Pesticides kill eagles
CC > ---------------------
CONTRIBUTING CAUSE

Eagles are endangered
IC > ---------------------
IMPORTANT CAUSE

Type the letters that are in front of the idea that should be at the TOP of the graphic organizer and press RETURN:

Figure D 14

Arranging key ideas by order of importance.
Figure D 15

Presentation of related key ideas with student selecting "contributing cause" (CC).
Appendix E

Definition of Terms
Definition of Terms

Causal connectives - words or phrases that explicate the cause/effect relationship between ideas.

Because, as a result, due to, and reason are examples of causal connectives.

Cause/effect - A text structure pattern that is used to explain about something that happened (effect or result) and why it happened (cause).

Contributing cause - Part of the important cause, but not important enough by itself to have made the important result happen.

Extra information - Details that an author adds to make a paragraph more interesting and easier to understand.

Graphic organizer - A special outline of key ideas (words or phrases) from a passage. Key ideas are arranged so that more important ideas are at the top and less important ideas are at the bottom. It is formed by drawing lines to connect key ideas that are related.

Important cause - The main reason that the Important result happened.

Important result - The main idea in a cause/effect paragraph. It is what everything else led up to.
Related ideas (cause/effect) - Ideas are related in a cause/effect structure if one idea states a reason or cause for what is stated in the other idea unit.

Text structure - The way in which an author arranges information to indicate how one piece of information is related to another.
Appendix F

Pilot Studies
Pilot Study One

Pilot Study One was designed to examine the effects of the use of computer assisted instruction (CAI) at paragraph level or at sentence level on students' recall of information. The study was also done to try out the CAI and evaluation instruments prior to using them for a dissertation study. The group receiving instruction at the paragraph level was instructed in using graphic organizers to outline important information from a cause/effect paragraph. The group receiving instruction at the sentence level was instructed in joining sentences with a causal connective. To determine subjects' recall of information, a written free recall instrument was administered before and after treatment.

Method

Subjects

The subjects were 16 seventh-grade students at an urban junior-high school. The subjects' reading level was on or above grade level. All the subjects had taken an introductory computer science course and were familiar with using computers. Subjects were randomly assigned to one of two treatment groups or to a control group.
Materials

Instructional materials. Instructional materials consisted of two computer programs written in BASIC and their accompanying documentation and worksheets. One computer program, Sentence Connectives, instructed the students in deciding if two sentences could be joined with the causal connective because or not. The other computer program, Graphic Organizer, instructed the students in using the relationships in a paragraph to select key phrases and to determine how to arrange those phrases on a graphic organizer. Each program had documentation which provided subjects with directions about how to use the computer and the program. Each program had a worksheet which reinforced the information presented in that program and provided a means of transfer from computer to paper.

Test materials. Test materials consisted of a graphic organizer evaluation, the Sentence Connectives Test (Geva & Ryan, 1985), and a free recall instrument. The graphic organizer evaluation required the subjects to read a paragraph and construct a graphic organizer from that paragraph. Subjects were allowed to refer to the paragraph while constructing the graphic organizer. The graphic organizer was evaluated in terms of
selection of important idea units. The **Sentence Connectives Test** was a completion task developed by Geva and Ryan (1985). Sentences were broken following a connective and four possible endings were given. On a separate answer sheet, subjects indicated their choice for completing each sentence by circling the letter they saw in front of the sentence ending they choose. There were 30 items on the test. The free recall instrument was part of a battery developed by Richgels, McGee, Lomax, and Sheard (1987). It consisted of two cause/effect paragraphs, one in a normal condition and the other in a scrambled condition. Subjects read each paragraph and then wrote everything they could recall on a separate sheet of paper without looking back at the paragraph. Each paragraph had been parsed into ideas units and the idea units were arranged hierarchically into four levels. Important idea units are those ideas in the top two levels. The subjects' recall protocols were evaluated using the ratio of the number of important ideas units recalled to the number of idea units possible.

**Procedure**

All instruction was conducted through the use of computers. Each program required approximately 10
minutes to complete. After completing each program, subjects were given worksheets which provided reinforcement of skills taught though the computer program. Worksheets were evaluated and subjects were given feedback and correction as needed.

Sentence connectives group. Subjects in the sentence connectives treatment group received computer instruction on the function of the causal word because to connect sentences. Because is used to connect a sentence or phrase about what happened (effect) with a sentence or phrase about the reason for what happened (cause). In a pair of sentences, if one sentence does not give a reason for what happened in the other sentence, then those sentences may not be joined with because. After instruction and examples, subjects were given 10 sentence pairs. Subjects had to decide if each pair could be joined with because and feedback was provided. At the conclusion of the program, a review was provided of sentence pairs for which a subject had responded incorrectly. The worksheet consisted of 10 pairs of sentences. Subjects either joined the sentences with because or placed a period at the end of the first sentence to indicate that the sentences should not be joined with because. Worksheets were
scored and subjects were given feedback.

**Graphic organizer group.** Subjects in the graphic organizer treatment group were given computer instruction in using a graphic organizer to record important information from a cause/effect paragraph. Graphic organizers were defined as a special way to outline information presented in a text. Three features of graphic organizers were identified: (a) Only key ideas (words or phrases) are listed, (b) Key ideas are connected with lines to show which ideas are related, and (c) Key ideas are arranged higher or lower to indicate which ideas are more important. A cause/effect paragraph was presented on the screen. Subjects were instructed to read the paragraph and notice how ideas were related. The same paragraph was presented again one phrase at a time with subjects controlling the speed of presentation by pressing the space bar. Causes were underlined with a single line and results underlined with a double line. The paragraph was presented a third time and important cause, important result, and contributing causes were identified by the subject. The computer then arranged these key ideas into a graphic organizer. The graphic organizer was displayed after each important idea unit
was selected. The subject could also request a display of the graphic organizer at any point in this process. After reviewing steps in making a graphic organizer for a cause/effect paragraph, subjects were given a worksheet with a cause/effect paragraph and a blank graphic organizer to complete. Graphic organizers were evaluated and feedback was provided.

Control group. The control group ran a computer program which had the same running time as the CAI for the treatment groups and required reading text from the screen. The control group computer program did not provide instruction in cause/effect sentences or paragraphs. At the completion of that program, an accompanying worksheet which reinforced the information presented in the control group's program was completed by the control group subjects.

On the first day, all subjects were given the three pretest evaluation instruments. All three instruments were done with paper and pencil. The free recall instrument was given first, followed by the Geva/Ryan Connectives Test, and a graphic organizer evaluation. This order of presentation was chosen so that administration of one instrument would not bias the subjects' performance on the other instruments. The
thought processes and organizational skills used in the second and third instruments may have influenced a subject's free recall if recall had not been tested first. On the second day, subjects were given the training described above for their group. On the third day, subjects were given three posttest measures, the same tests in the same order as for the pretesting.

**Results and Discussion**

An analysis of variance (ANOVA) was conducted on the pretest and post scores and there was no significant difference between the scores.

---

Insert Table 1 here
---

There was a slight increase in the number of important idea units recalled from the normal passage.

Subjects from the two treatment groups were given questionnaires about the use of these instructional programs. The subjects were very enthusiastic about the use of these programs. They all stated that they had learned new information about cause/effect connectives or graphic organizing. They also said that the programs were easy to use and understand.

The brevity of the treatment and the small number
of subjects may account for the lack of results from this pilot. After the pilot, the graphic organizer instrument was redesigned. For this study, the graphic organizer instrument consisted of a paragraph and a labeled graphic organizer outline with lines drawn to indicate causal relations. The graphic organizer instrument scores indicated that subjects could complete the graphic organizer correctly by reading labels on the graphic organizer structure provided and selecting appropriate ideas from the paragraph. The instrument was redesigned so that it required subjects to complete the graphic organizer outline structure as well as provide the important ideas from a paragraph.

The subjects' positive responses on questionnaires about the two instructional programs suggests that computer assisted instruction can motivate students during instruction on cause/effect connectives and graphic organizing.
Table F 1

Pilot Study One:

Means and Standard Deviations

<table>
<thead>
<tr>
<th>Evaluation Instrument</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Organizer Score (Correct out of 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>SD</td>
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<td>1.00</td>
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<tr>
<td>Geva/Ryan Score (Correct out of 30)</td>
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<tr>
<td>SD</td>
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<td>Normal Passage Recall (% Main ideas recalled)</td>
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<td></td>
</tr>
<tr>
<td>M</td>
<td>0.27</td>
<td>0.41</td>
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<tr>
<td>SD</td>
<td>0.23</td>
<td>0.27</td>
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<tr>
<td>Scrambled Passage Recall (% Main ideas recalled)</td>
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<td>0.45</td>
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<tr>
<td>SD</td>
<td>0.21</td>
<td>0.10</td>
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Pilot Study Two

Pilot Study Two was done to test all computer programs, worksheets, and evaluation instruments with their revisions prior to using them for collecting data.

Method

Subjects

The subjects were 10 fifth-grade pupils at an urban elementary school. The students were from the highest reading group in their class and all students were reading on or above the fifth-grade reading level as determined by the criterion referenced tests from their basal reading series. All of the students had used a computer before, but none had received formal instruction in computing. Subjects were randomly assigned to one of two treatment groups: Sentence Connectives or Graphic Organizers.

Materials

Instructional materials. Instructional materials consisted of six computer programs written in BASIC and their accompanying documentation and worksheets. Three programs were written to instruct pupils on sentence connectives and three programs were written to instruct pupils on graphic organizers.

Each program written to instruct pupils on causal
sentence connectives provided instruction followed by an exercise with 10 randomly selected items. In the first program, the objective was for the subject to join causally related sentences with the word because. In the second program, the objective was for subjects to select which sentence was a causal statement from a pair of sentences. In the third program, the objective was for the subject to select the appropriate causal ending for a sentence. Upon completing each program, subjects were given a worksheet in order to reinforce the program objective and to encourage transfer of learning to standard printed material.

Each program written to instruct pupils on graphic organizers provided instruction followed by an exercise. In the first program, the objective was for the subject to identify the important result, the important cause, contributing causes, and extra information from a given cause/effect paragraph. In the second program, the objective was for the subject to arrange key ideas from a cause/effect paragraph in a hierarchy with the important result followed by the important cause and then the contributing causes. In the third program, the objective was for the pupil to draw lines to illustrate the relationship between related ideas from a
cause/effect paragraph. Upon completing each program, an accompanying worksheet provided further practice with paper and pencil in order to reinforce the objective and to encourage transfer of learning to standard printed material.

**Test Materials.** Test materials consisted of a graphic organizer evaluation and the *Sentence Connectives Test* (Geva & Ryan, 1985). The graphic organizer evaluation required the subjects to read a paragraph and construct a graphic organizer from that paragraph. Subjects were allowed to refer to the paragraph while constructing the graphic organizer. The graphic organizer was evaluated in terms of selection of important idea units. Due to the revisions as a result of Pilot Study One, graphic organizers were also evaluated for placement of ideas units hierarchically, and indication of relations among idea units. The *Sentence Connectives Test* was a completion task developed by Geva and Ryan (1985). Sentences were broken following a connective and four possible endings were given. On a separate answer sheet, subjects indicated their choice for completing each sentence by circling the letter they saw in front of the sentence ending they choose. There were 30 items on the test.
Procedure

On the first day, the subjects were given the Sentence Connectives Test and graphic organizer evaluations. On the second day, subjects were given written directions and a computer program disk according to their group. After completing their programs, the subjects were given worksheets as an extension of the program that they had just completed. On the third and fourth day, after receiving feedback about their worksheet from the preceding day, subjects were given written directions and a computer program disk for the next lesson. On the fifth day, the subjects again were given the Sentence Connectives Test and Graphic organizer evaluations.

Results and Discussion

The purpose of this pilot study was to determine the appropriateness of the materials. Only two minor bugs were found and both were corrected in the program. There was no change in the subjects' scores from pretest to posttest on the Sentence Connectives Test; however, there was a significant difference in the scores on the graphic organizer evaluation. Subjects who had been instructed with the three graphic organizer programs scored significantly better than subjects who
had not received graphic organizer instruction \((F(1, 8) = 19.56, p < .05)\).

On a posttest questionnaire, subjects' comments were positive. They all commented favorably about the programs and stated that they like to use computer programs to learn information.

The results of this pilot study indicate that computer assisted instruction (CAI) was effective in teaching subjects how to use graphic organizers. Because of its effectiveness and the students' positive response, it seems that CAI is an appropriate method for teaching graphic organizing. Students were able to use these materials independently and did not report any difficulties in executing the programs. Thus this indicated that these materials were workable.
Table F 2

Pilot Study Two

Means and Standard Deviations

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<thead>
<tr>
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</tr>
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Vita

Edith Appell Slaton is married to Gaynell R. Slaton and they have two children: Margaret Slaton Walker and James Appell Slaton. Edith Slaton earned her B.S. in Elementary Education in 1969 and an M. Ed. in 1975 from Southeastern Louisiana University. She was an elementary teacher for 10 years, a teaching graduate assistant for two years, and an instructor for one year.
DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Edith Appell Slaton

Major Field: Curriculum and Instruction

Title of Dissertation: Effects of Instruction in Use of Sentence Connectives and Text Structure on Passage Recall

Approved:

[Signatures of Major Professor and Chairman, Dean of the Graduate School]

EXAMINING COMMITTEE:

[Signatures of committee members]

Date of Examination:

May 1, 1987