

ClauseNumber Clause

- 1 Mrs. Logan entered the room
- 2 and said loudly but pleasantly, 'All right, children.
- 3 It's time to be seated.'
- 4 Raymond immediately went to his desk
- 5 and sat down.
- 6 He seemed alert to all of the activity going on in the room.
- 7 He squirmed restlessly in his seat.
- 8 He looked over at Judy Marshall in a coy and embarrassed manner.
- 9 Raymond affected a haughty facial expression
- 10 as he turned his head away.
- 11 Grant Herne, whose desk was in front of Judy's,
- 12 came up
- 13 and whispered something to Raymond.
- 14 Raymond listened with interest to what Grant had to say.
- 15 Grant returned to his seat
- 16 and Raymond regarded Grant for a second.
- 17 Then he went quickly to Grant's seat
- 18 and whispered something furtively.
- 19 He slipped back to his own seat.
- 20 He glanced momentarily at Judy.
- 21 Then he gave Grant an intimate, knowing glance.
- 22 Mrs. Logan went rapidly to the back of the room.
- 23 She was annoyed with Stanton Thorne,
- 24 who was lying on his stomach on the windowsill.
- 25 She took him by the shoulder
- 26 and shoved him firmly toward his seat.
- 27 She looked out the window

ClauseNumber Clause

28 to see what had been so interesting to Stanton.
29 Raymond observed this incident, with no apparent feeling.
30 The school band started playing loudly outside in the street.
31 Raymond, along with several other children, jumped up immediately
32 to watch the band from his seat.
33 Raymond, seemingly satisfied with what he had seen,
34 calmly sat down facing the front.
35 Ben Hutchings came in
36 and Mrs. Logan asked, 'Ben, did you just now get here from home?'
37 Ben nodded yes
38 and grinned shyly in embarrassment.
39 The teacher smiled
40 and acquitted him,
41 saying, 'That's all right.'
42 Raymond scrutinized Ben
43 as Ben entered
44 and went to his seat.
45 The teacher said in a very definite tone, 'Second grade, we will get out our English books.'
46 Then she said in a louder voice, 'All right.
47 Let's get quiet now.'
48 She began helping the first graders with their spelling.
49 Raymond immediately got out his book
50 and opened it to the proper page.
51 Raymond immediately read the sentences there.
52 After pausing thoughtfully for just a moment,
53 he wrote in the answer.
54 As he wrote,

ClauseNumber Clause

55 Mrs. Logan read the second direction to the class as a whole
56 and then paused for the children to fill in the blanks.
57 Raymond wrote busily
58 and finished both parts one and two.
59 He leaned back in his seat
60 and listened to the teacher's instructions.
61 His face wore a puzzled frown
62 and his lips were pursed.
63 Quickly he turned to his book
64 and gripped the pencil tightly in his hand.
65 Raymond's movement to write was arrested suddenly,
66 because his plastic gun-shaped pencil box fell from his desk with a terrific clatter.
67 The teacher was disturbed by the noise.
68 The teacher came down the aisle to investigate.
69 Raymond quietly got out of his seat,
70 stooped down,
71 picked up the scattered supplies,
72 and put them back into the pencil box.
73 Mrs. Logan resumed the English lesson
74 by reading the third direction aloud,
75 giving a brief explanation in her own words.
76 Raymond turned to his English workbook immediately,
77 and with great intentness and confidence filled in the two blanks.
78 Mrs. Logan commented, 'We should be ready for number four now.
79 How many are not?'
80 Several were not ready.
81 Abruptly the teacher read the fourth direction.

ClauseNumber Clause

- 82 Raymond hurriedly wrote in a word.
83 He paused thoughtfully for a moment.
84 His thoughtfulness turned to a mildly frustrated or puzzled look.
85 His expression cleared
86 and with evident confidence he filled in the second blank.
87 He laid his pencil down with an air of relief.
88 The teacher read the directions for part five.
89 Immediately Raymond turned
90 and watched her intently.
91 He grabbed his pencil
92 and listened closely.
93 He wrote in an answer,
94 frowning slightly
95 with an apparent effort to concentrate
96 as he wrote.
97 The teacher read the sixth direction
98 which required the children
99 to copy on tablet paper a story of several sentences in length from the English workbook.
100 She repeated the directions in her own words
101 and added
102 that she would pay particular attention to penmanship.
103 Raymond listened absently to this lengthy explanation of the last part of the lesson.
104 He began writing lackadaisically.
105 Judy Marshall asked the teacher something about copying the capitals in the lesson.
106 Raymond looked up
107 and listened with intense concentration to the answer.
108 Judy's question apparently concerned something Raymond did not understand either.

ClauseNumber Clause

109 After the teacher had answered,
110 Raymond returned to his copy work once more.
111 With his head on his left hand, he applied himself to writing the story
112 carefully, deliberately and with great intentness.
113 Without pause or observable diversion he remained glued to his writing.
114 Raising his head momentarily,
115 he seemed to be thinking.
116 He whispered several words to himself
117 while he wrote them down.
118 He appeared to be unaware of his whispering.
119 Then, still unconsciously, he made a 'Sh, -sh-s' sound
120 as he checked his own work against the original.
121 He wrote another word or two.
122 He raised his head a little
123 and turned an analytic eye
124 on what he had written.
125 Smiling briefly with satisfaction,
126 he copied more from his English book.
127 He seemed absorbed in the task.
128 Grant Herne, who was crouched in the aisle cleaning his desk,
129 bumped into Raymond's desk accidentally.
130 Raymond glanced up casually
131 but showed no particular interest in Grant's maneuverings.
132 Tapping his pencil restlessly against his trouser leg,
133 he checked his work against the original in the English book.
134 He appeared satisfied and content with the quality of his work.
135 He wrote again with his pencil gripped tightly,

ClauseNumber Clause

136 deliberately forming each letter.
137 Alternately he wrote and checked,
138 never straying from his purposeful activity.
139 With an abrupt movement Raymond laid his pencil down
140 and jumped out of his seat.
141 With his English lesson in his hand he hurried to the front
142 and stopped at the right side of the teacher's desk.
143 Several other children were crowded together at the right side of the desk.
144 Raymond immediately moved to the left side.
145 He leaned against the books on the desk
146 and waited for his turn.
147 While Mrs. Logan looked over the writing in his tablet,
148 he watched her expression intently.
149 As soon as she made a check mark on his paper,
150 he hurried back to his desk.
151 Nearing his desk,
152 he crumpled the paper, seemingly without any disappointment or anxiety.
153 His expression was one of 'Well, that's that and I'm through.'
154 The teacher called to him pleasantly, 'Did I grade your book?'
155 Raymond answered with a negative shake of his head.
156 He picked up his English workbook
157 and returned to her desk.
158 He walked briskly.
159 He laid his workbook on the desk.
160 He leaned on the desk,
161 breathlessly looking around the room.
162 Then he marched back to his desk.

ClauseNumber Clause

163 The teacher in a routine way, said, 'In position.'
164 Raymond immediately folded his hands
165 and sat up straight
166 and took a solemn facial expression.
167 Mrs. Logan explained to the class as a whole
168 that all of them should go out to play
169 except those who had special permission
170 to stay in.
171 Raymond, sitting quietly,
172 listened soberly to her words.

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
1	0	1	0	0	1	1	3
2	0	0	0	0	1	1	2
3	0	0	0	0	0	0	0
4	1	1	0	1	0	1	3
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	1	0	1
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9	0	0	0	0	0	0	0
10	1	0	0	0	0	0	1
11	0	0	0	1	0	0	1
12	0	1	0	0	1	1	3
13	0	0	0	0	0	0	0
14	0	0	0	1	0	0	1
15	0	1	0	1	1	0	3
16	1	0	0	1	0	0	2
17	1	1	0	0	1	0	3
18	0	0	0	0	0	0	0
19	0	1	0	0	1	0	2
20	1	0	0	0	1	0	2
21	1	0	0	0	0	0	1
22	1	1	0	1	1	1	3
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0
26	0	1	0	0	0	0	1
27	0	0	0	0	1	1	2

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
28	0	0	0	0	0	0	0
29	0	0	0	1	0	0	1
30	0	1	0	1	1	0	3
31	1	0	0	1	0	1	3
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33	0	0	0	1	0	0	1
34	0	0	0	0	0	0	0
35	0	1	0	1	1	0	3
36	0	0	0	1	0	1	2
37	0	0	0	1	0	1	2
38	0	0	0	0	0	0	0
39	0	0	0	1	0	1	2
40	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0
42	0	0	0	1	0	0	1
43	1	1	0	0	0	0	2
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45	0	0	0	1	1	1	3
46	0	0	0	0	1	0	1
47	0	0	0	0	0	0	0
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53	0	0	0	0	0	0	0
54	0	0	0	0	0	0	0

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
55	0	0	0	1	1	1	3
56	1	0	0	0	0	0	1
57	0	0	0	1	0	0	1
58	0	0	0	0	0	0	0
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61	0	0	0	0	0	0	0
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65	1	0	0	0	1	0	2
66	0	0	0	0	0	0	0
67	0	0	0	1	0	0	1
68	0	1	0	0	0	1	2
69	0	1	0	1	0	1	3
70	0	0	0	0	0	0	0
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73	0	0	0	1	0	0	1
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75	0	0	0	0	0	0	0
76	1	0	0	1	0	1	3
77	0	0	0	0	0	0	0
78	0	0	0	1	0	1	2
79	0	0	0	0	0	0	0
80	0	0	0	0	0	0	0
81	1	0	0	0	1	1	3

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
82	1	0	0	1	0	1	3
83	1	0	0	0	0	0	1
84	0	0	0	0	0	0	0
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87	0	0	1	0	0	0	1
88	0	0	0	1	1	1	3
89	1	0	0	1	0	1	3
90	0	0	0	0	0	0	0
91	0	0	1	0	0	0	1
92	0	0	0	0	0	0	0
93	0	0	0	0	0	0	0
94	0	0	0	0	0	0	0
95	0	0	0	0	0	0	0
96	1	0	0	0	0	0	1
97	0	0	0	1	1	1	3
98	0	0	0	0	0	0	0
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103	0	0	0	1	0	1	2
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105	0	0	0	1	0	1	2
106	0	0	0	1	0	1	2
107	0	0	0	0	0	0	0
108	0	0	0	0	0	0	0

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
109	1	0	0	1	0	0	2
110	0	0	0	1	0	0	1
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112	0	0	0	0	0	0	0
113	0	0	0	0	0	0	0
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115	0	0	0	0	0	0	0
116	0	0	0	0	0	0	0
117	1	0	0	0	0	0	1
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119	0	0	0	0	0	0	0
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125	1	0	0	0	0	0	1
126	0	0	0	0	0	0	0
127	0	0	0	0	0	0	0
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129	0	0	1	0	1	0	2
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133	0	0	0	0	0	0	0
134	0	0	0	0	0	0	0
135	0	0	1	0	0	0	1

ClauseNumber	Situation Changes						NumberOfChanges
	Time	Space	Object	Character	Cause	Goal	
136	0	0	0	0	0	0	0
137	0	0	0	0	0	0	0
138	0	0	0	0	0	0	0
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161	0	0	0	0	0	0	0
162	0	1	0	0	0	1	2

"Course Work"

Speer, Reynolds, Swallow, Zacks

ClauseNumber	Situation Changes						NumberOfChanges
	<u>Time</u>	<u>Space</u>	<u>Object</u>	<u>Character</u>	<u>Cause</u>	<u>Goal</u>	
163	0	0	0	1	1	1	3
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"Course Work"

Speer, Reynolds, Swallow, Zacks

Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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22	0	1
23	1	0
24	0	1
25	0	0
26	0	1
27	0	0

"Course Work"

Speer, Reynolds, Swallow, Zacks

Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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"Course Work"

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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"Course Work"

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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"Course Work"

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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"Course Work"

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Structural Variables

ClauseNumber	<u>Non-TerminalPunctuation</u>	<u>TerminalPunctuation</u>
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171	1	0
172	0	1