

Story Grammar

Short, E.J., & Ryan, E.B. (1984). Metacognitive differences between skilled and less skilled readers: Remediating deficits through story grammar and attribution training. *Journal of Educational Psychology, 76*, 225-235.

This reading comprehension strategy was designed to provide students with a strategic plan for selecting important aspects of story information for further study, by asking themselves the five "wh" questions.

Who is the main character?

Where and when did the story take place?

What did the main character do?

How did the story end?

How did the main character feel?