**“Charles” Reading Comprehension**

1. According to the narrator, how did Laurie change when he went to kindergarten?
2. Describe the irony (twist) that occurs at the end of this story. Why is it ironic?
3. What is the message of this story?
4. Give examples of foreshadowing (hints) that occur in the story.

MCj04377970000[1]

INFERRING

Now, let’s test our **inferring** skills. Remember, when we use the reading comprehension strategy of inferring, we are reading between the lines of the text. We cannot find the answer directly in the words, rather we must use the knowledge we have of the text and make an educated guess at the answer.

1. Why did Laurie’s parents take so long to find out the truth about Charles?
2. Why did Laurie create the imaginary boy Charles?
3. What does Laurie’s mother mean when she says, “With the third week of kindergarten Charles was an institution in our family…?”
4. Why is Laurie’s mother so eager to meet Charles?

**“Charles” Reading Comprehension-accommodated**

1. According to the narrator, how did Laurie change when he went to kindergarten?
2. Describe the irony (twist) that occurs at the end of this story. Why is it ironic?
3. Give examples of foreshadowing (hints) that occur in the story.

MCj04377970000[1]

INFERRING

Now, let’s test our **inferring** skills. Remember, when we use the reading comprehension strategy of inferring, we are reading between the lines of the text. We cannot find the answer directly in the words, rather we must use the knowledge we have of the text and make an educated guess at the answer.

1. Why did Laurie create the imaginary boy Charles?
2. What does Laurie’s mother mean when she says, “With the third week of kindergarten Charles was an institution in our family…?”
3. Why is Laurie’s mother so eager to meet Charles?

**“Charles” Reading Comprehension - modified**

1. How did Laurie change when he went to kindergarten?
2. What is the twist at the end of the story? Did you like or dislike the ending?
3. Give examples of hints that show us that Laurie is not a well behaved boy.

MCj04377970000[1]

INFERRING

Now, let’s test our **inferring** skills. Remember, when we use the reading comprehension strategy of inferring, we are reading between the lines of the text. We cannot find the answer directly in the words, rather we must use the knowledge we have of the text and make an educated guess at the answer.

1. Why did Laurie’s parents not believe that he was a misbehaving boy?
2. Why did Laurie create the imaginary boy Charles?

**Charles**

**by Shirley Jackson**









