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ing or inappropriate. After all, developing children's
ability to better comprehend the texts or stories they

life. This process, however, may take considerable
effort since the emphasis that has been placed on de

Jamar's comments about *St. George and the Dragon* reveal that the story enabled him to vicariously experience and participate in the lived world of characters from a time and place quite different and removed

school 'cause it was just like me when I went to school that first day, everybody picking on me.

It brought back memories, when I was

Vicki. Vicki was an experienced 3rd- and 4th-

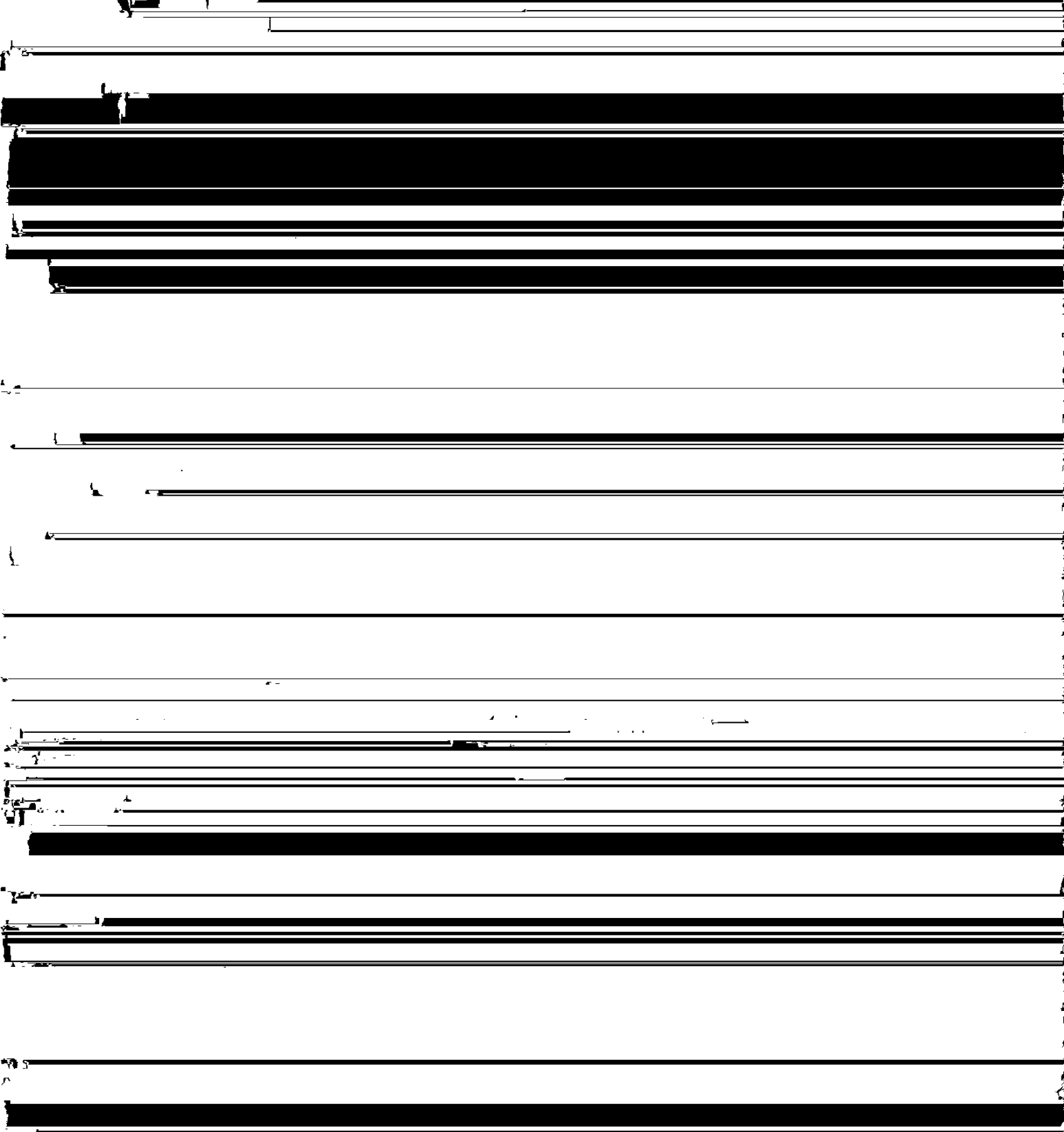
ings in response to particular texts by posing specific
types of questions to a "How did the story make you

Encyclopedia Brown, Romona Quimby, and Nate the Great as "dramatic resources" for thinking about how to live their own lives.

Jeff. Jeff was a 4th- and 5th-grade teacher in Boul-

dice, the loss of loved ones, their relationship with grandparents and older adults in their lives, or memorable past experiences.

Throughout the remainder of school year, Jeff con-



write a summary, or discuss an issue in relation to a story, poem, or play. As Willinsky explains, "I want

Houston, J. & Houston, J. *Farewell to Manzanar*. New York: Bantam, 1973.

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