A REVIEW AND ANALYSIS OF THE LITERATURE RELATED
TO CRITICAL READING AND A HANDBOOK TO DEVELOP
SPECIFIC CRITICAL READING SKILLS

by

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This thesis presents a review and analysis of the literature on critical reading, and a handbook designed to assist teachers who wish to improve their teaching of critical reading skills.

The relationship between critical reading and reading comprehension is explored under the topic headings of cognitive models, factor analytic studies and models of reading behaviors. It was found that a strong relationship exists between critical reading and thinking, and that some educators recommend the teaching of critical reading skills as a vehicle for developing critical thinking skills.

This review indicates that despite evidence which suggests a need for specific teaching of critical reading skills, and despite evidence which indicates the value of teacher questioning in developing these skills, the latter technique is not being well utilized at the present time. Some educators suggest that this situation exists because reading educators express "vague and ambiguous" concepts of this aspect of reading comprehension.

General definitions of critical reading indicate that it involves some evaluation of material based on criteria formed by previous reading background and experience. It is difficult to establish the exact subskills involved, but major educators appear to agree that there are four subskills that seem basic to critical reading. These subskills are: 1) fact or opinion, 2) evaluation of characters' actions and speech, 3) inference, 4) establishing the author's purpose.
The handbook is designed to develop the four specific critical reading skills identified above. Questions are based on stories selected from four basal readers authorized for use in British Columbia schools. The Dale-Chall readability levels are provided for each story, and a foreword to teachers includes suggestions for utilizing the handbook.
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CHAPTER I

THE PROBLEM

GENERAL STATEMENT OF THE PROBLEM

Despite widespread agreement that reading is a reasoning, thinking process, it appears that teachers have over-emphasized the mechanical aspects of reading and have neglected to teach some of the thinking skills involved. A review of the literature indicates that educators are particularly concerned with the development of the thinking skills involved in an aspect of reading comprehension often labelled 'critical reading'.

An examination of the literature reveals no lack of material on reading comprehension, critical reading, and apparently related thinking skills. This study analyses this literature in an attempt to determine the relationship between thinking skills and critical reading and also, the relationship of critical reading to reading comprehension. In addition, the study endeavors to clarify the existing definitions of critical reading. The analysis of the literature provides the basis for the development of a handbook to develop specific critical reading skills. The handbook is intended to be an aid for classroom teachers concerned about the development of critical reading.

BACKGROUND OF THE PROBLEM

Our modern, fast moving society needs citizens who are capable of clear, intelligent thinking so that ideas not deserving of recognition will be questioned, and statements lacking validity will be recognized. Many writers suggest that such thinking can best be developed through
printed material because this medium gives each individual the opportunity to comprehend, reflect, and evaluate at a rate he finds comfortable. According to King, "reading is a most effective vehicle for influencing critical thinking abilities". (1968, p. 5)

Reading educators are becoming increasingly aware of their responsibility to teach children how to read and think critically. Twenty years ago, Kay emphasized that "one of the greatest problems, if not the greatest problem confronting educators today is the teaching of critical reading to those who are the present voters in our country and its potential voter, the youth - the 'citizens of tomorrow'". (1946, p. 380)

Recent observational studies conducted within elementary school classrooms indicate that children are not being taught to think critically as they read. According to Guszak, teachers seem to be conditioning students to "... take value positions without the vital weighing of evidence that seems to separate the thinking individual from the mob member". (1967, p. 234) He also suggested that students seem to be programmed to develop a nearly flawless ability to anticipate trivial literal questions asked by teachers. Of course, Guszak does not define what he means by the term 'trivial', and therefore, this comment might be open to question.

However, within the literature, there is evidence that critical reading should be taught, that it can be taught, and that children of all ages can develop the ability to read critically to some degree. From this information, it seems logical to question why critical reading skills
are not being taught effectively at the present time.

Some writers suggest that schools are lagging in the development of critical reading programs because: 1) teachers are unfamiliar with this aspect of comprehension; 2) they are unaware that it is necessary to teach critical reading, and 3) they have little understanding of how critical reading can be taught. According to King, "vague and ambiguous concepts of the nature of critical reading, inadequate definition of the specific skills involved, insufficient instructional materials and techniques, and the limited abilities of teachers to instruct pupils in these higher level reading skills are commonly identified as inhibiting factors". (1968, p. 179)

Educational literature contains a plethora of writings pertaining to critical reading and reading comprehension. However, after reviewing definitions and explanations of such writings, it becomes apparent that: 1) the relationship of critical reading to other comprehension abilities is unclear, 2) many writers express themselves in such loose terms that their contributions appear rather superficial and vague, and 3) there is little agreement amongst those writers who do attempt to define critical reading in terms of the specific subskills that may be involved.

Because of the confusion that is apparent in the literature, it seems appropriate to undertake an analysis of the available literature on critical reading and reading comprehension. Such an analysis would form the basis for a handbook of materials to develop specific critical reading skills.
IMPORTANCE OF THE STUDY

The school is a powerful agency for helping students build critical reading/thinking skills. It appears that critical reading skills do not develop naturally. Therefore, careful guidance is necessary to ensure that children develop these skills.

There is a definite need for an analysis of the literature because reading educators need to gain a clearer understanding of what is meant by the term 'critical reading'. Only when teachers have a better understanding of this subject will they find it possible to begin planning for the development of this neglected aspect of reading comprehension.

This study is also important because it will provide a handbook of critical reading exercises based directly on fourth grade readers commonly used by British Columbia school teachers. Because the exercises will be based on materials with which the teachers are familiar, it should be possible for teachers to readily incorporate the development of critical reading skills into their current reading programmes.

DEFINITIONS OF TERMS

1. Judgements of Fact or Opinion
   The ability to select verifiable statements as opposed to statements colored by beliefs. (Delisle, 1973, p. 11)

2. Ability to Make Inferences
   The ability to use a synthesis of the literal content of a selection, personal knowledge, intuition and imagination as a basis for conjectures or hypotheses. (Barrett, p. 6)
3. Evaluation of Actions, Speech and Underlying Motives of Characters
The ability to make judgements based on values the reader has acquired through his personal experiences. (Barrett, p. 7)

4. Determine Author's Purpose and Intent
The ability to infer why the author wrote the material. Support for this inference should be found within the selection.
(Jenkinson, 1968, p. 180)

LIMITATIONS OF THE STUDY

It is considered that there are certain limitations to the study. They are:

1. The handbook is limited to fourth grade reading materials.
2. The handbook is limited to narrative materials.
3. The handbook is limited to four basal reader series known to be used in British Columbia schools.
4. The handbook is limited to the development of four specific critical reading skills.

ORGANIZATION OF THE THESIS

The first chapter of the thesis contains a general statement of the problem, the background of the problem, statements about the importance of the study, definitions of terms pertinent to the study, limitations of the study, and the outline of the organization of the study. The second chapter consists of a review and analysis of literature related to critical reading. Chapter three presents a handbook of materials designed to develop specific critical reading skills.
CHAPTER II
REVIEW AND ANALYSIS OF RELATED LITERATURE

The review of related literature is presented under the following main headings: Critical Reading - A thinking Process; Teaching Critical Reading; Critical Reading - An Aspect of Comprehension; Critical Reading.

CRITICAL READING - A THINKING PROCESS

Teaching Reading as a Thinking Process

"Reading is a reasoning process". So stated Thorndike in an article published sixty years ago. Educators since that time have generally agreed that reading is a thinking process of which the outcome should be understanding. Barker's definition appears to be fairly typical of the general description of reading presented in the literature.

Reading may be described as a communication process between the writer and the reader. The extent of the reader's success is determined by the degree to which he obtains the meaning intended by the writer. Hence it is the gaining of understanding from what is read that constitutes the central purpose of the reading act. This understanding is usually referred to as comprehension. (1971, p.1)

Yet despite the attitude that reading is a reasoning process resulting in understanding, it appears that reading programs have not been developed that work efficiently towards this goal. (Otto, 1971)

It has not been clearly established why this is so. Perhaps, as Jenkinson (1971) suggested, we have been assuming that if a child can decode words he will automatically understand their meaning. As early as 1949, Gates stated that "reading is not a simple mechanical skill" and that "properly cultivated, it is essentially a thoughtful process". (1949, p. 3)
However, twenty years later, the situation was such that Wolf, Buck and King commented:

"Teachers too frequently have stressed the mechanics of reading to the neglect of the thinking aspect. Often the inherent rightness of the printed page is assumed, and children develop a non-questioning attitude toward their reading". (1968, p. 441)

Recent comments by Stauffer seem to sum up the history of reading education. He has suggested that we have not been improving our teaching of reading comprehension because "the roots of our beliefs and practices are deep in the traditions of the past", and he has also stated that "a first step towards breaking the comprehension lock step is to believe that reading is a thinking process". (1975, p. 26)

A similar viewpoint was expressed by Artley when he suggested that "the expression 'reading as a thinking process' is almost a cliche", but that "the actual accomplishments in making reading a challenge to higher levels of thought seem somewhat disappointing". It would seem that Artley reflected the concerns of many modern educators when he stated:

"We are in the midst of a right-to-read movement, but if reading becomes only the means through which simple illiteracy is removed, and fails to teach the individual to think and to apply the products of thought, the major educational objective will be missed". (1972, p. 203)

A review of the literature reveals that educators are particularly concerned with the development of higher level thinking skills that seem to be involved in an aspect of reading comprehension often labelled "critical reading". Concern about critical reading is not new. Thirty
years ago, Kay pointed out that "one of the greatest problems, if not the greatest problem confronting educators today is the teaching of critical reading to those who are the present voters in our country and its potential voter, the youth - the 'citizens of tomorrow'". (1946, p. 380)

About ten years ago, Austin expressed a similar opinion and added:

"Within the next decade, schools must take action, guidance in critical thinking and reading cannot be left to chance nor to individual efforts. If this country, with its unique form of democracy, is to continue to grow and to become an increasingly vital force in international affairs, each individual must be better equipped to deal intelligently with the vast range of communication media confronting him daily. His reading, in particular, must be more discriminating than in the past, so that he can determine which printed ideas are true, which are biased to suit someone's purpose and which are pure fabrication". (1964, p.40)

It would appear that educators have a responsibility to equip students with the ability to engage in the thinking processes demanded by the skill of critical reading. These thinking processes are often referred to as critical thinking.

The Relationship Between Critical Reading and Critical Thinking

A number of writers have indicated a close relationship between critical reading and critical thinking. (Petty, 1956; Russell, 1963; Henry, 1964; Robinson, 1964; Davidson, 1967; Bell, 1974)

Huus alluded to the apparent relationship when she discussed critical reading in a classroom setting as follows:
"Teachers need to help students tread a fine line between credulity and skepticism, between cynicism and optimism and between suspended judgment and acceptance of the status quo. This 'middle road' is not one of lethargy or of unwillingness to take a stand, but rather an admission that there may be more than one side to a question and that each has the right to be heard, for rarely are ideas or events completely either/or". (1967, p.15)

Several writers have specifically considered a possible relationship between critical reading and critical thinking. For instance, an early study by Glaser (1941) compared the abilities measured by the Watson-Glaser Tests of Critical Thinking and the Martin Reading Comprehension Tests. Based on the results of the study, he concluded that critical reading utilizes critical thinking skills and that there is an overlap between critical reading and critical thinking.

Glaser's conclusion appears to be similar to one of the main premises adopted by Wolf, King and Buck in their major study on critical reading, this premise being that "critical reading is the use of critical thinking in the evaluation of ideas presented in written form". (1968, p.440) An experimental and a control group were formed from twenty-four classes of children in grades one to six. The experimental group received instruction in critical reading while the control group received instruction in children's literature. After the one year study was concluded, Wolf, King and Buck observed that their results "extend(ed) and support(ed) the findings of other research studies . . . which have shown that pupils can improve their critical thinking abilities if they receive systematic instruction in thinking skills". (1968, p.490)

In a later study, Follman (1972) undertook to do a correlation
and factor analysis of critical reading and critical thinking at the fifth grade level. He noted that although his sample consisted of only fifty students and results are tentative, his findings were fairly consistent with similar studies. In the conclusion of his study he suggested that critical reading consists of language skills (vocabulary), various reading skills, and thinking skills. In addition he noted that critical reading seems to involve some activities different from those associated with critical thinking, despite the considerable variance in common.

Besides these studies, other educators espouse theories and beliefs about a relationship between critical reading and critical thinking. For instance, Triggs stated that "thinking is the basis of critical reading and every child challenged to use his ability can learn to read what for his level of understanding is critical. (1959, p. 158)"

Another explanation was presented by Ziller as he specifically related critical thinking/reading to three of the mental processes discussed in Guilford's structure of the intellect. Ziller maintained that critical thinking/reading involves "judgments of the accuracy, goodness, suitability or workability of information", but he stated that evaluation should not be considered a mental process independent of divergent and convergent thinking because they involve the latter at some stage. (1964, p.14)

Covington used differing terminology to express his ideas on this subject. He suggested that reading comprehension consists of passive understanding and creative understanding. According to Covington, creative understanding is "a capacity for going beyond the information given, an ability to evaluate data, and a willingness to raise questions
and to seek out alternative interpretations of the facts". (1967, p.391) Thus defined, it seems to refer to those factors that other educators might classify as "critical reading". Covington maintained that there are definite cognitive skills underlying creative understanding, and he stated that the development of creative understanding depends on direct training in these underlying cognitive skills.

King described this relationship in another way. She suggested that critical thinking "is an analytical, evaluative process in which an individual makes judgments on the basis of norms or standards that have been developed through experience", and she went on to state that "reading is the most effective vehicle for influencing critical thinking abilities". (1968, p.5) She presented the following two reasons to verify the latter statement:

1. Concepts are enriched and extended through reading.
2. Reading helps build language and thinking operations are dependent on one's sophistication with language.

On the other hand, Taschow seemed to use the terms critical reading and critical thinking synonymously as he expressed his opinion as to what the outcome of critical reading should be.

"Critical reading is a learned, purposeful planned thinking process over a sustained period of time in which the reader, supported by his reading experience, background, and training, enters actively, intelligently and emotionally with the author in such a way that the outcome of their shared interactions result in a different or new understanding". (1972, p.3)

Finally, Mueller (1973) referred to educators who maintain that
critical reading involves similar cognitive processes to critical thinking, and from this basis, she suggested that one should consider cognitive operations as they relate to critical thinking as part of the nature of critical reading. For this reason, she has used Taba's proposed sequential development of cognitive skills as a reference point for developing a corresponding model of overt reading behaviors.

The above writers present evidence and theories that indicate a close relationship between critical reading and critical thinking. Several of these writers also suggest or imply that critical thinking and critical reading are "learned" skills that depend on "direct training".

TEACHING CRITICAL READING

Necessity for Specific Teaching

A review of the literature reveals that there is general consensus on the need to teach critical reading. For instance, Karlin wrote that "evidence accumulated over the years reveals that critical reading does not develop through osmosis, nor does it result from chance". (1960, p.79) He believes that teachers at all levels of instruction should be making determined efforts to help students become "thoughtful, careful, critical reader(s)".

Similarly, after reviewing the literature and in particular Maney and Sochor's study, Eller and Wolf suggested that at some point in the twelve year or college curriculum, teachers should expect to give specific instruction to develop the critical skills, as it appears that critical reading is nearly independent of comprehension.

Wolf, King and Huck presented a similar viewpoint. They believe
that "critical reading behavior is learned and proper systematic instruction in the skills that contribute to it are necessary". (1968, p. 442) In a study involving twenty-four intact classroom groups in grades one through six (two control and two experimental groups at each grade level) to determine whether critical reading could be taught to elementary school children, they concluded that "children who received instruction in critical reading give more evaluating responses and fewer literal, memory, and inferring responses than their counterparts who do not receive such instruction". (1968, p.490) They added, referring to studies by Rogers and Gray, that "the ability to analyze and evaluate ideas does not develop naturally as a concomitant of chronological age". (1968, p. 442)

Artley appears to be in agreement with Eller and Wolf, and with Wolf, King and Huck when he suggested that:

"Learning to think and to apply the products of thought do not develop in the child through maturation. Rather, the skills and abilities involved are the result of deliberate instruction and require a teacher's full understanding of the thinking strategy being developed as well as the appropriate method to develop it". (1972, p.203)

Both Taschow and Austin reflected the same viewpoint. Taschow maintained that critical reading is a "learned" thinking process, and Austin argued that "guidance in critical thinking cannot be left to chance nor to individual efforts". (1964, p.40)

After summarizing thirty-four studies on the development of critical and logical thinking, Glaser wrote:
"In general, the research indicates that if the object is to develop in pupils an attitude of reasonableness and regard for the weight of evidence and to develop ability to think critically about controversial problems, then, the component attitudes and abilities involved in thinking critically about such problems must be set up as definite goals of instruction. Specific training for the given objectives should be provided, and the processes and principles which are involved must be made clear and usable to the students. (1941, p.175)

In agreement with the above educators, Bell maintained that "only through the thinking skills can comprehension and critical reading take place". (1974, p.47) He went on to suggest that not only can thinking skills be taught, but that they should be taught.

Age At Which Critical Reading/Thinking Can Be Taught

In addition, the literature reveals that some educators stress the importance of developing critical reading and thinking abilities at an early age. One of the first to promote this idea was De Boer who stated:

"We can and should begin when the reading process begins. The child who reads his first line of connected discourse on the printed chart recording a group experience should be confronted with the question, 'Is it true?'. (1946, p. 254)

Fay maintained that "children at ages well before those at which they enter school are able to make valid judgments in relation to their experiences and their maturity levels". (1968, p. 182) Likewise, Petty (1956) suggested that critical reading is related to critical thinking, and that critical thinking can be taught even before the child can read.
Similarly, Artley maintained that critical reaction should be stimulated "on the readiness level as the child is interpreting pictures and picture sequences". (1959, p. 128)

According to Williams, "the ability to do critical reading should be developed during the reading period of beginning reading instruction". (1959, P. 328) Gray, in apparent agreement, maintained that "critical reading instruction should begin at the same time as a general reading instruction program". (1959, p. 457)

Petty was one of the first to explain why critical reading should be developed early. According to Artley, Petty believed that:

"Any subsequent (critical reading) ability must be built upon a foundation which has already been developed, hence the necessity for a continuous, sequential, developmental program, beginning early and leading to progressively higher levels of development". (1959, p. 128)

There appears to be some agreement that this ability to think/read critically is one of gradual development. Jenkinson explained that:

"It is necessary to begin to develop aptitudes, attitudes and abilities, which hopefully, will mature into cognitive activities basic to the reading of more complex material. Such training must begin as early as grade one". (1971, p. 551)

Heilman, in agreement with Jenkinson, added:

"If children are to become adept at critical reading, they must be guided towards this goal from the beginning. Helping the child develop the ability to read critically is a problem and challenge for teachers at all grade levels". (1972, p. 514)
Artley's comment on this subject is emphatically clear. He maintained that critical reading should be developed:

"On all levels, in all areas! The teaching of critical reading begins when the child begins to read", (1959, p.128)

Referring again to the relationship between thinking and reading, Russell suggested that no 'age of reason' stage of mental development is requisite to developing critical reading abilities, but rather, that there needs to be a gradual increase in the complexity of the situations which are the basis of instruction. Similarly, Triggs maintained that "thinking is the basis of critical reading and every child challenged to use his ability can learn to read what, for his level of understanding, is critical". (1959, p. 164) Sanders added that "differences in the questions offered at various grade levels should be in the complexity of the thinking, rather than in the kind of thinking". (1966, p.8)

Evidence that critical reading can be taught in elementary grades is provided by the results of a research study by Wolf, King and Buck (1968). In a study which involved twenty-four classes of children in grades one to six, they found that the experimental groups' mean total scores on a critical reading test were higher than the control groups' scores at all grade levels. In addition, they found that "instruction in critical reading did not interfere with growth in general reading". (p. 491) They concluded that "children in grades one through six can learn to read critically". (p. 488)

Realizing that it seems necessary to teach critical reading and thinking at an early age, it becomes important to discover how this can be accomplished.
Teaching Critical Reading and Thinking

The literature revealed that there appears to be some evidence that teacher questioning directly affects the development of critical reading/thinking skills. For example, King (1968) developed an observation scale of teachers' questions and student answers which she then used to evaluate children's critical reading ability. Research support for her study was partially based on Taba's study of teaching strategies and the development of cognitive processes. From this study, it appeared to King that teachers' questions might play a crucial role in the development of pupils' thinking skills because the teachers' questions circumscribe the mental operations which pupils can perform and determine which modes of thought they learn. King's study, extending over an eight month period, "revealed a significant relationship between the teachers' questions and the intellectual effort exhibited in the pupils' responses". (p. 184) King wrote that:

"The experimental students especially, were observed to give significantly more responses at the highest evaluative level. It appears that pupils may become increasingly aware of the goals of reading instruction through the questions the teacher asks; and that when they clearly understand the expectation to think more deeply or in a variety of ways, they are motivated to meet the expectation. (p. 212)

In a later study, King (Wolf, King and Huck; 1968) extended the results of the above study. They found that the depth of pupils' thinking is influenced by the kinds of questions teachers ask. In both the control and experimental groups, it was found that "teachers' questions on Gathering Specific Facts elicited Guessing and Literal responses
whereas Analyzing and Evaluating questions produced Hypothesizing and Evaluating responses". (p. 490)

The effectiveness of good teacher questioning is evident in the results of an interaction analysis study in which Davidson (1968) observed teacher questioning and the levels of thinking evident in children's responses. He found the following eight characteristics of discussion factors that produced relatively high proportions of critical thinking:

1. Questions related to a common background of experience inspired critical thinking.

2. Questions inviting critical thinking were pursued.

3. Frequent questions called for clarifying or justifying responses to earlier questions.

4. Teacher/pupil interactions were slower - children had time to think.

5. A comparatively small amount of time was spent in teacher repetition of questions, answers, etc.

6. Slower children were given clues and encouragement to involve them in the thinking process.

7. Not anticipated, good answers were capitalized on.

8. Inadequate and inappropriate responses were pursued with clarifying questions.

Likewise, Bell (1964) maintained that teachers' questions and directions seem to be one of the most effective techniques teachers can use in helping children learn how to think. He also suggested that the questioning technique enables teachers to set the pace in how children read for meaning. He felt that teachers should vary questions according to what they want children to learn, and that after children have read material silently, teachers should use questions to promote discussion and to draw out the personal reactions of the children towards what they
Cutter (1967) working in the area of secondary reading, agreed that questioning is a technique that can be used to help students develop better comprehension skills. She explained that teachers need to "develop the ability to ask questions that send students into successively deeper levels of meaning", and she presented a three-step sequence of questioning which she related to the "levels of meaning". (1967, p. 97)

1. Recall
2. Inference and drawing conclusions
3. Leading student into generalizations, evaluation and application of what he has read in other situations.

She suggested that students able to answer 'step three' questions have 'good' comprehension.

Artley added that one can never be sure of the cognitive processes going on when a child works out an answer, but that it is possible to infer cognitive processes from the quality of thought evident in children's responses. He proposed that:

Teachers should ask questions requiring an evaluative response - give(ing) guidance to help the child think his way through to an answer. This is not a reconstruction of the author's ideas. Judgments must be made on defensible criteria. (1965, p. 111)

Furthermore, Artley maintained that elaborative, divergent or open-ended questions are important because these give the reader the opportunity to go beyond the information in a passage and to evaluate its worth or significance. He added that because the reader must use higher levels of thought to answer such questions, there is less likelihood that he will become what Chase refers to as a fact-filled but non-thinking
illiterate.

Zahorik agreed and added that the questioning technique fits in with the child's "natural" way of learning. He suggested that teachers promote higher level thinking skills by:

1. Providing highly interesting activities
2. Asking the types of questions they want students to answer
3. Using informal language
4. Praising substantive pupil questions

The above writers generally agree that questioning can be an effective technique for teaching critical reading and thinking. However, some writers feel that this technique is not being well utilized.

Lack of Effective Teaching

Spache and Spache maintained that:

"Comprehension is affected . . . by the pattern of questions the child learns to anticipate. He learns to read with only those types of thinking that the teacher's questions demand. Since teachers' questions appear to be limited in type and depth, children's thinking (or comprehension) tends to be superficial and stereotyped, and lacks critical thinking". (p. 542)

Guszak's observational study provides some evidence to support the latter statement by Spache and Spache. In his study, Guszak observed teacher questioning in grades two, four, and six. He classified 1,857 questions according to a reading comprehension question/response inventory that he developed from the reading/thinking skills identified in basal readers and the reading/thinking skills identified by various authors and representative thinking models. Of the six types of reading/thinking skills observed in the classroom, he found the following distribution:
1. Recognition       13.5
2. Recall           56.9
3. Translation      0.6
4. Conjecture       6.5
5. Explanation      7.2
6. Evaluation       15.3

Guszak observed that the most common pattern of questioning was one question followed by a single response. The patterns of questioning which he saw as being more valuable were very infrequently observed. These patterns included the teacher responding to a student's answer by asking for verification from the text, justification (if the student response was judgmental), or evaluation by other students of one student's judgmental response.

Conclusions and implications of this study to the development of thinking skills are clearly evident in Guszak's own words:

"If Educators want to condition students for irresponsible citizenship, it seems quite appropriate to ask children for unsupported value statements, a practise which is very frequent in the reading circle, according to this study. It seems imperative that teachers pattern the all-important 'why' questions after students take positions. Until such is common practise, it seems that teachers will condition students to take value positions without the vital weighing of evidence that seems to separate the thinking individual from the mob member". (1967, p. 234)

The results of Bartolome's (1969) observational study appear to support the conclusions reached by Guszak. Bartolome and four trained observers classified 7,476 questions asked in 108 primary reading lessons into seven categories, namely: memory, translation, interpretation,
application, analysis, synthesis, and evaluation. They found that teachers asked the majority of questions in the Memory category.

It appears that teachers are not aware of the kinds of questions they ask. Responses based on a survey questionnaire designed by Pate and Bremer indicated that only 19 percent of the sample realized that an important purpose of teacher questioning is to require pupils to use facts in generalizing and making inferences. Pate and Bremer maintained that:

"The teacher's effectiveness in questioning depends on an awareness of the various purposes that questions may serve and an awareness of different types of questions for achieving these purposes. Skillful guidance through questioning can result in greater depth of learning". (1967, p. 422)

There is a need for more information about existing programs which develop critical reading and thinking, since it appears that teachers are not aware of the possibilities of the questioning technique, and thus are not utilizing it. Fay stated that:

"When we look at actual practises in both the reading and content programs . . . (it becomes) apparent that the how's and why's are being lost in a shallow sea of what's and where's. Skills in thinking, in handling materials and in critical judgment are being sacrificed on an altar that is satisfied with only information - and that all too often with understanding sadly lacking". (1959, p.89)

Considering the importance of teaching children to read and think critically, it seems quite surprising that this is a neglected aspect of instructional programmes in schools. One reason that it may not be reflected in classrooms is that it is an area subject to some confusion
and ambiguity in educational literature. For example, Williams stated:

"Among the obstacles to a clearly defined program of study in critical reading in the elementary grades has been the lack of agreement as to what critical reading really is". (1959, p. 326)

King agrees, and added:

"Vague and ambiguous concepts of the nature of critical reading, inadequate definition of the specific skills involved, insufficient instructional materials and techniques, and the limited abilities of teachers to instruct pupils in these higher level reading skills are commonly identified as inhibiting factors". (1968, p. 206)

As there is a plethora of literature on critical reading, there is a need for an analysis of this literature which will bring some clarity to the subject and which will provide a basis upon which programmes can be developed. There appears to be agreement amongst educators that reading is a thinking process of which the main objective is 'comprehension'. With the current emphasis on the importance of developing the higher level thinking skills which seem to be involved in critical reading, it becomes important to discover how critical reading relates to reading comprehension.

CRITICAL READING, AN ASPECT OF READING COMPREHENSION

Some writers specifically state that critical reading is part of comprehension. For instance, critical reading is listed as the third category of reading comprehension behavior in the classification presented by Smith (1963) and Huus (1967). In apparent agreement, Wolf, King and Huck maintained that:
"Critical reading is a sub-set of comprehension skills in the total framework of reading. It encompasses a set of skills which can be distinguished for the purposes of instruction and measurement, but are not completely separable from other reading skills". (1968, p. 440)

Likewise, Spache and Spache stated that they "consider critical reading a type or degree of comprehension". (1973, p. 543)

Still other writers have suggested that critical reading involves the highest levels of comprehension skills. Smith, Robinson, and Russell all placed critical reading at the highest level in the hierarchy of comprehension skills (Newton, 1969). Clymer (1961) suggested that critical reading is the "zenith" of all comprehension skills, while Covell (1968) maintained that critical reading is one of the "highest planes" of comprehension.

Because critical reading appears to be part of reading comprehension, it seems that one might learn more about this topic by examining the literature on comprehension. However, as Kerfoot pointed out:

"The major comprehension types developed by one author become the minor types of another, and terms descriptive of one type of comprehension skill may stand for an entirely different type of ability in two independent classifications. (1968, p.38)

Therefore, only literature relevant to exploring the relationship between critical reading and reading comprehension will be presented.

Cognitive Processes Involved in Reading Comprehension

The literature on reading comprehension shows that this topic has been studied and discussed from many different points of view. Some
reading educators have proposed models which suggest that reading involves several interrelated thinking processes. There appear to be limitations and values to examining reading comprehension in this way.

Traxler suggested a limitation inherent in the fact that reading is a process:

"Reading is a complex, unified continuous activity which does not naturally fall into subdivisions or measurable units . . . But reading is a process which flows past as you try to appraise it. You can arrest the flow to examine some aspect, but then it ceases to be reading". (1970, p. 221)

One reason supporting the development of models seems to be that comprehension, considered as interrelated mental processes, cannot be systematically developed unless one has some idea of which processes may be involved and the types of reading behaviors that likely depend on these processes. Spache (1963) supported this when he suggested that it is useful to consider what the processes might be, so that we may be able to develop them through instruction.

Another explanation of the value of models of comprehension was presented by Harker:

"Lack of specificity has plagued verbal descriptions of comprehension. The more rigorous intellectual discipline imposed by well constructed models provides greater precision in theoretical statements about comprehension!". (1971, p. 286)

Likewise, Cleland suggested that models are important because "a teacher's concept of the intellectual processes employed as a child comprehends a passage will be reflected in the reading atmosphere she
creates for her children". (1968, p. 16)

One of the earliest models to gain wide respect was Bloom's (1954) Taxonomy of Educational Objectives. He suggested these thinking processes:

1. Memory - retention of information
2. Translation - understand and explain the sequence of ideas
3. Interpretation - relationships
4. Application - use of appropriate generalizations and skills to solve a problem
5. Analysis - conscious knowledge of parts and forms of thinking
6. Synthesis - requires original, creative thinking
7. Evaluation - makes judgment of good or bad, right or wrong

A somewhat different classification of mental processes was presented by Guilford (1960) in his model of the structure of the intellect. He suggested that reading involves five processes:

1. Cognition - recognition of information
2. Memory - retention of information
3. Divergent Production - logical, creative ideas
4. Convergent Production - conclusions, inductive thinking
5. Evaluation - critical thinking

Likewise, Cleland's (1968) classification of mental processes is widely recognized. He maintained that the reader uses the processes of:

1. Perception - meaningful response to graphic symbols
2. Apperception - relating new material to one's background of experience
3. Abstraction - selecting, choosing and rejecting perceptions, concepts, images
4. Appraisal - estimating validity
5. Ideation - inductive reasoning, deductive reasoning, critical reasoning, problem solving, creative thinking
6. Application - the uses that a reader makes of the ideas acquired by reading.
On the other hand, Barrett's (1970) *Taxonomy of the Cognitive and Affective Dimensions of Reading Comprehension* presented yet another model of thinking processes:

1. **Literal** - recognition or recall of ideas, information and happenings that are explicitly stated in the materials read
2. **Inference** - conjectures or hypotheses derived along convergent or divergent lines
3. **Evaluation** - judgments based on external criteria
4. **Appreciation** - involves all the previously cited cognitive dimensions, for it deals with the psychological and aesthetic impact of the selection on the reader

Looking at the higher levels of thought processes listed above, it appears that they include abilities which might be classified as "critical thinking". Specifically, these categories are:

1. **Bloom** - analysis and evaluation
2. **Guilford** - evaluation (defined specifically as critical thinking)
3. **Cleland** - appraisal and ideation (includes critical reasoning)
4. **Barrett** - inference and evaluation

The relationship between critical reading and critical thinking has already been discussed. From this basis, it seems that critical reading abilities might be classified at the same level as the higher level thinking processes which are presented in the above models of thinking processes involved in reading comprehension.

**Factor Analytic Studies**

Other reading educators have attempted to gain a better understanding of comprehension by doing factor analytic studies of the items on reading comprehension tests. While contributing some useful information, these studies have limitations which should be kept in mind. For
instance, Sheldon (1964) noted that because reading comprehension is a complex of highly related skills difficult to clearly disentangle, factor analytic studies cannot identify abilities very specifically. Davis (1971) pointed out that the abilities identified by factor analytic studies depends on what abilities the comprehension tests analysed were attempting to measure.

However, most factor analytic studies of the items on reading comprehension tests have indicated that more than one ability is involved (Feder, 1938; Gans, 1940; Hunt, 1957; Holmes-Singer, 1966; Davis, 1967). The two factors usually said to account for most of the variance in scores are defined in broad terms such as "general verbal facility" or "general reasoning ability".

Spache's (1963) examination of factor analytic studies led him to suggest that word meanings, relationships among ideas, and reasoning processes are the three main factors of reading comprehension.

Similar to Spache, Lennon (1970) suggested that the following four factors appear to be all that we may recognize and hope to measure in the area of reading comprehension at the present time.

1. General Verbal Factor - This is assumed to mean the breadth, depth and scope of vocabulary. Lennon concluded that "extensive word mastery or fluency in handling words is almost a prerequisite to attainment of high competence in any type of reading skill". (p.29)

2. Comprehension of Explicitly Stated Material - This includes literal comprehension of the author's ideas.

3. Comprehension of Implicit Meanings - Lennon explained
that this embraces all of the outcomes researchers tend to label "reasoning in reading", i.e., the abilities that demand "active, productive, intellectual response and activity on the part of the reader". (p. 29)

4. Appreciation - This includes intent or purpose of author, mood or tone, literary devices, etc. Lennon points out that the existence of this ability is not as clearly established in the literature, probably because test designers have not been as concerned about developing measures of this area.

There appears to be a common factor in these studies and the models of cognitive processes, in that "general reasoning ability" identified in the former may be the main ability involved in the higher level thinking processes identified earlier as "evaluation", "divergent production", "appraisal", "ideation", and "inference" (Bloom, Cleland, Buildford, Barrett). As these higher level thinking processes appear to include abilities which might be classified "critical thinking" and as there seems to be a relationship between critical thinking and critical reading, then it seems that critical reading abilities might also be part of the "general reasoning ability" identified in factor analytic studies of reading comprehension.

Constructs of Reading Behavior

A third approach to examining the literature on reading comprehension is to look at theories and models of reading behavior. Spache (1963) indicated that knowledge of cognitive processes might help teachers plan programmes to elicit the types of reading behavior which would indicate that the cognitive processes were developing. Most of the following writers appear to base their theories on the previously presented models of cognitive processes.
For instance, Smith (1963) specifically stated that comprehension should be considered in terms of the thinking processes involved. She therefore suggested four categories of reading behaviors which she felt were broad enough to include all the thinking skills usually listed by psychologists.

1. Literal Comprehension - requires the lowest level of thought

2. Interpretation - requires a higher level of thought because it involves comparisons, inferences, and deductive and inductive thinking

3. Critical Reading - involves yet a more complex type of thinking because it requires the reader to evaluate and pass personal judgment on the quality value, accuracy and truthfulness of what is read

4. Creative Reading - involves the types of thinking processes mentioned in the first three categories, but goes beyond these in requiring the reader to seek or express new ideas, gain additional insights and find answers to questions or solutions to life-like problems

Almost identical to the categories defined by Smith are the four aspects of comprehension proposed by Huus (1967). The only difference appears to be the name assigned to the fourth category. Whereas Smith discussed types of reading behavior under the label "Creative Reading", Huus discussed similar types of reading behavior under the label "Assimilation".

Even before the models by Smith and Huus were introduced, Gray and Rogers (1956) had classified the reading competence of mature readers into four categories of skills which are much the same as the categories
suggested by the former writers.

1. Ability to grasp literal meaning
2. Ability to recognize implied meaning
3. Ability to recall related experiences, and perhaps modify, strengthen or revise previous knowledge and values
4. Ability to reach conclusions and generalizations not stated by the author

A differing categorization of reading behavior outcomes was presented by Guszak (1967). In the Reading Comprehension Inventory which he developed by synthesizing the common elements in various conceptualizations of reading comprehension, he described six types of behavior:

1. Recognition - able to locate literal information in the reading content
2. Recall - able to remember literal information
3. Translation - able to state the author's ideas in the reader's own words
4. Conjecture - able to state what will happen or might happen
5. Explanation - able to provide a rationale as to why or how
6. Evaluation - to do with matters of value rather than fact or inference

Adding to the above models, Austin and Morrison (1964) suggested that seven skills are essential to reading comprehension.

1. Grasping the general idea or meaning of a passage
2. Interpreting facts accurately
3. Identifying sequences of ideas or events
4. Reaching a conclusion or generalization
5. Following directions
6. Evaluating ideas for relevancy or authenticity
7. Recognizing the mood, tone or intent of the author
Two of the above categories, "Following directions" and Recognizing the mood, tone or intent of the author", are not mentioned in the previous models.

A slightly different approach is apparent in the following model presented by Bond and Wagner (1966). They suggested that reading abilities develop side by side as people are taught to read for different purposes, and thus their categories are presented in terms of purposes for reading.

1. Reading to retain information
2. Reading to establish relationships
3. Reading to evaluate
4. Reading to reflect
5. Reading to appreciate

Although the above models look at reading comprehension from a different viewpoint than do factor analytic studies or models of cognitive processes, there does appear to be a relationship between these three approaches. Smith specifically stated that her construct of reading behavior is based on theories of cognitive processes, but an examination of the other constructs presented above shows that many of the abilities described are similarly described within the models of cognitive processes presented earlier. This is particularly evident in the categories which include such abilities as "evaluation", "reflection", and "reaching conclusions and generalizations not stated by the author". Thus it becomes apparent that just as "general reasoning ability" appears to relate to the higher level thinking processes, so do some of the categories presented within the constructs of reading behaviors. Therefore, these same categories might also be considered part of the critical reading aspect of comprehension. This is obvious in the models of Smith and Huus since
critical reading is specifically listed as one of the higher level reading comprehension behavior categories. Now, it becomes essential to carefully examine the educational literature specifically devoted to critical reading.

DEFINITIONS OF CRITICAL READING

General Definitions of Critical Reading

Many writers seem to emphasize that critical reading involves the evaluation or judgment of material, and most of these writers also suggest or imply that this must be done in light of the readers' backgrounds (Harker, 1971).

One early definition of this type was proposed by Kay:

"The ability to make comparisons of the works of authors on the subjects, to evaluate the authenticity of material, to discover inaccuracies and omissions in writer's works (and) to find the writer's purpose". (1946, p. 383)

De Boer agreed and added:

"Critical reading involves the search for relevant materials, the evaluation of the data, the identification and comparison of sources, and the synthesis of findings. It involves the capacity for suspended judgment and the interpretation of the writer's motives. But chiefly it involves a sufficient background of knowledge to provide a sound basis for judgment. Critical reading implies the existence of appropriate criteria in the mind of the reader". (1946, p. 251)

Benson, in basic agreement with Kay, stated:

"Critical or creative reading means forming judgments and opinions, interpreting feelings, making comparisons
and reflecting on what has been read". (1958, p. 171)

Artley appears to have concurred with the above writers, and he added a comment on the "application" of ideas.

"Critical reading is the process of judging with severity the ideas expressed by a writer. It also applies to the nature of the reaction a reader makes to the ideas and to the use he makes of them". (1959, p. 128)

Similarly, Karlin suggested that to be critical in reading means "to be discriminating or evaluative" involving "a kind of judgment based on what is known or implied". (1960, p. 33)

Likewise, Gray described critical reading as a thoughtful reaction to ideas gleaned. This was his label for the third of four aspects he suggested were important in the total reading process. He further explained that critical reading is the evaluation of what is read in the light of sound criteria or standards. Gray stressed that clear thinking, weighing of values, and rigorous checking on the validity of the conclusions reached, are of primary importance.

Less specifically, Fay stated that:

"The essential element in critical or evaluative reading that distinguished it from literal comprehension is that the critical reader must react to what he reads. He must do something more than merely absorb what the author is telling him". (1964, p.2)

One of the more widely quoted critical reading definitions is that of Robinson, who suggested that it requires a "judgment of the veracity, validity and worth of what is read, based on sound criteria
Mueller's (1973) definition appears to be based on Robinson's, as the only difference evident is the use of the term "evaluation", in place of "judgment".

On the other hand, Huus agreed that critical reading "requires the evaluation of the material, comparing it with known standards and norms", but she added that it means "concluding or acting on the judgment". (1965, p. 115)

In basic agreement with the above writers, Durr stated that critical reading means "judging printed statements", but he added that critical reading is "distinct from evaluating literary merit". (1968, p. 189)

A more complete definition was presented by Wolf, King, and Huck. They maintained that critical reading is:

"An analytical evaluative type of reading in which the reader analyses both the content of the selection and the effectiveness with which it is stated. Reading critically involves searching for the purposes underlying the author's message and making rational judgments about what is read based on valid criteria". (1968, p. 442)

Using general terms, Howards suggested that:

"The essence of critical reading is seeing relationships, sensing moods and tones, and being able to bring to bear on all reading situations, verbal and nonverbal, a total awareness of what is occurring". (1969, p. 172)

Miller appeared to summarize many of the above definitions when she stated that "critical reading is evaluating what is read by using
criteria which a reader has formulated by previous reading or his background of experience". (1972, p. 189)

Specific Definitions of Critical Reading

Some writers attempt to explain critical reading more completely by listing the specific skills that they feel are involved. For instance, Williams stated that "specific guidance in critical reading may be identified with certain abilities usually associated with critical thinking". (1959, p. 327) Then, she suggested that these abilities include:

1. Comparing and contrasting
2. Drawing conclusions
3. Evaluating conclusions
4. Evaluating relevancy and adequacy of material
5. Making inferences
6. Predicting the outcome of events
7. Arriving at generalizations

Similarly, Karlin referred to studies which showed relationships between critical reading and thinking before he suggested that Russell's definition of critical thinking, as follows, is appropriate to use for critical reading.

(Critical thinking is) the process of examining . . . verbal materials in the light of related objective evidence. (1960, p. 74)

Karlin added that this process of examination should include an awareness of:

1. Fact vs. Fancy
2. Truth vs. Half Truth
3. Accuracy vs. Distortion
4. Discrimination vs. Persuasion
5. Reservation vs. Acceptance

Like Karlin, Austin (1964) believed that critical reading is closely related to critical thinking. He suggested that effective comprehension requires the reader to:

1. Make inferences
2. Draw conclusions
3. Anticipate author's meaning
4. Read - Evaluate (substantiate or disprove in light of personal experiences)
5. Compare with other sources of information about the same topic
6. Form valid conclusions

Enlarging on the "evaluation" or "judgmental" factor, Massey (1963) presented four aspects of critical reading.

1. Perceive relationships between words, percepts, and concepts
2. Appraise the author's statements by ascertaining their relevancy to the problems, their authenticity, their objectivity, their agreement or disagreement with statements of other authors or speakers and their truth or fancifulness
3. Draw inferences from the author's implications
4. Reserve conclusions until all obtainable facts are perceived.

Robinson (1964) added to the above lists as she set out six characteristics of a critical reader.

1. An inquiring attitude
2. A background to supply knowledge about the topic
3. The ability to suspend judgment until the writer's message is fully secured
4. The ability to follow the organization or logic of the presentation, recognizing what is included and what is omitted
5. Awareness of the author's qualifications and intent
6. Recognition of the publisher's commitments

Continued emphasis on evaluation is evident in Cooper's (1964) list.

1. Ability to recognize common assumptions
2. Ability to recognize common fallacies in thinking
3. Ability to distinguish between connotative and denotative meanings of words
4. Ability to evaluate the adequacy of general statements
5. Ability to evaluate the dependability of data and the competence of authorities

Using a slightly different approach, Huus (1965) related three kinds of skills to critical reading.

1. Seeing the author's purpose and evaluating his competence
2. Focus on content, its adequacy or completeness, its accuracy and recency, its inherent logic and consistency, and its suitability to the purpose at hand.
3. The style in which the selection is written

On the other hand, Jenkinson (1965) expressed critical reading skills under the label "critical reaction".

1. Judge degree of realism present
2. Compare with experience
3. Compare actions, speech and underlying motives of characters
4. Understand different purposes
5. Judge author's success in achieving his purpose

A relatively long list of critical reading skills was presented by Raciti (1968).

1. Draw conclusions
2. Predict outcomes
3. Draw inferences
4. Recognize cause and effect
5. Make comparisons
6. Distinguish between fact and fancy, relevant and irrelevant information, and similarities and differences
7. Judge skill of author in writing
8. Acceptance or rejection of author's facts
9. Understanding of the need to suspend judgment until more information is known
10. Willingness to accept ideas of author if he is an expert
11. Ability to judge bias of an author

Zachary suggested that seven main abilities contribute to the development of critical reading skills:

1. Reality distinguished from fantasy
2. Fact distinguished from opinion
3. Identify sweeping statements
4. Make comparisons
5. Note incongruities and inaccuracies
6. Discover author's qualifications
7. Use logic

According to King (1968), critical reading involves two main factors: knowledge of semantics (how words are used to create certain impressions) and logical reasoning. She stated that "logical reasoning" includes:

1. Ability to make logically correct inferences
2. Ability to detect inconsistencies amongst statements
3. Ability to identify common mistakes in reasoning

Some different abilities are included by Boyan (1971) in her list of skills:
1. Getting the main idea from reading selection
2. Differentiating what is important from what is less important
3. Understanding inferred meanings
4. Relating experience to content
5. Analyzing critically what is read
6. Understanding subtleties
7. Recognizing one's prejudices and biases as well as those of author
8. Appreciating conceptual presentations

It is obvious that there are many differences in the lists of critical reading subskills presented, however, several skills appear to recur. The most frequently mentioned critical reading subskills are presented on the following chart:
TABLE I: SPECIFIC CRITICAL READING SKILLS IDENTIFIED BY READING EDUCATORS

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1. Recognizing fact or opinion
2. Ability to make inferences
3. Ability to decide upon the author's purpose
4. Ability to make judgements about the story characters
SUMMARY

This review of the literature indicates that critical reading must be specifically taught. Many educators feel that teacher questioning can be an important way to help children develop critical reading abilities, but studies indicate that this technique is not being well utilized. Some writers suggest that critical reading is not being developed because reading educators express "vague and ambiguous" concepts of this aspect of reading comprehension.

For this reason, the literature on critical reading and reading comprehension was analysed. It was found that a strong relationship exists between critical reading and critical thinking. In addition, it appears that critical thinking abilities are part of the "general reasoning ability" identified in factor analytic studies of reading comprehension. Also, critical thinking abilities are apparent in the abilities listed under the higher level thinking processes presented in cognitive models of comprehension. Further, it appears that critical thinking might be involved in the higher levels of the reading behavior models which appear to be based on cognitive models.

Specifically, definitions of critical reading indicate that it involves some evaluation of material based on criteria formed by previous reading background and experience. It is difficult to discover the exact subskills involved, but major educators appear to agree that there are four subskills which seem basic to critical reading. Chapter three presents the design of the handbook, suggestions regarding its use, and the handbook itself. Chapter four presents implications of the study.
CHAPTER THREE

CONCLUSIONS FROM THE LITERATURE
AND PLANS FOR PRACTICE MATERIALS

A review and analysis of the literature on critical reading produced a number of conclusions and some guidelines for production of materials.

CONCLUSIONS FROM THE LITERATURE

The review and analysis of the literature indicates that critical reading, an aspect of comprehension, must be actively taught and that teacher questioning can be an effective teaching technique. However, it has been suggested that many teachers are not attempting to ensure the development of critical reading skills. The conclusion has been drawn that teachers may need a clearer concept of what is involved in critical reading and how it can be taught. It has been further concluded that a handbook of critical reading exercises might be of assistance to teachers in developing the necessary skills.

PLANS FOR PRACTICE MATERIALS

Selection of Specific Skills

One of the problems hindering the development of critical reading has been confusion as to which subskills are involved. A careful review of the literature was necessary to establish which subskills respected educators agree are basic to critical reading. Chart II presents four subskills selected on the basis of the frequency with which the educators listed them as aspects of critical reading.
TABLE II: SPECIFIC CRITICAL READING SKILLS IDENTIFIED BY READING EDUCATORS

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4. Ability to make judgements about the story characters
Selection of Materials

Basal readers are the major vehicle authorized for instruction in British Columbia schools. The critical reading questions in the handbook, it was decided, should be based on stories from the basal readers that are authorized for use in Vancouver schools. It was assumed that the availability of the readers should make it possible for teachers to integrate critical reading development into current reading programs.

The grade four level was chosen so that teachers would be able to use the manual with any intermediate grade that had not previously been taught critical reading skills.

Readability of Selections

To aid teachers planning to utilize this handbook, the Dale-Chall Formula was applied, and a level of readability was determined for each story.

Design of the Manual

The Manual "Teaching Critical Reading in Narrative Materials" (see Appendix) is comprised of the following parts:

1. Table of Contents
2. Foreword to Teachers - This presents guidelines to help teachers use the handbook as effectively as possible.
3. Questions based on carefully selected selections.
4. Proposed answers to questions, to be used as a guide in stimulating discussion.
DEFINITIONS OF TERMS

1. **Judgments of Fact or Opinion** *
   The ability to select verifiable statements as opposed to statements colored by beliefs. (Delisle, 1973)

2. **Ability to Make Inferences** **
   The ability to use a synthesis of the literal content of a selection, personal knowledge, intuition and imagination as a basis for conjectures or hypotheses. (Barrett, 1973)

3. **Evaluation of Actions, Speech, and Underlying Motives of Characters** ***
   The ability to make judgments based on values the reader has acquired through his personal experiences. (Barrett, 1973)

4. **Determine Author's Purpose and Intent** ****
   The ability to infer why the author wrote the material. Support for this inference should be found within the selection. (Jenkinson, 1968)

The following codings are used to designate the skills of each lesson:

* - Fact/Opinion - F/O

** - Making Inferences - I

*** - Evaluation - E

**** - Author's Purpose - A.P.
REFERENCES
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APPENDIX
TEACHING CRITICAL READING
IN
NARRATIVE MATERIALS

Author: Carson, N.
Editor: Pieronek, F.
October, 1976

Based on stories selected from the following series authorized in B.C. schools for children in grade four:

1) Happy Highways - Dent and Company
2) People Like Me - Gage Language Experience
3) Starting Points in Reading - Ginn
4) The Sun That Warms - Ginn 360
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FOREWORD TO TEACHERS

The following guidelines are presented to ensure that teachers interested in the development of critical reading skills will use this handbook as effectively as possible.

1. As a necessary prerequisite to critical reading/thinking, teachers must ensure that students have some background or experience related to the subject matter of each story. This background or experience should be established prior to reading a story and attempting to answer questions.

2. The students should be capable of answering literal comprehension questions about the story. One cannot apply critical reading skills to material not understood at a lower level of comprehension.

3. Students must be able to give some support or justification for their answers.

4. The questions are more appropriate for group discussion than for individual written answers. Group discussion allows for circulation of ideas, which can lead to deeper thinking.

5. The readability levels should be used by teachers as a guide in determining what stories to use with particular groups of children. Most of the stories will be more appropriately used with better readers in grade four, or children in grades five and six.

6. The questions are more appropriate for group discussion than for individual written answers. Group discussion allows for circulation of ideas, which can lead to deeper thinking.
7. Teachers should understand that many of these questions will only be starting points in the process of critical thinking. Each teacher has the responsibility of following up some student answers with additional questions that help children clarify answers, and to guide children into deeper thinking about certain subjects.

8. It is important for teachers to realize that although this handbook is limited to the development of four subskills, these are not the only ones that comprise critical reading. After becoming familiar with these exercises and the concept of critical reading in general, it is hoped that teachers will be better able to plan for critical reading development as an integral part of reading programs.

9. At the top of each question sheet is found the code of the reader used and the page of the story in the reader.

DEFINITIONS OF SPECIFIC CRITICAL READING SKILLS

1. **Judgments of Fact or Opinion** *
   The ability to select verifiable statements as opposed to statements colored by beliefs. (Delisle, 1973)

2. **Ability to Make Inferences** **
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The ability to infer why the author wrote the material.

Support for this inference should be found within the selection. (Jenkinson, 1968)

The following codings are used to designate the skills of each lesson:

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** - Making Inferences - I

*** - Evaluation - E

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# Readability Levels of Stories

## Selected Stories

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HAPPY HIGHWAYS
A Night in a Tamarack Tree

I 1. Why do you think that the boys had to get back to the cabin before dark?

F/O 2. "Wolves are afraid of people. If they knew we were here, they would run the other way". Is Tony's statement a fact or an opinion?

I 3. Were there any dangers in climbing the tamarack tree?

I 4. What else could the boys have done when they knew wolves were nearby and it was getting dark?

I 5. Do you think the boys were ever in danger from the wolves?

I 6. Why do you think that the boys didn't get hungry until morning?

A.P. 7. Why do you think that the author wrote this story?

E 8. Do you think the father was wise to leave his boys alone for days at a time?

F/O 9. Heavy coarse snow makes more water than lighter fall. Is this a fact or an opinion?

F/O 10. The boys were hungrier than they had ever been in their lives. Is this a fact or an opinion?
Possible Answers

A Night in a Tamarack Tree  H.H.  p 122

1. The boys might be in danger from wild animals, or they might freeze.

2. Opinion. "But as Tony said the words, he was not so sure. If the wolves were hungry --?" (p. 125)

3. They might have frozen in the tree, the wolves might have surrounded the tree for a long time, or they might have fallen from the tree.

4. The boys could have built a fire to keep themselves warm and protected.

5. No. The wolves didn't even follow the boys up to the tamarack tree.

6. The boys were frightened about other things, so they didn't think about food until the danger was over.

7. This story was probably written because the author thought it would be exciting to read.

8. No. The boys were too young to be left alone for days. They stayed too long in their snow house when they should have been returning home. They got very frightened when wolves howled, and they didn't know what to do.

   Yes. The author states that the boys knew how to shoot and prepare food, how to keep the cabin warm, and how to look after their clothes.

9. Fact. This is stated in the story and it can be proven to be true.

10. Opinion. It may have seemed as if this was the hungriest time of their lives because they were very hungry at that moment. There might have been other times when they were also very hungry.
Potty's Turtle

H.H. p. 82

1. When Potty saw the turtle, she kept trying to climb on its back until she made it. The, she stayed on even when the turtle went into deep water. Do you think this would be what most three year old children would do? Why or why not?

F/O 2. The author tells us that very few of the turtle babies live long after they hatch. Is this a fact or an opinion? Why do you think so?

F/O 3. The author says that Julien raced toward the water without thinking of himself. Is this a fact or an opinion? Why do you think so?

I 4. When Julien was trying to rescue Potty, he swallowed water and "his eyes ran, his ears hurt and his nose stung". How do you think he will feel about learning to swim after this? Why do you think so?

A.P. 5. What do you think was the author's purpose in writing this story?

I 6. The author says that Potty couldn't see the turtle because she didn't have her goggles. Do you think she would have seen the turtle if she had had the goggles? Explain your answer.

I 7. Who do you think is older in the story, Ham or Mark? Why do you think so?

F/O 8. Decide whether each statement below is a fact or an opinion. Put F (Fact) or O (Opinion) on each line.

_____ Potty looked like a plump mermaid baby.
_____ Crabs and fish are some of the enemies of baby turtles.
_____ Potty probably thought a turtle looked somewhat like a pony.
_____ The turtle didn't pay any attention to Potty.
_____ Sharks are attracted by movement at the surface of the water.

I 9. What might the family do to make sure that Potty doesn't leave the tent again?

I 10. What do you think Potty will be like when she is an older girl? Support your answer.
Possible Answers

1. The child should back up his answer to this question with reference to a three year old child they have known or read about.

2. Fact. This is stated in the story and it can be proven.

3. Opinion. The author does not know for sure that Julien did not think of himself.

4. The author says that Julien was afraid of water even before he tried to rescue Potty. Julien will probably like water even less after this experience.

5. The story is written to entertain us. It is both exciting and funny. It is exciting when Julien or Potty might have drowned or sharks might have come, and it is funny when Potty is trying to ride the turtle.

6. Potty would probably not have seen the turtle. It was night, and the turtle had probably swum away.

7. Ham is probably older because he left the tent at the same time as Mark, yet he reached Potty first. Also, he seemed to know a lot about sharks.

8. 

9. The family might have Potty sleep at the back of the tent or tie the tent door shut.

10. Potty might be very brave, might like to do active and exciting things, might be interested in learning about new things, might be stubborn, and might have a lot of determination.
1. The boys' canoe was tipped by the rapids. How do you think they still had the things they needed to live, such as guns?

F/O 2. Awasin said, "Those aren't wolves. They're dogs". Is this a fact or an opinion? Use the story to support your answer.

3. Why do you think those huskies were so much bigger than the huskies down south? Or, do you think that this is not likely to be true? Why?

4. Why did Awasin say that they would have a dog team within a week?

5. Why were the dogs afraid of the boys to begin with?

F/O 6. After Jamies and Awasin first gave meat to the dogs, the dogs turned and went away. Awasin said, "We'll head for home now, and I'm certain those dogs will follow". Is this a fact or an opinion? Explain why you think so.

A.P. 7. Why is "A Welcome Discovery" a good title for this story?

8. The boys found themselves trapped in the cabin after they caught the dogs in the porch. Do you think they could have thought of a better plan to catch the huskies? Explain your answer.

9. Do you think it is possible to tame dogs as quickly as these two dogs seem to have been tamed? Why or why not?
1. Perhaps some things were in water tight bags so they were still useful. Perhaps they dove to recover some things or they found some things along the bank of the river.

2. Fact. He was able to see the differences that proved that the two animals were dogs.

3. Perhaps the huskies down south would be bigger because they would get more regular food.

4. Because the dogs had already come as far as the cabin, so he felt that it wouldn't take much longer to tame them and use them as a dog team.

5. The dogs thought of these men as enemies because they didn't know them.

6. Opinion. He was fairly sure that the dogs would follow him, but he could not know for sure.

7. The dogs were a very welcome discovery for the boys.

8. Yes. The boys may have been able to build some kind of trap out of logs or trees.

9. Yes. If the dogs were very hungry, and free good food was being offered to them, then it is likely that they would become tame very quickly. Also, they may have been tame with other men, so it would not be difficult to tame them again.
Man Learns to Fly

F/O 1. Put (F) if the statement is a fact and (O) if the statement is an opinion.

F  The Wright brothers' plane moved "like the wings of a bird".

O  The plane flew at the rate of forty miles an hour.

F  Balloons filled with hydrogen were difficult to steer and control.

O  It needed great courage to go up in a balloon.

E 2. Why do you think the men in the story were so determined to fly?

A.P. 3. What is the purpose of this story?

I 4. What would people today think if they looked up into the air and saw a plane like the Wright brothers?

I 5. Why was it suggested that the first passengers in a balloon be two criminals sentenced to death?

I 6. Why do you think that Samuel Langley tried to launch his airplane from his houseboat in the river?

I 7. Do you think anyone living in those early days might have thought people trying to fly were foolish? Why or why not?

I 8. Why would it have been disastrous if the first men in balloons had descended on Paris?

I 9. Why do we not need to take the story of Daedalus and Icarus seriously?

I 10. "Today we accept flying as part of our lives". (p. 158) Why?
1. Opinion. The wings of a plane do not really move like the wings of a bird.
   Fact. This is stated in the story.
   Fact. This was learned, then told to us in the story.
   Opinion. This is the author's opinion. Perhaps some people really believed their planes would fly, so they didn't need great courage.

2. Flying was a challenge and they wanted to succeed. It is like scientists and astronomers who are now trying to put men on other planets.

3. To teach us something about the history of flying.

4. They would be very surprised and interested because the early planes did not look like planes today.

5. Some people were afraid that the balloon might crash, so they thought that if they sent up two criminals who were going to die anyway, then it wouldn't matter so much if the balloon did crash.

6. He may have thought that if the airplane crashed, then he wouldn't be hurt.

7. Yes. They may have thought that it was silly for people to risk their lives trying to fly when there wasn't a really good reason for doing it.

8. They might have landed on the tops of buildings and damaged their balloon, possibly killing themselves.

9. It is a myth.

10. Men use planes to carry themselves and goods all over the world. It would be hard to think of our world without planes.
F/O 1. Jacques and Capi were as good friends as any two boys could be. Is this a fact or an opinion? Why do you think so?

I 2. Do you think that Jacques and his mother had very much money? Support your answer.

I 3. Do you think that Jacques has many friends his own age? Support your answer.

F/O 4. Little Chief would guide Jacques smoothly through life. Is this a fact or an opinion? Why do you think so?

I 5. Do you think that Jacques mother knew that Little Chief had been stolen? Explain your answer.

I 6. Do you think that Jacques was wise to take the boat that was lying partly in the water? Why or why not?

I 7. Why do you think that Jacques didn't row to get the oar that had drifted beyond his grasp?

I 8. What was strange about the fact that the rocks on the island were covered with white birds?

I 9. Do you think that Jacques would have any trouble getting home? Support your answer.
1. Opinion. Two boys could be better friends than a boy and a dog because the two boys would be able to talk together.

2. No. Jacques and his mother were sleeping in the same room so it was probably a very small house. Jacques didn't have a father to help look after he and his mother. Jacques had to do work in exchange for food.

3. No. "There wasn't much time for the man of the house to daydream". (p. 193) Therefore, there probably wasn't much time to play with friends. Capi and Little Chief are the only friends talked about in the story.

4. Opinion. The canoe with Little Chief might not really have the power to make sure Jacques' life always ran smoothly.

5. When Jacques went to look for Little Chief, he crept quietly out of the house before his mother woke up. This means that his mother probably didn't know that Little Chief had been stolen.

6. The boat might have been abandoned in the water because it was leaky, therefore it was not very wise to trust it.

7. The oar was caught in the current. If Jacques tried to get it, then he would be in the current and he might be carried out into the open gulf.

8. The bird that took Little Chief was black, not white.

9. Yes. "The water seemed rougher than usual, and the wind was rising." (p. 197) Also, Jacques had lost an oar, and this would make it even harder to get back than it had been to get over.
1. The author states that all Newfoundland boys know adventure. Is this a fact or an opinion? Why do you think so?

2. The story states that Skipper was a Newfoundland dog with short, straight, black and white hair, and broad shoulders. Do you think this is a fact or an opinion? Why do you think so?

3. Billy boasted that Skipper was a clever dog. Is this a fact or an opinion? Why do you think so?

4. In the winter, Billy would harness Skipper to the sled for a "hard day's work" in the wilderness. What work might they be doing?

5. In the story, Billy says that punts are too light for gales. Is this a fact or an opinion?

6. Why did Billy load his punt with rocks when he knew a gale was coming?

7. Do you think Billy was thinking clearly or panicking when Skipper came towards him in the water? Explain your answer.

8. What do you think might be Skipper's reward for trying to save Billy?

9. What can you tell about Billy's character from the information the author has given? Use the story to support your answer.

10. The author may have written this story to present a picture of life on the coast of Newfoundland. Tell the ways in which he succeeded, and the ways in which you think he did not succeed.
1. Opinion. The author would not know for sure that all Newfoundland boys have adventures.

2. Fact. It is straight description.

3. Opinion. It is difficult to know for sure. Perhaps the dog just has good intuition. Also, Billy is probably biased because Skipper is his dog.

4. Billy and Skipper might be bringing home wood for fuel.

5. Fact. Punts are light boats, and they could be easily tipped in very strong winds.

6. The rocks were to make the punt heavier and perhaps prevent it from blowing over.

7. Billy was probably panicking because Skipper was acting strangely, and he did keep pushing Billy under water. Billy did not have the time to think clearly.

8. Skipper's reward might be fried fish and salt pork. This is what he had after he rescued four year old Tommy.

9. Billy knows how to work hard and look after himself. He has a boat and goes to the fishing grounds, he takes the sled into the woods to do work during the winter, he is a strong swimmer so can look after himself in the water. Also, Billy is probably good to animals. He is very good to Skipper.

10. How the author succeeded:
    - people fish, then dry their fish on platforms of boughs
    - children seem to work hard, and they learn how to do many things while they are young
    - the people like to go fishing in cold, gray, misty weather
    - Newfoundland dogs are more than pets, they also work to help their masters

How the author did not succeed:
    - some information was left out, such as what the women and girls do, what Billy did when he was not working, how people who don't fish survive
PEOPLE LIKE ME
F/O 1. Do you think grandfather is right when he says, "It is bad fortune even to speak of Tupa". Tell why, using the story to support your answer.

I 2. If the shark ate the food the villagers left on the reef, how did he get it?

I 3. What else might have happened to the food?

I 4. Mako said that he would slay Tupa and win the King's reward. His mother then said, "Enough of such foolish talk". Why do you think she thought this was foolish talk?

I 5. Why did Mako dash his hands across his eyes when he first saw the shark?

I 6. Why do you think that Tupa was called a ghost?

I 7. What gave Mako the strength to attack the shark?

F/O 8. Do you think it is true that Tupa could have overturned Mako's canoe with his tail? Why or why not?

A.P. 9. What makes this an exciting story?
1. This is grandfather's opinion, but it does not seem to be true. "Over the evening fires old men told endless tales about the monster." (p. 42) If speaking of Tupa really brought bad fortune, then it is strange that more bad things hadn't happened to the villagers. After grandfather spoke of Tupa, then Mako had the good fortune to kill him.

2. Perhaps the waves or high tides had washed the food into the water where Tupa could get it.

3. Sea birds may have eaten the food, or else other sea creatures may have eaten it when it was washed into the sea.

4. She knew that her husband had been killed by Tupa and she did not want her son to even think of trying to kill him. Also, she believed that talking about Tupa would bring bad fortune, so she wanted her son to be quiet. "Would you bring trouble upon us all?" (p. 44)

5. Mako could not believe that he was really seeing the shark. He probably thought that he was imagining it.

6. The shark looked white in color, like a ghost.

7. Mako found enough strength to attack the shark when he saw that the shark was going to attack Afa.

8. Yes. Tupa was a big powerful shark, and Mako's canoe was small and light.

9. This story is exciting when Mako's life is in danger and he has to try to kill Tupa.
I 1. Why do you think that the writer says Armand "wouldn't have lived anywhere but Paris?"

I 2. Why did Armand think Suzy was a dangerous one?

I 3. Why does Armand think of the children as starlings?

I 4. Why did Armand think that 'pride' was a problem for the mother?

E 5. What would you like about Armand's way of life, and what would you dislike?

E 6. Do you think the mother was doing the right thing with her children? Or do you think she should have put them in a charity home until she had found a place for them?

F/O 7. The story says that in the old days, the tramps were welcome to clean up leftovers in the market places. Is this a fact or an opinion? Why?

F/O 8. The story says that families should stick together in bad times as well as good times. Is this a fact or an opinion? Why do you think so?

I 9. Why do you think Armand changed his mind and decided to take the children out on the street with him?

A.P.10. Why do you think the author wrote this story?
1. Armand probably knew and liked Paris very much. He knew just how to stay alive in Paris but he might find it hard to be a tramp in another place.

2. Suzy was the one who spoke up, and Armand knew that he might get to like her. He didn't want to like her because then he might become soft-hearted. Suzy had bright blue eyes, she told Armand she was very sorry they had taken his place, and she told him that she wanted him to stay.

3. When Armand first saw the children, they were all snuggled into a quilt, and they reminded him of birds in a nest. Also, the children were hungry for food, just like baby birds are.

4. The woman did not want her children to take food from Armand because he was a beggar. Armand thought that people living under the bridge needed to help each other, and he didn't think that she should let her 'pride' stop him from giving her children food.

5. Armand has a lot of freedom because he doesn't have to go to school or work every day. While the freedom would be nice, it would not be very comfortable living under the bridge, and it not be nice to have to try so hard to find food. Answers will vary.

6. The mother was not doing the right thing. She should not have left her children alone under the bridge when she couldn't be there to look after them.

The mother was doing the right thing. She loved her children very much, and the children didn't seem to mind living under the bridge. Also, the story says that she was able to get food for them, and that she hoped to find them a house very soon.

7. Fact. This is stated in the story.

8. Opinion. Sometimes when there are bad times, it might be best for families to split up.

9. Armand had a sly look on his face, which means that he was probably up to something. Also, he thinks that the children are "appealing fledlings", so he knows that other people might like them. He probably thinks that if he has the children, it will be easier to get food.

10. The story tells us how some people live, especially the beggars of Paris.
I 1. Why do you think that Tom Padgett didn't get the chance to buy the whole troop of bears?

I 2. Do you think that the bear will get well treated if he stays with the Pagetts? Explain.

F/O 3. Put (F) if the statement is a fact and (O) if the statement is an opinion.

_______ The bear was lonesome.
_______ The bear was nasty-tempered.
_______ The Queen of Sheba weighed seven tons.
_______ No shows were as good as the Padgett's show.

I 4. Do you think that Andalusa was spoiled? Explain why or why not.

I 5. Why didn't Andalusa shout and skip when the bear started licking at the cake?

E 6. Was it right for Andalusa to have opened the cage door? Explain why or why not.

I 7. Why do you think that Andalusa was snuggled up against the bear when they found her?

I 8. If you were Andalusa's mother or father, what do you think would have been the right thing to do after getting her out of the cage? Explain why you think so.

A.P. 9. Why do you think that this story was written?
1. Other buyers may have been offering more money, or perhaps the whole troop of bears was not for sale.

2. Yes, the bear would probably get well treated with the Padgetts. Tom was trying to tempt the bear to eat with all sorts of delicacies. Joseph had a tender and understanding heart. Nowhere in the story is there any talk of mistreatment of the animals.

3. 0 0 F 0

4. Yes. Andalusa got to have what she wanted for supper. Also, she dipped her spoon into the milk even though she was not supposed to, and she did not get punished for doing it.

5. Andalusa knew that this might startle the bear. She had learned to keep still from watching wild animals being trained. (p. 58)

6. No, because the bear might realize that he could escape, or he might become mean and hurt Andalusa.

7. Andalusa snuggled against the bear to keep warm.

8. This will vary according to the child's background and experience. All answers should be justified.

   Perhaps Andalusa's parents could have explained what might have happened so that Andalusa would learn to be more careful and think before she does things.

9. It is interesting to see how a little girl could make a bear eat when the adults could not do it.
I  1. What kind of a person was Majorie? Use the story to support your answer.

A.P.  2. Why do you think that the author wrote this story?

E  3. Do you think that it was fair of the principal to blame Marjorie's teacher for "infesting the school"? Explain your answer.

E  4. Do you agree that "live things wouldn't be any good for showing what pollution does"? Explain your answer.

I  5. Explain why the pollution stops people from swimming in the river today.

I  6. Why do you think that the author says that "of course" Majorie would be one of the group leaders?

I  7. Why do you think that the idea thought up by Baxter's group was not very good?

F/O  8. Majorie couldn't turn back once she was on her way to city hall with the dead fish. Do you think that this is a fact or an opinion? Why?

F/O  9. Majorie's mother said, "You must be better if you're hungry". Is this a fact or an opinion?

I  10. Why didn't Majorie's Dad think that Mr. Wickenden would be surprised to see Majorie's name in the paper?
1. When Majorie had something to do, she worked very hard at it.
   Between Friday and Monday, she had thoroughly investigated the problem of pollution. (p. 8)
   When Marjorie thought something had to be done, she wasn't afraid to do it.
   She wanted to picket on behalf of the reindeer river. (p. 10)
   She went down to city hall even though no-one else in her group would go. (p. 11)
   She decided to take some dead fish down to city hall. (p. 14)

2. The author wanted us to know that it is possible for people to do something about problems, even by themselves, if they are willing to try.

3. No. It was Majorie who brought the pets to school, and it certainly wasn't the teacher who let them out of their cages and the jar.

4. No. Live things that are unhealthy or in poor condition because of pollution can also be used to show that there is a problem.

5. Majorie felt sick even from smelling the dead fish. If she were swimming, she might accidently swallow some water that would be polluted and that could harm her, or the polluted water might not be good for her skin and her eyes.

6. Perhaps Majorie was chosen because she was so interested and eager to get going on the project.

7. Baxter's group were doing the project more to help themselves than to do something about pollution.

8. Opinion. Majorie could have turned back if she had really wanted to.

9. Opinion. Majorie could still be a little sick, even though she was starting to get hungry. Her mother does not know for sure.

10. Mr. Wickenden knows that Majorie wanted city hall to do something. He also knows that Majorie is not a girl who is afraid to take action when she feels that she has to. Majorie's Dad knows that Mr. Wickenden knows this.
1. Why do you think that the boys running behind the car were all shouting "get a horse"?

F/O 2. Put (F) if the statement is a fact and (O) if the statement is an opinion.

  _____ Father had been away for over a month.
  _____ When the automobile first came into town, it moved slowly and made a chugging sound.
  _____ Automobiles were the greatest invention of the age.
  _____ Cranks were used to start the first automobiles.

3. Why did mother think that twenty miles an hour was "perfectly dreadful"?

4. Who was Mary?

5. Why do you think that Mrs. Marshall believed automobiles would make meals irregular?

6. Why does it seem strange that the horse pulled the car home?

7. Do you think Mr. Marshall was right when he said that automobiles were the "greatest invention of the age"? Support your answer.

8. Do you think that Mrs. Marshall would ever ride in an automobile going faster than ten miles an hour?

9. What advantages do horses and carriages have over automobiles?

A.P. 10. How was the author able to make this story funny?
Possible Answers

1. The boys hadn't seen an automobile before, and they were making fun of it.

2. F - It is stated in the story.
   F - It is stated in the story.
   O - This is father's opinion. There may be other very great inventions.
   F - It is stated in the story.

3. Mother thought that twenty miles an hour was too fast and she probably didn't think that it was safe.

4. Mary was the housekeeper, or the lady who helped Mrs. Marshall prepare meals.

5. She may have thought that people out driving might forget to come home for dinner. She may have thought that you cannot trust cars as you can horses, and that cars might break down and make you late for dinner.

6. The horse was very afraid of the car so it is strange to think that the farmer got him to pull the car.

7. Answers will vary.
   Yes - People depend on cars to take them almost everywhere. Horses would not be able to move quickly between cities and towns, so it would be impossible to live like we do today. Also, if cars were not yet invented, then there would not be trucks. People today depend on trucks to carry things all over towns and all over the country.

8. Yes, mother would probably ride in an automobile going over ten miles an hour after she got used to them.

9. They are quieter, they save on fuel, and they are less expensive.

10. The author made the story funny by telling what mother thought of the automobile, and by describing the horse pulling the automobile back to town.
1. Nonni's father was going outside. Why do you think Nonni envied him?

2. Erik would be in no danger. Is this a fact or an opinion? Tell why you think so.

3. Explain why Gudda seemed satisfied that the storm was coming. Use the story to support your answer.

4. Why was the house shaking during the storm? Use the story to prove your answer.

5. Why did Helga suddenly decide to put lights in all the windows? b) Why did she put a mirror behind the lights in the windows?

6. Do you think that Snorri and Thor were right to think that Eric should have been home? Explain why or why not.

7. Helga said, "If you go you will not find Erik". Is this a fact or an opinion? Tell why you think so.

8. Karl stopped and stood still for a long time when he realized that there was a storm. Is this a fact or an opinion? Why?

9. Do you think Eric or Karl acted most wisely in the storm? Explain why you think so.

10. Could Nonni have made a better path by skiing than by dragging his skis behind him? Why or why not?
Possible Answers

1. Nonni may have thought that it would be exciting to go out in the storm.

2. Opinion. If the storm was very bad, then there would be the danger that Erik might get lost and perhaps freeze to death.

3. Gudda had told a story about her dream which meant a storm was coming. If the storm came, then everyone would see that she had been right.

4. The house was shaking because the wind was so strong.

5. Gudda had just told a story about two men who had frozen to death when they got lost. This made Helga think that putting lights in the window might help Erik and the farmhands find their way home.
   b) The mirror would make all the light shine outside and it would look brighter.

6. No. Snorri and Thor had seen Erik going up to the mountains to look for sheep, so they should have known that he might not yet be home.

7. Opinion. They might have been able to find Erik, although it would have been difficult.


9. Erik probably acted the most wisely. Karl could have frozen by going to sleep in the snow.

10. Yes, Nonnie could have made a better path because his weight would have pushed the skiis deeper into the snow and that would have made the path deeper and firmer.
The Quiet Holiday

1. What do you think that Aunt Phoebe does for a living? Explain why you think so.

2. Mrs. Wish said, "I have spoken to your auntie but you know what she is . . .". What do you think that Mrs. Wish meant by saying "you know what she is?"

3. Why do you think that the children liked Martin's Manor so much?

4. Do you think that the children had good reason to be scared when they first saw smoke coming out of the chimney? Explain your answer.

5. Do you think the children were right to think that Mr. Higgs would be upset to learn that they had trespassed on the manor grounds?

6. Why do you think Jonathon asked Alice if she would like to wait while he and Patrick went to see who was inside?

7. Are you surprised that Alice said "Of course not!" when Jonathon asked her if she would like to wait? Explain.

8. What 'stuff' did Willie mean when he said "we've got to get the stuff down her somehow". Explain why you think so.

9. Do you think Jonathon was right to send the two younger children to phone while he stayed at the house?

10. Was Alice wise or foolish to take the place of Angel Faced Fabia?
1. Perhaps she is an artist. The story states that she is getting stuff together for a show in New York in the autumn. (p. 65)

2. Probably it means that auntie does not worry about things very much.

3. The children probably liked it because it was such a wild place, with lots of overgrown plants. Also, there were foxes, rabbits and squirrels.

4. They did not really have much reason to be scared, but they did have a good reason to be careful.

5. No. Probably he knew that these children wouldn't do any damage, and therefore he wouldn't mind if they played there.

6. He may have thought that she would be frightened because she was a girl.

7. No. Just because she is a girl is no reason to think that she would not like to be in on the excitement.

8. The "stuff" might be food, because Willie says, "Don't want'er dying on us". (p. 70)

9. Yes. Jonathon was the oldest, so he might be more able to take care of himself if there was trouble.

10. Alice was foolish because the kidnappers might have realized that Angel Faced Fabia was gone, and they may have hurt Alice. They should have waited until the police arrived.
1. Was it right that Arlene was the one who usually was supposed to mind the twins after school? Why or why not?

2. What do you think a stoop is? Use the story to support your answer.

3. Do you think that the boys did anything wrong when they put an old sock on the fat lady's fishing line?

4. Why might the men tearing down the house be telling the children to go away?

5. Why did the ladies with the mayor say that the lot was dangerous for children?

6. The men who came with the dirt thought it was strange that they should have to dump it in the empty lot. What could they have done before dumping it there?

7. The kids told the adults that they wanted the pile of dirt in the new playground. Did you agree with the kids that it was important to keep the pile of dirt?

8. Why did Mike like to go to the park alone and pretend it was the way it used to be?

9. Who really stopped the mayor from building a house or apartment on the empty lot? What message was the author trying to say?
1. No. Mike was older so he should have had to mind them half of the time.

2. A stoop must be a porch or stairs. The story says that when the children played on the stoop, they blocked the doorway.

3. No. The boys just did it for a joke. The lady should have laughed.
   Yes. The lady was trying to get her clothes up, and she was not in the mood for a joke.

4. Something might have fallen on the children if they had got too close.

5. Perhaps they thought the children would hurt themselves on broken glass or rough metal.

6. The men could have phoned to whoever gave them the orders to see if they were at the right place.

7. The responses to this question will depend on the children's past experiences. They should justify their answers.

8. Perhaps because it used to be their own special place that they had found, and nothing had been done by adults.

9. Mike and the other children were the first to get the mayor thinking about saving the lot. The author may have been trying to say that children sometimes can do something if it is important.
I 1. How did the old man show that he trusted his customers?

I 2. Why do you think that Laurie did not want Tim to come in when she saw that the old man was sick?

E 3. Do you think Laurie was right to tell Tim not to come in? Why or why not?

E 4. Tim thought he was right to eavesdrop because it was an emergency. Do you think he was right? Explain why or why not.

A.P. 5. Why do you think that Ethel Collier wrote this story?

I 6. Do you think that Tim lives in a town or on a farm? Explain your answer.

F/O 7. On his first day, Tim had cookies and strawberries for lunch. Is this a fact or an opinion? Why do you think so?

F/O 8. The old man's strawberries earned the most money. Is this a fact or an opinion? Why do you think so?

I 9. Why did the old man need a springhouse instead of just a regular storehouse?

I 10. Do you think that Tim will ever have a chance to help the old man again? Support your answer.
Possible Answers

Hundreds and Hundreds of Strawberries

1. The old man put out flower pots for money.

2. Laurie might not have wanted Tim to catch the sickness or she might have been worried that he would become upset because the old man was so sick.

3. Yes. She wanted to do what was best for her son.

   No. Tim might have been able to help, and it probably would not have upset him as much as his mother thought it would.

4. Yes. He was able to put the old man's mind at rest because he told him that he would do the chores.

   No. Because his mother had told him to stay away and she probably had good reasons.

5. This story shows how good it can be to help other people when you know that they need it.

6. Tim probably lives in town. He did not know what a springhouse was, he had never collected eggs before, and he 'felt very free' doing all the chores. If he lived on a farm and had to do chores all the time, he probably would not have enjoyed doing the old man's chores as much.

7. Fact. This is stated in the story.

8. Fact. This is stated in the story. Tim counted out the money.

9. The springhouse was used because it kept certain things, like milk, butter and cheese, from going bad.

10. Yes. The old man said he would need help. Already the old man doesn't have time to pick apples anymore. The old man will really need help when he gets very, very old.
Aunt Agatha, There's a Lion Under the Couch

I 1. Why do you think that Matthew never told his aunt that all her scarves were too long?

I 2. Why is Aunt Agatha so calm when Matthew tells her about the lion?

I 3. What was the first sign that there really was a lion?

I 4. Which of the things on the dinner tray might be hardest for a lion to manage? Why do you think so?

I 5. What kind of dinner would a real lion usually have? Support your answer.

I 6. What will Aunt Agatha learn about Matthew from what has happened?

A.P. 7. Why do you think that Wende and Harry Devlin wrote this story?

I 8. Why couldn't this story be true?

I 9. Why did all the boys on Quimby Street decide that they wanted to be Matthew's friend?

E 10. If you were Matthew, would you want to be friends with Gurney?
1. Aunt Agatha really enjoyed knitting long scarves. If Matthew told her they were too long, then she might not enjoy it as much. It might hurt her feelings.

2. Aunt Agatha believes that Matthew is imagining the lion.

3. The first sign of a real lion was when Matthew took the food tray upstairs and returned almost immediately with an empty tray.

4. The cup of cocoa with a marshmallow in it might be hardest for a lion to manage.

5. A real lion would probably eat meat.

6. Aunt Agatha should learn to listen to Matthew more often because sometimes he has something important to say.

7. The authors wrote this story to make people laugh.

8. Children may name several of the absurd happenings in the story. The lion sleeping in the bed with Matthew is one example of an absurd happening.

9. Matthew was now somebody important because he had helped to catch the lion.

10. Yes, because Gurney now wants to be friends with Matthew. No, because Gurney is a bully and Matthew won't want him for a friend.
1. Do you think Francis did the right thing by getting into a fight with Jay Cunningham? Explain your answer.

2. If Francis has a son when he grows up, do you think he will be named 'Francis'? Why or why not?

3. Why do you think that Beman Lord decided to write this story?

4. At what time of the year do you think this story happened? Use the story to support your answer.

5. Do you think that nicknames are very popular today? Support your answer.

6. "Everything works out for the best." (p. 56) Is this a fact or an opinion? Why do you think so?

7. The field dropped off sharply 200 feet behind third base. Is this a fact or an opinion? Why do you think so?

8. "It was an honor to play left field." (p. 57) Is this a fact or an opinion? Why do you think so?

9. Do you think Francis is right when he says that nicknames just have to happen?

10. Do you think that Francis' Mom and Dad will call him Buckets? Why or why not?
1. Yes. Sometimes you have to stand up for yourself so people don't think they can do anything to you.
   No. The teasing would have stopped if Francis had kept ignoring it.

2. Yes. Francis is proud to carry on the family name even though he does not like it. Francis may tell his son that he can get a nickname.
   No. Francis knows that it is not fun to be called 'Francis', and that it might be hard for his son to get a nickname.

3. Beman Lord has a rather strange name, and he was probably teased about it when he was young, so he knows how it feels.

4. This story probably took place in the spring. The boys were on baseball teams, and Francis was talking about going to camp in the summer. Perhaps they have a new teacher because the old one got sick.

5. This answer depends on the personal experiences of children.

6. Opinion. There may be some things that definitely do not work out for the best.

7. Fact. This is stated in the story.

8. Opinion. Some people might not think it is an honor to play left field.

9. Usually. Sometimes when two people in a classroom have the same name, people decide to give one of them a nickname.

10. His Dad might call him Buckets, but his Mom probably won't. His Dad understands how it feels to be called Francis.
1. If you saw a beautiful cake that had been sitting in a window for a long time, do you think you would want to buy it? Explain your answer.

F/O 2. Put (F) if the statement is a fact and (O) if the statement is an opinion.

_______ The Baker's Daughter is very beautiful.
_______ The cake in the window was chocolate.
_______ Carmelita is a 'superior' name.
_______ The Baker baked his daughter a cake with orange icing.

A.P. 3. From reading this story, what can you learn about people like the Baker's Daughter?

E 4. Would you like to be friends with the Baker's Daughter? Explain why or why not.

I 5. Who do you think is telling this story? How can you tell?

I 6. How do you think Carmelita's birthday party is like birthday parties today, and how is it different?

I 7. If the Baker's Daughter gets invited to another birthday party, do you think that her father will bake her a cake to take?

I 8. Were you surprised when the Baker's Daughter stuck out her tongue? Why or why not?
1. No. The cake would be stale or else it would be fake.

2. Opinion. This is what the person telling the story thinks.
   Opinion. Children thought it was chocolate because of the icing, but the cake was really hollow.
   Opinion. This is what the person telling the story thinks.
   Fact. This is stated in the story.

3. Sometimes it is a mistake to try to act too proud because things don't always work out.

4. No. The Baker's Daughter sounds fussy and hard to get along with.

5. A boy is probably telling the story. He made her a valentine which he never sent. (p. 68) He was much too humble to speak ... she never had little boy friends. (p. 69) He teased her near the end of the story. "Now we'll have some cake". (p. 75)

6. The people at Carmilita's party were wearing very fancy clothes and they didn't seem to play any games. At parties today, people don't usually dress up so much, and they usually play some games.

7. No. He will probably be angry that she did not want to take the cake he had baked for Carmelita's party.

8. Yes. The Baker's Daughter always tried to be "perfect", and sticking out her tongue does not seem like something a "perfect" person would do.
I 1. Why does the author say that the new island is not as old as you are?

F/O 2. Put (F) if the statement is a fact and (O) if the statement is an opinion.

_____ Nobody paid much attention when the explosions started.
_____ The sea was over 425 feet deep.
_____ The underwater volcano squeezed out billions of tons of lava.
_____ Botanists were thrilled to discover a small flowering plant.

I 3. Why did the first gulls landing on the island not make their nests there?

I 4. One plant on the island came from Scotland. How do you think that it got there?

I 5. The story says that in the summer of 1965, the botanists built a small hut. The story then says that this hard work paid off in the spring of 1965. Does this make good sense? Explain.

A.P. 6. Why is it useful to learn about the birth of an island?

I 7. Why does the author call Surtsey a laboratory for scientists?

I 8. If another volcano erupts and an island is formed, do you think scientists will study it like they studied Surtsey? Support your answer.

I 9. Iceland has hundreds of volcanoes and yet lots of people live there. Why do you think they don't move away to a place with no volcanoes?

E 10. Do you think the scientists were right to go onto the island when there were so many dangers? Explain.
1. The author probably wrote the story shortly after the island was formed.

2. F - This is the author's opinion.
   0 - This is a fact stated in the story.
   0 - This is a fact stated in the story.
   F - How can the author know for sure that the botanists were thrilled.

3. "Poisonous gases, such as sulphur dioxide and hydrogen, were present in the cloud overhead". (p. 107)

4. Birds or wind probably brought the plant's seed from Scotland.

5. The author suggests that the scientists built the small hut after the hard work paid off.

6. We learn how parts of the world were formed.

7. Scientists learn and do research in a laboratory. The island was like a laboratory for that reason.

8. Yes, because the scientists might be able to learn more by studying a new island.

9. The people probably are used to living there and they like it, so they don't move away. Many people live in areas that could be dangerous, but they don't move away.

10. Yes. The scientists had to take a risk so they could learn. They had the right to do that because they wanted to.
1. How could the boys have made the racoons happier pets?

2. What do you think happened to the graham wafer in the crock?

3. Why do you think that the stones hurt Tansy and Taffey's feet?

4. Why do you think that the racoons thought the water in the brook came from a big crock?

5. Do you think the boys were right to try and recapture the racoons?

6. What things do the racoons do that show they enjoy their freedom?

7. Does the author really know that Tansy and Taffy love to feel the water between their fingers?

8. The boys worried about the racoons. Is this a fact or an opinion?

9. What did the boys finally learn about the racoons?

10. What is the author trying to tell us about having wild animals as pets?
1. Answers will vary. The boys could have built the raccoons a larger cage. They also could have tied the raccoons to a tree sometimes.

2. The graham wafer in the crock dissolved.

3. Tansy and Taffey were not used to walking on stones so their feet were tender.

4. The raccoons had only known water that came from a big crock.

5. Yes. The boys were worried that the raccoons might not be able to look after themselves in the woods. Also, the boys really cared about their pets because they had looked after them since they were babies.
   No. The raccoons would probably be much happier in the woods. The boys were not being fair to the raccoons by trying to catch them.

6. The raccoons tried to hide or run away each time they heard the boys.

7. The author imagines that the raccoons love to feel the water between their fingers.

8. Fact. This is stated in the story.

9. The boys finally learned that the raccoons did not want to be found. They also learned that the raccoons were alive and very happy in the woods.

10. The author may be trying to tell us that some wild animals do not make good pets.
THE SUN THAT WARMS
F/O 1. Alex told Sandra that she did not have the right muscles for sports because she could not hit the baseball. Is this a fact or an opinion? Tell why you think so.

I 2. The story says that Ricky is a good runner. What sports do you think he might be good at?

F/O 3. When Mrs. Moskin said, "You can run faster than anybody", was she stating a fact or an opinion? Why do you think so?

E 4. Ricky ducked under the arm of the man at the stadium door. Do you think he was right to do that? Explain your answer.

I 5. Why was Ricky trying so hard to take the pennies only to Mr. Faber?

I 6. Why do you think that Fritz was trying to talk Mr. Faber into hiring Ricky? Support your answer.

I 7. Why do you think that Mr. Faber acted like a 'snapping turtle' towards Ricky?

I 8. What do you think Alex will say when he finds out about Ricky's new job? Explain why you think so?

E 9. Would you rather have Billy or Alex as a friend? Think about how they acted. Support your answer.

A.P. 10. What was the author's purpose for writing this story?
1. Opinion. Alex does not know that for sure. Some people are good at some sports and some people are good at others.

2. Ricky might be good at soccer, football, basketball, and track.

3. Opinion. Ricky might be very good, but there will be some people who are faster.

4. Yes. Ricky had a good reason for going inside.
   No. Ricky should have explained to the guard what he had to do.

5. Ricky wanted to go inside the arena, and this was his big chance.

6. Fritz thought Mr. Faber should help out the boys in the neighbourhood. "It would be a great thing for you to let the boys in this neighborhood grow up with sports here in the Arena". (p. 38)

7. Mr. Faber didn't take time to be nice. It was probably hard to be the manager of the Arena because there was so much to remember.

8. Alex might say that he would not want the job, because he did not usually say anything nice to Ricky. He might also say that Ricky would not be good at the job.

9. Billy seems like a nicer person to be friends with. Billy tried to explain how to hit the ball, and he gave Ricky good pitches. Alex just teased Ricky.

10. The author has a message. He wants kids who are not good at sports to know that they might be good at other things or other sports.
1. Do you think the father was right to tear the soldier's uniform off Momolu? Why or why not?

2. What else could Flumbo have done when he saw Momolu wearing the soldier's uniform?

3. Do you think the soldiers were fair to make Flumbo give away half of his crop?

4. What was the 'roar' that the truck made. How do you know?

5. The truck seemed angry and anxious to destroy the men it bore. Was this a fact or an opinion? Why do you think so?

6. Momolu said that the houses in the Cape were large and far apart. Do you think this is a fact or an opinion? Explain your answer.

7. The driver of the truck was holding on in terror. Is this a fact or an opinion? Tell why you think so.

8. What do you think Momolu needs to 'understand' so that he won't be afraid of the truck?

9. The story tells us that Flumbo learned not to hate and fear all soldiers. How might he have learned that?
1. No, it was not right because the soldiers were not harming anyone.

2. Momolu's father could have told Momolu to take the uniform off and not wear it anymore.

3. No. Momolu's father's crime was not very bad, and the soldiers were not punishing fairly.

4. The 'roar' was the sound of the horm. We know this because Momolu could make the sound by pushing one certain spot in the truck.

5. Opinion. This is what Momolu thought because he was so frightened.

6. Fact. This may actually be true.
   Opinion. The houses may have looked far apart because Momolu was used to how the houses looked in his own village. Perhaps to someone from another town, the houses would have looked small and close together.

7. Opinion. Again, this is what Momolu thought because he was frightened. The driver of the truck knew what he was doing.

8. Momolu needs to understand that man builds trucks so he can control them. Trucks are not alive, - they cannot do anything on their own.

9. Flumbo may have met and talked with some nice soldiers who treated him fairly.
1. How do you think Caje and his father may have lived when Caje's mother was alive?

2. Why do you think that Jared did not stay with the Tadlocks? Use the story to support your answer.

3. Do you think Jared did the right thing by leaving? Why or why not?

4. Jared survived by hunting animals for their hides. Is this a fact or an opinion? Why do you think so?

5. Caje was a woodsy, so he would always be taking from the Tadlocks and never giving. Is this a fact or an opinion? Tell why you think so.

6. How did Caje show that he was well prepared to survive in the woods?

7. Caje learned that "folks had to get along with each other and sometimes it meant doing and sometimes it meant being done for". Do you think that this is the way people live today? Explain your answer.

8. Why do you think that Caje killed the wolf with his tomahawk instead of his gun?
1. Caje and his mother may have stayed in a cabin while Jared looked after them by hunting and trapping food.

2. Jared did not like to 'take' when he had nothing to give.

3. Yes. Jared liked being a woodsman, and he would not have been happy on the farm.
   No. Jared could have helped to support the family and Caje during the winter.

4. Fact. This is stated in the story.

5. Opinion. This is the way Caje felt, and that doesn't mean it is the truth.

6. Caje killed the bear, made a sled, and kept the wolves away from the meat.

7. This is not as true today because people don't have to depend on the land. People can buy food in stores. If someone does not have a job then someone (or the government) will help them out until they get one.
   Yes, this is the way people live today. The children could provide examples from personal experience.
   - We looked after Grandpa's yard when he was sick.
   - Auntie took care of us when Mom had a baby.

8. The gun would have taken longer to get ready and maybe other wolves would have jumped on the meat by then.
   Caje only had one charge of powder left. (p. 135)
1. Whitey could see Rattlesnake Butte plainer than he had when Uncle Torwal was leaving. Is this a fact or an opinion? Why do you think so?

2. Whitey was certain that the spurs would be in the mail. Is this a fact or an opinion? Why do you think so?

3. When should Whitey have known for sure that he should change his mind and stay home?

4. The author tells us that Whitey came across a stackyard fence, a washout, and a cattle trail. Which of these do you think would be hardest to discover in a blizzard? Explain why you think so.

5. Why did Whitey think it would be so good to have the spurs jingle when he was in Lone Tree?

6. How would Uncle Torwal know that there had been a bad blizzard near the farm?

7. Why do you think that this story was written?

8. Why did Whitey decide that this wasn't the right time to tell Uncle Torwal about his adventure?

9. What lesson do you think that Whitey learned?
1. Opinion. Whitey thought that he could see Rattlesnake Butte plainer, but he did not know for sure.
   "However, it looked to him like the snow was already thinning just the least little bit". (p. 64) This sounds like Whitey just wants the snow to get thinner so much, that he thinks it really is.

2. Opinion. There is no way he could know for sure that they would be in the mail.

3. "As soon as he walked away from the house, Whitey saw that the snow was still falling steadily after all, and it lay on the ground almost boot-top deep". (p. 65)

4. The cattle trail would probably be the hardest to find. You could walk into a fence, or fall into a washout, but it would be very difficult to find a trail that is covered over in drifting snow.

5. Everyone would probably notice Whitey. "They would jingle wonderfully when he walked on the wooden sidewalks, or when he went into the stores". (p. 63)

6. There would be lots of snow on the ranch, and it would be in drifts. Also, it had been snowing when Uncle Torwal left, and he hadn't been very far away, so he had probably been caught in the blizzard too.

7. This story was probably written because it is exciting. Also, the author may want children to learn why it is sometimes important to do what other people tell you to do, even if you don't really see why.

8. Whitey knew that his Uncle would probably get angry because he had done what he had been told not to do.

9. Whitey learned that there are very good reasons why you should not go far away from the house when it is snowing very hard and there might be a blizzard.
1. Pitch couldn't do anything right when he played football. Is this a fact or an opinion? Tell why you think so.

2. What kind of person was Pitcher? Use the story to support your answer.

3. What kinds of 'devilishness' might go on through the first night of school?

4. Are there any of those pranks that older boys should not do to new boys? Why or why not?

5. Do you think the boy telling the story did the best thing when he heard Pitch crying? Explain your answer.

6. The story says that at half time, the score was 6 - 6. Is this a fact or an opinion? Explain why.

7. Why do you think the author wrote this story?

8. Would you like to have coach as a teacher? Explain your answer.

9. How long do you think the boys will remember what Pitch did in the game? Explain why.

1. Opinion. He must have done some things right although it may have
   seemed that he never did anything right.

2. Good Sport
   Pitch joked about making the muscle in his arm. Also, he laughed when
   the boys put him in the shower, and he did not object to his nickname.

   Friendly
   Pitch tried to be friendly with all the boys when he first came to the school.

   A Fighter
   Pitch would not give up, even though he was having a hard time (he did not run away).
   He kept trying in football, even though he wasn't good at it.

3. These answers depend on the child's imagination and previous reading
   experiences.

4. Pranks that would not be good are those that might hurt other people.

5. Yes. Pitch might have felt bad if he thought his roommate knew he was
crying.
   No. Perhaps the boy could have made Pitch feel better and not so alone.

6. Fact. This is stated in the story.

7. The readers will learn how it feels to be picked on by others. The
   readers may get some ideas of things to do to make a boy like Pitch feel happy.

8. Yes. The coach asked Pitch to sit at his table.
   He encouraged Pitch at football even though Pitch wasn't very good.
   He thought of a plan to cheer Pitch up, even though it was a little risky in the game.

9. They might remember it for quite a while, but they'll probably start
   forgetting it when Pitch makes mistakes.

10. Pitch will remember if for longer than the boys because it meant so much to him. What he did was more important than just winning the game.
1. The family lived in a one room dug-out. Is this a fact or an opinion? Support your answer.

2. Mary and Laura were old enough to take care of everything while their parents were in town. Is this a fact or an opinion? Support your answer.

3. Did the girls take the right action when the cattle were in the hay? Why or why not?

4. How could the girls have made Johnny Johnson understand what had happened?

5. Which girl do you think is the bravest? Explain and support your answer.


7. Do you think life on the prairie would usually be as exciting as this day was? Explain your answer.

8. Ma's face was grey and she was shaking all over. Is this a fact or an opinion? Support your answer.

9. Why was Ma's face grey and shaking all over?

10. What might have made Pete and Bright run away?
1. Fact. This is stated in the story.

2. Opinion. Something might have happened that the girls would not have been able to handle.

3. Yes, the girls took the right action because something had to be done quickly.
   No, the girls should have got Johnny Johnson to help them because they might have been hurt.

4. The girls could have pulled Johnny so that he would come with them and see what had happened.

5. Laura seems to be the bravest girl. She was not afraid to try to get the cattle away from the hay, but Mary said at first, "we can't". When Mary saw the cattle in the hay, she froze stiff, but Laura ran towards the cattle.

6. Laura Wilder probably wrote this story to tell about another way of life in the early days of America, and to show how children of our age lived at that time.

7. Probably not. Usually father would be there to take care of things, and just the regular daily chores would be done.

8. Fact. This is stated in the story.

9. Ma was frightened because Bright and Pete had run away with the wagon.

10. Perhaps Pete and Bright were frightened by a snake or a small animal in the grass.
F/O 1. Hans Christian Anderson knew he would be famous one day. Was this his opinion, or was this a fact? Tell why you think so.

E 2. When Hans left for Copenhagen, he was fourteen years old and his mother was not very well. Do you think he was right to leave? Explain your answer.

I 3. Why do you think that Hans Christian Andersen could be called an "ugly duckling"?

I 4. What kind of a person do you think Andersen was? Support your answer.

I 5. Do you think Hans suffered a long time before he became a singer? Support your answer.

F/O 6. Some people in Copenhagen took an interest in Hans. Is this a fact or an opinion? Support your answer.

I 7. Andersen's first novel was well liked when it came out. Why do you think that no-one remembers it today?

I,E 8. What things did Hans do that you think were wise? Explain your answer.

F/O 9. Hans Christian Andersen was sent to school when he was sixteen. Is this a fact or an opinion? Support your answer.

A.P.10. Why do you think that Doris Gates wrote this story?
1. Opinion. Hans could not know for sure that he would be famous; he just believed that he would be.

2. Hans was right to leave because he couldn't work to support his mother (fainting spells), so at least she would have one less person to feed.

3. At first, Hans was ugly and no-one liked him. Later, when he began writing stories, everyone liked him.

4. Hans was stubborn. He kept trying to be an actor even when people told him he should give up. Also, Hans started school when he was sixteen and he stayed there until he was finished.

   Hans was trusting. He always believed that people would be good to him.

5. Hans did not suffer very long. He was fourteen when he went to Copenhagen, and he stopped singing when his voice changed just after his fifteenth birthday.

6. Fact. This is stated in the story.

7. People liked his fairy tales more than they liked his novel.

8. Hans went to see Siboni, the famous singer. This gave him the chance to be a singer.

   Hans went back to school so he could learn how to write properly. This made it possible for him to become famous.

   Hans began writing fairy stories, which was something he was good at.

9. Fact. This is stated in the story.

10. Doris Gates wrote this story because it is interesting to learn more about the lives of people who became famous. The real life of Hans Christian Andersen was like a fairy story because it had a happy ending.
Ramon and the Orange Bowl  T.S.T.W.  p. 340

I  1. Ramon's father was famous. Was he also very rich? Support your answer.

A.P.  2. Why do you think the author wrote this story?

F/O  3. Ramon's bowl was quite large, of a very pleasing shape, and of a color truly admirable. Is this a fact or an opinion? Tell why you think so?

I  4. Do you think a centavo is worth a lot of money? Support your answer.

I  5. Ramon thought he might forget about the parakeet if he took several rides on the merry-go-round. Do you think Ramon would have forgotten about the parakeet? Tell why or why not.

F/O  6. The bird was a 'beauty'. Is this a fact or an opinion? Tell why you think so.

E  7. Do you think Ramon was smart to get the parakeet instead of spending money on the merry-go-round? Why or why not?

I  8. Do you think Ramon's parents will be pleased with his parakeet? Tell why or why not.

I  9. Do you think that pushing the merry-go-round was hard work for Ramon? Support your answer.

I 10. The merry-go-round owner told Ramon to take a rest and a ride. Why didn't Ramon do what the owner suggested?
Possible Answers  Ramon and the Orange Bowl  T.S.T.W.  p. 340

1. No. "Ramon's father, wearing a worn and ragged serape,..." (p. 341) "If business was very good, his father would give him a centavo at the end of the day!" (p. 343) "Why, he had never in his whole life had twenty centavos at one time!" (p. 347) These quotes show that Ramon's father was probably not very rich.

2. Perhaps the author wrote this story to show how a determined boy was able to find a way to get what he really wanted.

3. Opinion. Another person looking at the bowl might not think it was that nice.

4. No. It only cost one centavo to ride on the merry-go-round. The man selling the parakeet and the cage said that "twenty centavos is not much money".

5. No. Ramon wanted the parakeet very badly. He might have forgotten about the parakeet while he was riding on the merry-go-round, but he would probably have remembered it as soon as he got off.

6. Opinion. Some people might not think that the bird was a 'beauty'.

7. Yes. If he had spent the money on the merry-go-round, he would have had nothing to take home with him.

8. Perhaps not. Ramon didn't tell his Mom and Dad what he wanted to spend money on. Maybe he thought that they would not like it. The bird does make a lot of noise and his parents might not like that.

9. Yes. "Ramon's sombrero had long ago fallen off. His hair was plastered to his forehead with sweat and his mouth was as dry as dust." "I have never seen a boy who pushed so hard and so long". (p. 350)

10. Ramon wanted to earn enough money to be able to get the parakeet before he had to go home.
The Fuji Stick

A.P. 1. Why was this story written?

F/O 2. The walls of the house were made of rice paper. Is this a fact or an opinion? Why do you think so?

F/O 3. Grandfather was too old to climb the mountain. Is this a fact or an opinion? Why do you think so?

I 4. Why do you think that grandmother did not try to stop grandfather from going?

I 5. Did this story happen long ago or in modern times? How do you know?

E 6. Do you think that Mama-san and Papa-san were wise to let them go? Why or why not?

I 7. Can you explain why Grandfather wanted so much to see the sunrise from the top?

I 8. How do you think Fujio felt when he saw no-one older than grandfather and no-one younger than himself?
   b) How do you think Grandfather may have felt when he saw this?

I 9. Why do you think that grandfather had so much trouble getting up in the morning?

I 10. Why do you think that Fujio's parents named him after the mountain?
Possible Answers  The Fuji Stick  T.S.T.W.  p. 384

1. The story shows what can be done by old and young people with determination.

2. Fact. This is stated in the story.

3. Opinion. Grandfather was old, but that doesn't mean he was too old to climb the mountain. If he was too old, then he couldn't have done it.

4. Grandmother knew that grandfather really wanted to do it, and she knew that if he didn't do it soon, then he would really be too old to try.

5. This story happened in modern times. We know this because the story mentions a T.V., a camera, and a flashlight.

6. Yes. Fujio and his Grandfather would have been very unhappy if they had not been allowed to go. Grandfather would have been especially sad because he would not have another chance.

7. Grandfather felt that climbing the mountain is something that everyone must do once in a lifetime. He wanted to feel proud that he, too, was able to climb the mountain.

8. Fujio may have felt proud when he saw that, or he may have got worried because there was no-one older than his grandfather.

b) His grandfather may have thought they were foolish to come when he saw that he was the oldest one climbing.

9. Grandfather was not used to climbing, so when he tried to move the next morning, he was stiff.

10. The mountain was very important and special to the people of Japan. They probably named their son after the mountain because he was important and special too.
1. Why do you think that the Shaman was at the head of the hunt?

2. Why would Marek-son's sense of smell be as sharp as an animal's sense of smell?

3. Do you think Marek-son was wise to spear the Mammoth's leg before the others arrived?

4. What do you think hurt Marek-son's back?

5. Do you think the hunters were wise to try to kill such a huge animal? Why or why not?

6. The mammoth is probably related to what modern day animal? Explain why you think so.

7. Explain why the men might lose the mammoth if night falls.

8. Why would the fires along the path cause the mammoth to go towards the landslide?

9. Put (F) if the statement is a fact and (O) if the statement is an opinion. Support your answers.
   - The mammoth frightened away the horses and bison.
   - The hunters got desperate as the day ended.

10. Why was this story written?
Possible Answers

1. The people thought that his magic powers might help make the hunt successful.

2. In the early days, man had to have a good sense of smell so he could hunt and find food.

3. No. If Marek-son had been quiet, the beast probably would have stood there until the men arrived, and then he could have helped. By attacking on his own, he could easily have been killed. Marek-son was just lucky that the others arrived before the mammoth killed him. Yes. The beast might have smelled him and run away before the men came.

4. Probably the trunk of the mammoth hit Marek-son across the back.

5. Yes. The people really needed food, and the mammoth would provide enough for quite a while.

No. The mammoth was a very dangerous animal and they did not have good weapons for killing it. They should have left it so no-one would be hurt. They could have gone on the next day to hunt for smaller game.

6. The mammoth is probably related to the elephant because they both have trunks. "Something snakelike reaches toward him". (p. 312)

7. The mammoth might run away and they wouldn't be able to follow him in the dark.

8. He would be afraid of the fires so he would stay in the path.

9. It seems possible, but Marek-son does not know for sure.

F If they really needed food, then they probably were feeling desperate. This might be especially true since they had been fighting so long and so hard.

10. This story was written to give us some idea about how early people survived.