

Erratum for A Dissertation Submitted to the Faculty of the Graduate School of the University of Minnesota: Carlson, S. (2011). Effects of Questioning During and After Reading on Inference Generation between Skilled and Less-Skilled Comprehenders.

Please email sarahlize21@hotmail.com to receive the changed document.

- Formatting of tables is uneven after margins were changed.
- References are uneven after margins were changed.
- Formatting of Appendix D is uneven after margins were changed.
- Formatting of Appendix E is uneven after margins were changed.
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