



## Introduction:

• Narrative abilities: complex language skills support language development and academic success

- Macrostructure: story elements
- Microstructure: conjunctions, mental verbs  
reference pronouns

• Story generation in young children improved when asked questions prior to production (Silva and Cain, 2019)

- Serve as additional cue to highlight key aspects of the story
- Impact on macro- but not microstructure (Paris and Paris, 2003)

• Question effects on macro- or microstructures could be due to type of question asked or young age of children studied

• Current study:

- macro- and micro-element-focused questions
- older children whose linguistic skills are more fully developed

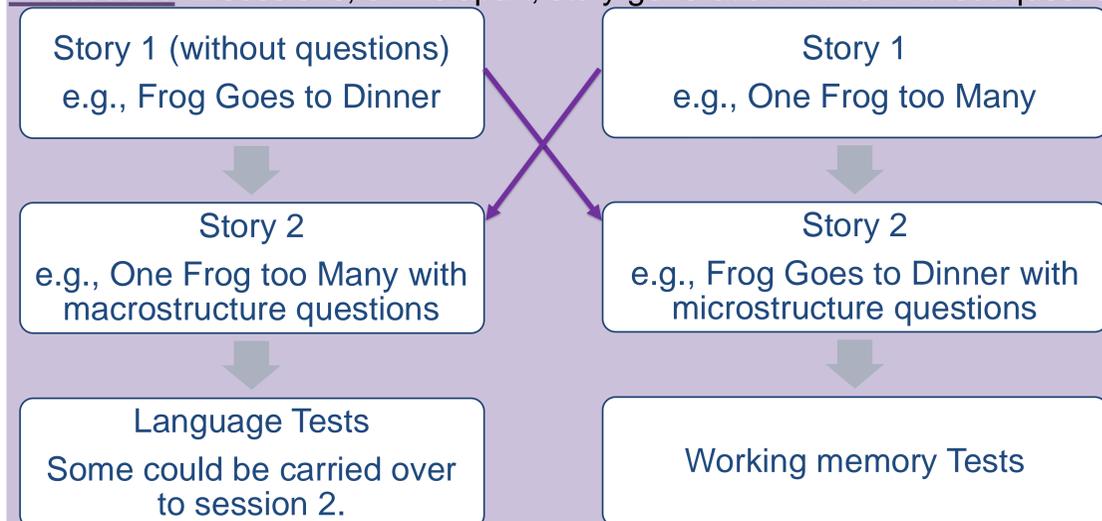
## Research Question:

• Does question type (i.e., macrostructure- or microstructure-focused) influence inclusion of macrostructure or microstructure elements in narrative productions in 7–8-year-olds

## Methods:

**Participants:** 20 participants; 7-8 years

**Procedure:** 2 sessions, 3 wks apart; story generation with or without questions



Sample questions: Syntactically matched; phrase and question

### Macro-focused questions

Characters are people and animals in the story. Who are the characters in this story?

### Micro-focused questions

'Because' gives you a reason. Using 'because', why is the boy sad here?  
(point to picture 7: boy crying)

The problem is the challenge the character is facing. What is the problem in this story?

'But' signals opposite ideas. Using 'but', how did the boy compared to the big frog feel about the little frog here?

## Results:

Table 1. Elements retold in a story either with or without first being asked questions

Question status	Macro-elements Included M (SD)	Micro-elements Included M (SD)
No question	0.42 (0.16)	0.54 (0.21)
Macro-focused question	0.44 (0.17)	0.56 (0.22)
No question	0.37 (0.17)	0.49 (0.20)
Micro-focused question	0.52 (0.15)	0.67 (0.19)

Figure 1. Effect of question

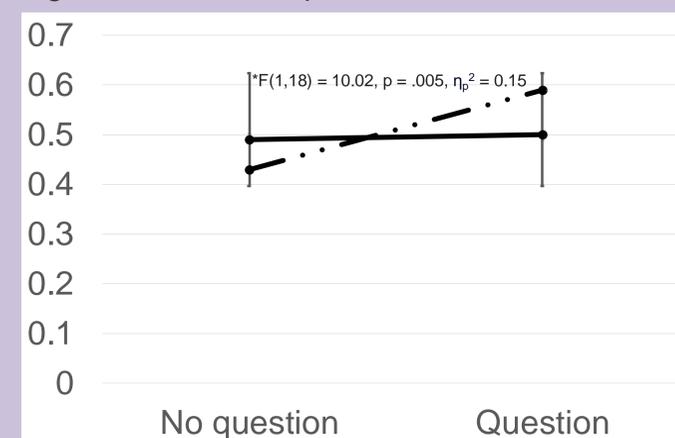
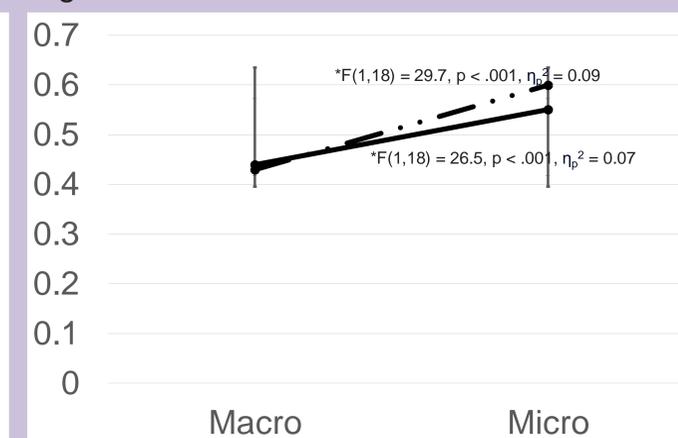


Figure 2. Number of elements retold



— Macro-focused question — • Micro-focused question

• Narrative production:

- increase in inclusion of elements after microstructure questions
- effect of microstructure specific questions was significant
- macrostructure specific questions did not produce significantly different narratives

## Clinical Implications:

- Provide insights into the importance of questions
- Better recall of elements depends on type of question cue
- Elaborates and adds to previous research centered wholly on macrostructure
- Questions essentially helped direct the child's focus towards specific information
- Microstructure questions provided more specific information for children to include

## References:

- Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared book reading: When and how questions affect young children's word learning. *Journal of Educational Psychology, 101*(2), 294–304. <https://doi.org/10.1037/a0013844>
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