

# The Role of Text Features on Children's Detection of Inconsistencies in Narrative Passages

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## Background

- Some elementary school children struggle to develop the language skills necessary for strong reading comprehension. Addressing these challenges early is critical to preventing later comprehension difficulties.
- Comprehension monitoring**—the ability to evaluate one's understanding in real time—along with knowledge of **text structure** plays a key role in successful reading.
- Comprehension monitoring assessment: **inconsistency detection task**
- Limited research has examined the influence of **text features** on elementary students' detection of inconsistencies in **listening** contexts.

### PURPOSE

This study examines the influence of text features on children's detection of inconsistencies in listening contexts.

### RESEARCH QUESTIONS:

Does performance on inconsistency detection vary based on text features?

- Macrostructure element:** Does performance vary based on the type of macrostructure element (setting, goal, resolution) inconsistency in the passage?
- Consistency level:** Does performance vary based on the consistency status (consistent, inconsistent) of the passage?
- Inconsistency location:** Does performance vary based on the location (1st sentence, 3rd sentence) of the inconsistency in the text?

## Methods

### Participants

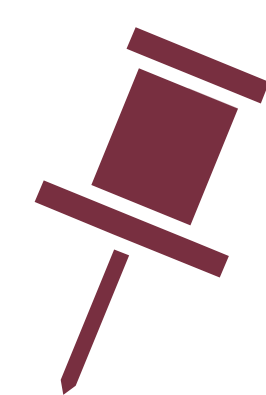
- Data collection in progress.
- Target sample of 155 K-2 English speaking students in schools in North Florida.

### Design

- Inconsistency Detection Task:** Students listened to texts that do or do not have inconsistencies in **macrostructure elements**.
- All participants listen to the same passages in a randomized order.
- Participants were trained before each assessment.
- Three assessments across two 30-minute sessions.

## Macrostructure Elements

- Macrostructure Elements:** the global organization of a narrative.
  - Supports overall comprehension.
- Examining how children detect inconsistencies in these elements provides insight into their developing macrostructure knowledge.



**Setting:**  
Time or place of the story



**Goal:**  
Character's desires or purpose for actions



**Resolution:**  
Attempts to accomplish a goal and end the story

## Defining Consistency

- Consistent Passages:** Contain information that is fully coherent.
- Inconsistent Passages:** Contain information that does not fully align.
- Investigating children's recognition of consistent versus inconsistent passages offers insight into early comprehension monitoring and processing efficiency.

## Inconsistency Location

- First Sentence:** Inconsistency occurs at the beginning of a passage.
- Third Sentence:** Inconsistency occurs at the end of a passage.
- Placement of inconsistencies within a passage provides insight into how textual position shapes early comprehension monitoring.

SETTING	GOAL	RESOLUTION
<b>12 passages</b>	<b>12 passages</b>	<b>12 passages</b>
• 6 consistent	• 6 consistent	• 6 consistent
• 6 inconsistent	• 6 inconsistent	• 6 inconsistent
<i>Inconsistencies were located in sentence 3 only</i>	<i>Inconsistencies were located in sentence 1 only</i>	<i>Inconsistencies were located in sentence 3 only</i>

## Preliminary Analyses

- Preliminary analyses were conducted using data from 60 kindergarten, first grade and second grade children.
  - Inconsistency detection was not significantly different across macrostructure elements.
- Preliminary analyses have not yet examined text features of inconsistency location and consistency level of passages.
- Future analyses will examine how text features shape early comprehension monitoring.
- Findings may inform early identification of listening comprehension strengths and gaps.
- Results will contribute to understanding the development of children's situation models in listening contexts.

ELEMENT	SETTING	GOAL	RESOLUTION
<b>CONSISTENT</b>	Sameera was walking in the park and found a lost kitten. She picked up the kitten and showed her parents. Sameera and her parents walked around the park searching for the kitten's owner.	Tai wanted to grow a garden in his yard. He read books about plants so he could find the best plants to grow. Tai's hard work paid off and he grew a beautiful garden.	Chris wanted to make music with a band. He bought drums and his friends in the band bought guitars and microphones. They all got together and Chris made music with his band all night.
<b>INCONSISTENT</b>	Khanh lives in a big city. He hears lots of noises like honking cars and neighbors' music. He loves walking on the busy streets and looking at the tall buildings <u>on the farm.</u>	Cecilia and her sister wanted to <u>wash the floor</u> in the kitchen. They mixed the flour and sugar together and rolled some dough. When they were done, they enjoyed eating the cookies together.	Natasha wanted a coat so that she could warm up. She was very cold because she was outside playing in the snow. Her mom came to the rescue with an <u>icy glass of lemonade.</u>

Table 1. Examples of passages that were read to students in this study organized. Inconsistencies underlined.

## References

Please scan the QR code for a references list.

