Universidad Pedagógica Nacional

Francisco Morazán

Vicerrectoría de Investigación y Postgrado

Dirección de Postgrado

In partial fulfillment of the requirements
for the Master's Degree in the Teaching of Languages-English Major

Thesis

"Factors involved in the Reading Comprehension Process of English and Spanish for seventh graders at the Salesiano San Miguel School in Tegucigalpa, Honduras in 2015"

Submitted by

Sally Gabriela Soto Ramos

Thesis Advisor

Ph.D.Jenny Margoth Zelaya Matamoros.

Tegucigalpa, November 1st, 2015

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Dedication

I dedicate my thesis work to my beautiful family. A special feeling of gratitude to my loving son Fernando and my husband David, whose words of encouragement and the push for tenacity ring in my ears. My parents, Jose and Xiomara, who have never left my side and are very special to me. I also dedicate this thesis to my academic advisor, Dr. Jenny Zelaya, for helping me to finish this project. And finally but not least I dedicate this work and give special thanks to the memory of our dear Nanny, Zohira Diaz, who helped to take care of Fernando since he was a baby. Thanks Nanny for being there with me and help me so I could keep on studying my master's degree.

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Sally Soto Ramos

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Introduction

Many researchers around the world have investigated the teaching of reading in a foreign language and many empirical studies have tried to demonstrate the usefulness of strategy instruction, without being able though to draw universally generalizable conclusions. Learning how to read is no easy matter and teaching it is probably even harder, considering all the different variables which affect this process. Therefore, teachers can try to find the most suitable methods only by interacting with their students day by day and adapting lessons to the learners' needs in that particular situation. Yet, reading can also be very stimulating and fascinating because it allows people to communicate through distance and time.

According to the American educator William S. Gray (1960), who has analyzed the process of reading in one's own language, the major aspects of reading can be classified under "four headings" that represent "a psychologically coherent unit": Word perception, comprehension, reaction to what is read and fusion of new ideas and old. The reading act starts with the printed word, which arouses in the reader associations of both meaning and pronunciation. The sequence of words and their meanings become a sequence of ideas, which lead to the comprehension of a line, a sentence and so on until the entire passage has been read and understood. After the meaning is recognized the reader starts reacting thoughtfully to the ideas acquired and is now able to assimilate new information and fuse it with 'old' knowledge. This is certainly a very brief description of the reading process from a physical and psychological point of view, which instead has been carefully examined by Gray and many other researchers of the subject - including

psychologists, linguists and educators. Since the aim of this research is to make a comparative study between factors involved in the reading comprehension process of English and Spanish for seventh graders at Salesiano San Miguel School, the researcher wants to provide some suggestions and recommendations that can help students to have a better understanding of the different texts they must read inside or outside the classroom and also help teachers to build an adequate reading class in English and Spanish. This is why teachers have important roles; as Anderson (1999) points out there are three remaining issues: building motivation in students, planning for instruction and selecting appropriate materials. The first aspect probably requires the greatest attention, because teachers know that they can be the best teachers ever, but the students will not learn anything without real motivation. For all these reasons, the researcher wants to do this study to compare the factors involved in the reading comprehension process in English and Spanish and to propose new ideas that can help the reading comprehension process for both languages.

CHAPTER I

OBJECT OF STUDY

1.1. Stating the Problem

Learning to read is a very demanding activity, especially when it takes place in school, in which a challenging environment must be created. Teachers are faced with a huge effort not only of teaching new grammar rules and vocabulary, but they also have to help students understand the meaning of what they read depending on the purpose and the communicative context in which they are using the language.

The process of reading is a very long process which requires a lot of effort, interest, motivation and perseverance depending on a continuous practice by the readers and also the different methods teachers can use in their classroom. Alderson (2000: 3) says that “the process is likely to be dynamic, variable, anddifferent for the same reader on the same text at a different time or with a differentpurpose in reading”. In many places around the world reading knowledge is very important for academic success, professional and personal development; for this reason, reading ability is one of the aspects of language use and, just like speaking or writing, it requires a certain amount of practice and teaching to improve, something which usually happens in one’s early years of school.

According to Alderson (2000) and Carrell (1985, 1988), the reader’s background knowledge are very important for processing texts. In the past two decades, considerable research has been done on the effects of text familiarity on

reading comprehension. The results showed that there were positive influences on reading comprehension. The reader's background knowledge can help comprehend texts. Comprehension occurs when the new information interacts with the old knowledge (Anderson & Pearson, 1984; Smith, 1994).

In addition, for the past two and three decades, the development of reading skills and strategies has been a major concern for teachers as well as readers. Although a good number of empirical investigations have found that the use of various reading strategies improved the students' reading comprehension, relatively little research has examined the different use of strategies. Also, Anderson (2003) proposed that a further study should be done to gather reading strategy data to know if there are any significant differences between reading contexts.

These contexts are closely related to the act of communication. Thus it is an important part in language development, allowing transmission of messages, expressing feelings and achieving certain functions to act in a society (Lu, Me-Yu, 200, p.12). In any society, communication is fundamental to survive and to be able to interact with other persons, especially if people think that every single word they read has been previously written by someone else who wanted to communicate a message and, most probably, to obtain a reaction from his or her readers. Withinthis communication, some difficulties can be found when students are learning or acquiring languages. The process of language is built through a variety of experiences but inside this process, teachers can see how students can have problems in reading comprehension of what they read. The researcher of this investigation is a homeroom teacher who works in a bilingual school, Salesiano

San Miguel, located in Tegucigalpa. Despite all the different limitations that the school has in order to offer the bilingual system such as its curriculum, text selection and a lack of experience its population has been increasing, and there is a demand of a lot of students who want to be enrolled in the school.

However, during the last years that the researcher has been working in this school, she has had the chance to see a problem that increases year after year: the difficulty of reading comprehension in English and Spanish. This approach stems from a need at the classroom level because there have been serious problems in the comprehension skill in both languages. For this reason the researcher wants to do a research that will allow her to compare the factors involved in the reading comprehension process between an English literature class and one in Spanish for seventh graders at the Salesiano San Miguel School in Tegucigalpa, Honduras.

1.2. **Objectives of the Research**

1.2.1. General Objective:

1. To compare the factors involved in the Reading Comprehension Process in an English literature class and a Spanish literature class for seventh graders in Salesiano San Miguel School in 2015.

1.2.2. **Specific Objectives:**

1. To identify the different factors involved in reading comprehension process in an English literature class and a Spanish literature class.

2. To compare, language wise, the different factors involved in reading comprehension process in an English literature class and a Spanish literature class.

3. To identify the reading strategies teachers can use to have a better reading comprehension process in an English literature class and a Spanish literature class.

1.3. **Research Questions**

This study addressed the following three questions:

1. What factors are involved in the reading comprehension process in an English literature class and a Spanish literature class?
2. What is the comparison, language wise, between the different factors involved in reading comprehension process inan English literature class and a Spanish literature class?
3. What are the reading strategies teachers can use to have a better reading results in the comprehension process in an English literature class and a Spanish literature class?

1.4**.Justification**

Reading is one of the most important skills that students must develop because it is going to help them improve the use of vocabulary and also comprehension, but many students struggle with this. Educators are constantly seeking effective methods to assist these struggling students through planning of their lessons in a most varied way. “Teachers should not only concentrate on intensive reading activities, which aim at the close analysis of a short text, but they should also take

into consideration that their students need to use extensive readings to help them to increase their vocabulary" (Anderson, 1999: 43).

In his last chapter Anderson (1999) points out that teachers need a lot of practice to plan and execute good reading classes, especially because there are several factors to keep in mind when choosing materials. Therefore, it is worth looking in detail at what teachers should consider when selecting texts and reading activities. It will be very interesting to find out the factors that are involved in the reading comprehension process in students who are in seventh grade making a comparative study between an English literature class and a Spanish literature class.

Moreover, this study belongs to a real environment in which many readers interact in a classroom. As though, this research carries great importance due to the fact that it will provide information on what factors are involved an English literature class and a Spanish literature class. It is also important because it is taking a real situation which will be analyzed to see what is happening in the learning process of these students, any result found will help contribute to the teaching languages. This study will have a real impact, because in many ways it is going to help teachers who work with bilingual students, also it will be like a resource for researches who are interested in the teaching of a second language related to reading comprehension, and it is going to contribute to the bilingual education in Honduras because nobody has made researches about this topic in this country.

To summarize, teaching reading is a challenging task for every teacher, especially if we consider the fact that it is not only a matter of selecting and

organizing the content of a lesson, but it is also important to concentrate on the learners themselves and their attitudes towards the subject, therefore, it is necessary to focus attention on second language learners and how they face their learning reading process. Learning English can be successfulonlyif students manage to participate actively in this process and become aware of their strengths and weaknesses as second language learners. It goes without saying that aforeign language is acquired in very different ways by different people, since there aremany variables which affect the learning process, such as the inborn characteristics ofstudents (for example: age, gender, interests, motivation, learning environments, etc.) and the social context in which the language is learnt (seeNuttal, 1996; Alderson 2000; Griffiths, 2008). The results of this research will help to draw attentionon specific reading skills and to help students develop self-awareness of their own strengths and weaknesses, having many benefits in the reading process for both languages (English and Spanish) to have better results in the future.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the literature related to the reading process in English and in Spanish. It is organized into seven sections, asfollows: The first one introduces the four skills to learn English, and the importance of the reading skill. The second section discusses the reading comprehension process and its theories. The third one discusses the literacy instruction in Spanish and English. In the fourth section, the methods of teaching Reading into Spanish and English are discussed. The fifth one is about factors involved in the reading comprehension process. The sixth section mentions the conceptual framework, classifications of reading strategies, and assessing reading strategies, and finally the effective classroom practices for developing reading comprehension are discussed.

2.1 The Four Skills to learn English

To learn a foreign language is not an easy task. Many people go through different stages in order to reach the desired level of competency. On the other hand, teachers have to find different ways to make things easier for their students, who have to go from listening to speaking and then reading and writing in order to master the language. In the acquisition of a language; these four skills play an important role in order to produce oral and written language. Even if these skills are to be seen as separated abilities that students must acquire, teachers have to work with them in an integrated way because they help to build communication in the production of English. Language educators have used the concepts of four basic language skills for the ones already mentioned. They “are sometimes called the

"macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling" (Temple and Gillet, 1984, p. 70).

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. Speaking is the productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. "Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning" (Temple and Gillet, 1984).It also emphasizes the close relationship between listening and speaking in this way: Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as dialogues are created. "When children develop their communicative powers they also develop their ability to listen appreciately and receptively " (Temple and Gillet, 1984, p.70).

After listening and writing, comesreading, one of the most challengingskills that students must develop. Even if it is a receptive skill, students not only improve language use in general but they also improve on comprehension and critical thinking. When planning their classes, most teachers emphasize their students´

activities on reading and writing, probably because they might seemto keep them quiet and they might be easierto organize. Similarly most teachers probably do most of the talking; while the students do most of the listening, with a questionable amount of understanding.

Reading is the receptive skill in the written mode. It can bedeveloped independently of listening and speaking skills, but oftenitdevelops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often is perceived as the hardest of the fourskills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. The whole-language theoreticians strongly imply that all aspects of language interrelate and intervene. They further claim that students should be given the opportunity to simultaneously use all language arts (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities (Carrasquillo, 1993; Farris, 1989; Farris and Kaczmarski, 1988). These activities should be often centered on topics that build upon students' background knowledge (Freeman and Freeman, 2006, p.70).

When teaching English, for instance, teachers have to make sure that their students develop their language skills, specifically, theiracademic English, in order to understand and make the most effective use of their knowledge in school related issues: understand theirstudy materials, develop specialized language and

vocabulary relevant to their subjects, interpret assignment questions and select relevant and appropriate material for their responses, write well-structured and coherently presented assignments, without plagiarism, communicate their needs totheirtutorsandwork productively with other students. They need to produce language in order to achieve their goals and also teachers in their daily activities must try to promote different strategies to achieve a better comprehension process.

2.1.1. The Importance of the Reading Skill

Learning to read in English as a foreign language is a very demanding activity, especially when it takes place in school, which is in itself a challenging environment. Teachers are faced with the arduous task not only of teaching new grammar rules and vocabulary, but they also have to help students understand the meaning of what they read depending on the purpose and the communicative context in which they are using the language. Developing proper reading skills is a long process which requires interest, motivation and perseverance, because only by practicing continuously can one become a better reader.

In developing reading skills the process of reading can be classified under four headings that represent “a psychologically coherent unit”: Word perception, comprehension, reaction to what is read, and fusion of new ideas and old. The reading act starts with the printed word, which arouses in the reader associations of both meaning and pronunciation. The sequence of words and their meanings become a sequence of ideas, which lead to the comprehension of a line, a sentence and so on until the entire passage has been read and understood. “After the meaning is recognized the reader starts reacting thoughtfully to the ideas

acquired and is now able to assimilate new information and fuse it with ‘old’ knowledge ” (William S. Gray, 1960, p.6).

When students think about reading they probably imagine themselves sitting on a comfortable couch with a book in their hands. However, this is not the only way on which their eyes and minds deal with a written text: They can read the newspaper, advertisements on the street, the menu at the restaurant and many other types of printed information in everyday life. The act of reading, in fact, can take place for two main reasons, which are reading for pleasure and reading to obtain new information. In both cases this activity is a social practice which is also culturally determined. In every place, literacy is fundamental to survive and to be able to interact with other persons readers.

2.2 Reading Comprehension Process

2.2.1 Reading as a Process

Having an effective reading practice in the classroom is essential for success in acquiring a language. In the reading class, teachers must bear in mind such as: language learning, writing, revising, developing vocabulary, acquiring grammar, and editing. Every single factor mentioned above makes reading to be developed step by step, because teachers need to develop different stages in order forstudents to acquire language. First of all, it is very important to recognize the words in the text, which can represent ideas, symbols etc. This recognition must require having a good knowledge of vocabulary. This part is essential for teachers forthe amount of vocabulary students know will help to increase the comprehension skill; there will be a better comprehension of written texts, which includes: meaning, making predictions, getting the main idea, understanding

characters, setting, author´s purpose, etc.Also, through reading students can practice their pronunciation, their spelling, having a good reading speed, andincreasethe number of words they can learn.

The process, as described above, starts when the reader is faced with a writtentext, establishing a relationship whose final result (product) is the understanding of meaning. Thefollowinglist shows the different ways of reading:

- Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for one's own pleasure. Thisis afluency activity, mainly involving global understanding.
- Intensive reading: reading shorter texts, to extract specific information. Thisismore of an accuracy activity involving reading for detail (Grellet, 1981, p.4).

All of theseways of reading showhow teachers can handle the reader's reading. According to this list, the first thing readers do when they start reading is to read quickly with the eyes. During class time, theteacher asksfor that before students go deeper into the text, teachers ask to predict fromthe title just byreading it, or by looking atthe pictures of the book, but if the teacher wants to go deeper he or she can ask to look for some information. When this is happening, students can feel more secure about the text because they are looking for some particular information in it.

In the classroom, teachers have the different texts they want to read with students as the author mentions this is intensive reading, but it is possible tohave an extensive reading which is the extra reading students can read outside the classroom as pleasure, fluency activity, etc. This extensive reading can help

themincrease their vocabulary, to develop a positive attitude towards reading, to be motivatedto read more, to gaingrammar knowledge, to improvewriting skills so in this way they can acquire a better reading comprehension skill.

On the other hand, it has been widely argued that "[r]eaders can approach a text by following two different models of processing: the **bottom-up** model and the **top down model"** (Alderson, 2000, p. 16-20). **The bottom-up** approach begins with the recognition of the printed word. The reader has only a passive role as decoder of graphemes into phonemes into syntactic units and in the end into semantic patterns. This kind of modelderives from the behaviorist theories of Skinner in the 1950s; he claimed that in the acquisition of language, a child first has to receive a visual stimulus, and then he or she produces a response which must be reinforced by adults and their knowledge. This schematic description of knowledge acquisition influenced the teaching of languages, providing teachers with a new method.

In the opposite way, **the top-down approach** starts with a more active participation of the readers in the process of reading, focusing on the previous knowledge or background knowledge. In this approachstudents are more freely to express their ideas, to connect what they think about the text and how they connect the reality with the text. Teachers can create a great atmosphere because students are building the environment of reading through the different experiences they are sharing in the class.

2.2.2. Critical Literacy

Critical literacy views readers as active participants in the reading process and invites them to move beyond passively accepting the text´s message to question, examine or dispute the power relations that exist between readers and authors. It focuses on issues of power and promotes reflections, transformations, and actions (Freire, 1970). “The principle of critical literacy includes a number of essential understanding and beliefs about the power relationship that exists between the reader and the author ” (MacLaughing&DeVoogd, 2004).

Those principles make emphasis on promoting the reflection in the students let them to make a change, to transform not being a passive reader through the different texts they are reading in their classes. Also the different critical literacy strategies must be dynamic and adapted to the context in which students are working. Trying to adjust the students´ needs and their level of language. In other words, readers need to understand that they have the power to have ways to interpret reading.

It would be essential to suggest that unmotivated students should receive an extrinsic reward for reading or be punished for not reading. “Problematizing or examining the situation would reveal thatthe lack of motivation is similar to a variety of factors that can may include poor quality texts, classroom climate, limited opportunities to self-select, read and discuss books in social settings” (Comber2001, p.271). Students who are not motivated cannot produce the demanding factors, the environment is not the appropriate beginning with the

confidence that teachers can provide to the students, how they teach the class, the kind of material they use to develop the reading class, the activities if they are according thestudent´s needs, age etc. Everyone of these factors plays an important role when experts talk about literacy of any language.

Comber (2001, p.271) has observed that when teachers and students are engaged in critical literacy “they ask complicated questions about language and power, about people and lifestyle, about morality and ethics, and about who is inadvantage by the way things are and who is in disadvantage.”In order to participate in such a classroom environment, readers must play not only the roles of code breakers, meaning makers, and texts users but also the role of texts critics (Luke & Freebody, 1999). In other words, readers need to understand that they have the power to alternate ways of viewing the author´s topic. The teacher must assess student responses to ensure that the experience is true to the goals of critical literacy

2.2.3. Reading Theories

Many teachers tend to believe that reading theories are not necessary when teaching students to read in a foreign language because students already bring strategies they used when learning to read in their native language. Forinstance, in her:

> First year as a teacher, [she] knew very littleabout reading theories on sound research. [She] had not thought about reluctant readers. [She] began as an eight grade teacher believing that [her] students knew how to read and read well.[She]was excited about exploring novels with them like *To Kill a Mockingbird*. Imagined [herself] reading with students and assigning chapters toread at home. The next day [she] would assign essay questions

> that they would labor over anticipating [her] insighful comments. Next, [they]would probe the text together extracting every ounce of plot, character development, figurative language and theme.[Her] fantasies died on the first day(Deborah Dilbeck, 1975, p.1).

Struggling school readers could be an enigma but they can also beavid, independent readers. The needs of the students challenge teachers so they can come up with ways to help them to become autonomous readers. Reading theories facilitate the understanding of how readers go toward independence.

"Middle grades students need to read with automaticity, the ability to decode words, recognize word meanings, the meaning of sentences, and the meaning of the text" (Laberg& Samuels, 1974, "p."). Struggling readers resist reading; therefore, they lack the reading practice necessary to read automatically-to read fluently.

> Teachers must viewreading as a cognitive process that assists the development of students' abilities in the reading class. Dependent readers often lack the schema necessary to make connections before reading, while reading and after reading. Schema is like the filing cabinet of the mind. Within the schemata filing cabinet, there are files. The number of files depends on the knowledge or experiences of the reader. Schemata help students to relate new information to prior knowledge; to determine the importance of information in the reading (Anderson &Pearson, 1984, p. 19).

It is important that teachers know the different theories that help them to know the impact that reading as a process has in learners. Over the years, there have been some shifts and changings trends in theories relating to reading. For example: From the traditional view, that focused on the printed form of a text to the cognitive view that emphasized the role of the reader´s background knowledge, they ultimately culminated in the metacognitive view. The traditional view plays an important role because it is based on the control and manipulation that a reader

can have on the act of comprehending a text. According to Mokhtari& Richard, 2002, p. 7, " [i]n the traditional view of reading readers acquire a set of sub-skillsthat are built toward comprehension ability.The acquisition of these sub-skills can help to comprehend what they read. In contrast, the cognitive view that allows the role of background knowledge in learners according to what appeared on the printed page. It emphasizes on the nature of reading and the nature of comprehension, which is so important to the reading process. Cognitive theorystresses on the active mental processes involved in language learning and how people understand reading material. It focuses on an unobservable change in mental knowledge. However, metacognition involves thinking about what one is doing, students analyze their thinking while reading, they can identify the purpose of the reading before reading, identify the form or type of the text before reading, talk about general characters, locate main idea in a text, make predictions about the characters, title of the book, setting etc.

Metacognitive View: **SchemaTheory**

Certainly, the metacognive theory developes a very important part of the reading process as it is mentioned in the previous paragraph**.** This theory allows learners to think about general characters, features, andtype of the text. Learners can locate topic sentences, supporting details etc. This theory plays a very important role in reading comprehension and also in the educational process. It gives a positive effect on learning a second language and learners can get the skills they need for an effective communication. Bartlett (1932, cited in Ajideh, 2003) first proposed the concept of schema. He suggested that "Memory takes the

form of schema, which provides a mental representation or framework for understanding, remembering and applying information."(Rumelhart, 1980, p. 41) further developed the schema concept and described schema theory as ´´Basically a theory of how knowledge is mentally represented in the mind and used. 'As stated by Rumelhart (1980), schemata can represent knowledge at all levels- from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. Teachershave schemata to represent all levels of our experience, at all levels of abstraction. Finally, our schemata are our knowledge. All of our generic knowledge is embedded in schemata. According to this theory, people use a schema which represents knowledge about concepts: objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. This concept lies on how learners use their schemata, how they associate, how they understand new experiences, how they make relationships with the written text and their previous experiences. Schemata is created by experiences with the world and the person´s culture. Based on the personal experience activating the schemata on students provides good advantages for them, because they can activate prior knowledge before beginning to read because the activated knowledge facilitates the reading process, and when it is facilitated people can interact and they can make connections between the old and new information which is so essential for students understanding input they get through the reading.

According to Rumelhart (1980, p. 41),“[s]chemata are created through experience with the world, and the person´s culture, which includes the interaction with people, objects and events within the culture.” In addition to this, the perception that each individual has of reality also influences schemata.

Cook (1989, cited in Singhal, 1998) stated it as “the mind, stimulated by key words or phrases in the text or by the context, activates a knowledge schema” (p. 69). Both of them emphasized the cognitive characteristics of schema which allows us to relate incoming information to already known information. These connections between old and new information is essential for students understanding input that they get though the reading.

Carrell (1985, 1988) has written several papers on schema theory and claims that in the ESL reading classroom, content is of primary importance. However, readers need to activate prior knowledge before beginning to read because the activated knowledge facilitates the reading process. Carrell (1987) recognized two dimensions of schemata: content and formal schema. Content schema refers to a reader's background or world knowledge, thus providing readers with a foundation, a basis for comparison (Carrell&Eisterhold, 1983; Carrell, Pharis, &Liberto, 1989). Formal schema refers to textual schema, meaning the organizational forms and rhetorical structures of written texts. Schooling and culture play the largest role in providing one with a knowledge base of formal schemata. In reading comprehension, schema serves as a reader’s background information that can be called prior knowledge. Schema theory is especially helpful in understanding how prior knowledge affects reading comprehension. Schema

theorists believe that the process of comprehension is an interaction between readers' existing schema and the printed information on the page.

Based on schema theory, choosing topics familiar to readers can increase comprehension, since the more readers know about a topic the more likely it is that they will bring up appropriate schemata. As (McNeil, 1992, p. 56) says that research "Topic familiarity is one of the most important factors in determining student comprehension and can compensate linguistic difficulty. Schema theory thus provides a major theoretical basis for this study.

3. 1. **Literacy Instruction into Spanish and English**

As well as metacognition, literacy instruction takes a very important role during the reading process since it helps to understand how children who speak English and Spanish become literate. "When children are becoming bilingual and billiterate are learning to read, they draw different resources" (Gregory, 1996).

Teachers must participate actively in the process of literacy instruction because it can enrich the reading environments of the students in both languages. The teacher can engage students in rich conversations about a story they are reading, extend children´s comments into more descriptive narratives, discuss challenging readings, and encourage children to reflect. Children's reading and writing learning, in other words, is embedded in a larger developing system of oral communication. Early literacy is an emerging set of relationships between reading and writing. These relationships are situated in a broader communication network of speaking and listening, whose components work together to help the learner negotiate the world and make sense of experience. (Thelen & Smith 1995; Lewis

2000; Siegler 2000) states that "Young children need writing to help them learn about reading, they need reading to help them learn about writing; and they need oral language to help them learn about both. "

Consequently, students succeed in becoming biliterate in schools that introduce reading in two languages from the beginning as well as schools that teach reading first in their native language. In addition, in dual language programs English speakers who are taught to read first in Spanish do well in reading in both languages by fifth grade. The fact is that bilingual programs can help students to read, learn with equal proficiency in two languages. The literacy instruction conducts an extensive study about the way teacher has to teach languages about the way children need to learn concepts and skills of reading from which more complex and elaborated understandings and motivations arise, such as the alphabetic principle, recognition of basic text structures, sense of genre, and a strong desire to know. They need to learn phonological awareness, alphabet letter knowledge, and the functions of written language.

On the other hand, a research done by Edelsky has helped dispel myths about biliteracy and bilingual education." Perhaps the most important myth that the study dispelled was the myth that to begin literacy acquisition in Spanish and then to add English leads to interference with English literacy" (1986, 73). Instead, Edelsky concluded, first language literacy supported the acquisition of literacy in English. When the students Edelsky studied wrote in English, they used what they knew about literacy in their first language, and Spanish did not interfere with their acquisition of English. In fact, students who can read and write in their first

language transfer those skills to second language literacy (Cummins 2000). This is a very deep analysis of literacy in both languages,

Edelsky (1986) described the writings of Spanish-speaking children whose teachers used a number of Whole Language approaches. The children were first, second, and third graders. Edelsky discovered that many features of writing had been acquired by the children through means other than direct instruction.

Teachers sometimes are not aware of this process that can produce a disadvantage in the learners of a second language. Teacher has to provide students an extensive exposure to a variety of literature and other additional texts that can help to increase their literacy, their reading comprehension as in English as in Spanish. Edelsky's study confirms many of the practices of effective bilingual teachers, and it provides important research support for teachers who are helping their bilingual students read and write in their first language. The importance of the acquisition of the first language is very important because it helps to reinforce vocabulary and grammar; so in this way students can have better results in the acquisition of second language and a better comprehension of a text.

4. Methods for teaching Reading into Spanish and English

In this section the researcher provides an overview of the history of reading methods in Spanish and English. It explains the origin, the purpose of usingthem, and provides the background teachers need to teach reading. First of all, it is important to know why it is necessary to choose a correct method to teach a language to the students. This will be beneficial to a teacher who promotes the acquisition of language. The structure of this section it is divided into Methods of teaching reading into Spanish and methods teaching reading into English.

4.1 Methods for Teaching Reading into Spanish

4.1.1 History

In the book Teaching Reading and Writing in Spanish and English byFreeman&Freeman (2006), different methods to teach reading into Spanishare stated. One of them is the synthetic. In this synthetic approach, children aretaught to read for first identifying letters, then syllable, and then in isolated words, then phrases, and finally whole texts, the other method is the analytic method which students seldom engage with connected text longer than a sentence. This section will review the history of both methods and how they have been working up to now.

In Europe in the early times, literacy was restricted to the upper classes and members of the church. Then in 1660s, when the Spanish wanted to educate people in religion, priests at religious schools devised methods to educate the common people.

In the New World, reading instruction was also the province of the church. In the 1770s Spain King, Carlos III, ordered that only Spanish be spoken in Nueva España. It was in this period that the famous Silabario de San Miguel (San Miguel´s Reader) was developed in Mexico to teach both Religion and Spanish to the masses, including the indigenous people. López Guerra and Flores Chávez (2004) explain that: “The method of teaching Spanish was realized with a small booklet of eight pages, composed of thirty-eight lessons or exercises, The Silabary Method of San Miguel or Silabary of San Vicente.”

On the other hand, history makes emphasis on another method which is the analytic. This method begins with some whole and then move to parts within the whole. The goal of this method is word recognition. Synthetic methods for teaching reading were widely used in Europe and in the American Continent. However, criticism of synthetic methods arose because these methods were view as artificial and mechanical. In the early seventeenth century, Comenius presented a new method in his Orbis Pictus. He proposed starting with the whole rather than the parts. His goals was to educate universally, and not just the elite. He saw literacy as central to students´ access to knowledge and understanding and encouraged students to use language and literacy to learn about science and other academic fields (Shannon, 1991).

In 1880, Block introduces a daring new reading method that used whole words to illustrate the sounds and the letters students were to learn. Rather than starting with letters or syllables and building up to words, this method started with whole words that were later broken down into their parts. In Mexico, Block´s method was introduced by Rebsamen in 1979 when the published his Guía metodológica de la enseñanza de la escritura y lectura*(Methodological Guide to Teaching Reading and Writing).*Barbosa Heldt (1971) explains how this method works:

> Rebsamen introduced the method Palabras Normales to Mexico…It is an analytic –synthetic method because it follows the order of first (Teaching) the word, going next to dividing into syllables, and lastly into letter sounds, and then building back to syllables and returning to the word.

The above paragraphs help to introduce more specifically the historical overview of early Spanish Reading Methods and how they worked in the past. This information is very helpful for teachers who are teaching reading in Spanish because they can have the knowledge that allows them to evaluate the different ways or methods people used in the past and compare if these methods has been successful or if they still use them, and of course teachers can provide the best possible instruction for all their students. In addition, this brief review of the history of reading methods in Spanish can show that there were has been many concerns about different theories of how to teach reading in Spanish, but the fact is that the synthetic methods and the analytic methods are designed to teach students to recognize words.

4.1.2 Synthetic versus Analytic Methods

4. 1. 2. 1Synthetic Method

How do teachers teach reading in Spanish? This question is one that both beginning and experienced bilingual teachers often ask themselves. The type of methodology is a big challenge for teachers because it will provide the structure of the class; it is a guide for teachers. The following section focuses on the differences and similarities of the synthetic and analytic method in Spanish.

First of all, synthetic methods build up to recognize words and analytic methods begin with words and break them into parts. The synthetic methods use different starting points; they all have in common the belief that reading is learned

by starting with the parts and then moving toward the sentence, which isconsidered the whole. The following shows the sub- division of the synthetic methods:

1. The Alphabetic Method: This method begins with the teaching of the names of the letters; students begin by learning the name of the letters that represent vowel sounds. Then they learn the names of letters that represent consonant sounds. Next they learn to combine the consonants with vowels to create syllables and then words. Students are asked to repeat the spelling of the syllables or words and then pronounce them. The following scenario shows part of a reading lesson in which the teacher follows the alphabetic method: The Teacher writes three words on the board**: Mamá, mano, and ama** then she begins the lesson:

> Teacher: I am going to read the word **Mamá**Repeat while I point to the letters with my finger: **M-a-m-á Mamá.**

Analyzing this example, there is not attempt to help the children value themselves as readers or to value reading. The teacher reads only words to the students, not complete stories. The only reading materials available to the students are the words the teacher has written on the board, and students are given no choice of what they read. The students are not making meaning as they repeat letters and words after the teacher because there is not connected text.

2. The Onomatopoeic Method: Refers to words whose sounds mimic sounds in nature. In English examples would include hiss and buzz and in Spanish, words lilezas and cataplán. For example: The teacher shows the students a picture of

some monkeys in a cage. The Monkeys are playing and making sounds he, he he. Also in the picture there are some children standing around the cage. They are laughing and saying ha, ha, ha.

Based on experience, children love to play with the sounds of the language, they can make connections between sound and spelling. Also teachers may draw children´s attention or interest in spuds if they look for songs that contain onomatopoeia. Freeman &Freeman, (2016) states that it is possible to find examples of lesson in Spanish reading textbooks.

This method has been so effective mainly for students who are in kinder garden, because it teaches the way the words sounds related to nature. It is a good method that children enjoy a lot. Based on some teachers 'experiences this method has been helpful for students learning to read in Spanish and also has been effective to middle students for example: Spanish teachers have tried to play CDs for students such as the rain forest or oceans, so they hear examples of onomatopoeia words or working with some comic strips in which students have to find onomatopoeia words. The fact is that children love to play with the sounds of language. As they learn to read, they make connections between sounds and spelling and that is an excellent practice for children.

3 *The phonetic Method:*"It is focused on the sounds that letters make. In this method, students first learn the names of the letters and put those sounds together to make syllables and then words" (Freeman &Freeman, 2006p.102).

Students tend to begin to learn the sounds of the letters by identifying objects that can have those sounds.

The point of the phonetic method is to help beginning readers use initial sounds to identify. Like in pre-k or first grade students they are in the process of acquiring the sounds of the letters. Those sounds provide important cues for readers. Asking to some teachers they think that the phonetic method is very commonly used by many teachers because once students learn the sounds that letters make, they can blend the sounds to pronounce the words, so students can start to read.

4.1.2.2 Analytic Method

Rebsamen (1979) introduced the method Palabras Normales to Mexico in which he expresses that this method is an analytic but also synthetic because it follows the order of word divided into syllables and then into sounds and finally back to syllabus and returning to word. With attention to what Rebsamen says about the Method Palabras Normales it is very common to say that in the last years teachers have been working with this method with first graders students, very directly to dividing syllables and then to return to the word, this process has been one of the most used in the last times and it became very traditional in many schools. His method continues to influence the way reading is taught in Spanish. In Mexico, it was still referenced in the beginning reading text approved by the government in the 1980s (Alvarez, 1979). However, it was criticized because of the nonsense children read and analyzed in order to learn sounds and letters. As this

paper did with the synthetic method, it also considers the sub-division of the analytic method:

1. *The Global or Visual Concept Method:* With this method students are taught to read and write either whole words or complete sentences. This is very common to be used by teachers because there is a contact between the text and the reader in the way that is very visual. “Reading is purely visual process. Reading has nothing to do with sounds, but instead is purely visual” (Braslavksy1962). Teachers love to use visual books so students can have a connection with real experiences and the story they are reading, prediction plays an important role on this method. The text of a language experience story is usually interesting, predictable and reflective of student´s background interests and experiences. The fact in this method is the way teachers can use many different activities for a reading experience activity and how they can promote a relationship between the text and the reader.
2. *The Lexical Method:* According to Moreno (1982) “[t]he lexical method is that every word has its own form and is remember individually by the reader.”This kind of method is more automatic, is when teachers ask students to read a word and they have to repeat automatically. The students read sentences silently; buy they do not read extended text on their own. Students cannot read independently because teacher is making emphasis in isolation. The readers do not discuss the reading or the story they simply answer teacher questions. Based on the teaching experience, when

teachers use this method they do not allow students to become critical thinkers because there is no an interaction between the reader and the text.

3. *The Eclectic Method:* The eclectic method contains features of several other methods. “For that reason, it has also often been called El Metodo Mixto” (Bellenger, 1979, p. 116). This method has been used for many teachers because they say that it is a mix of many methods in just one, is probably the most commonly used method to teach reading in Spanish and also in English. Based on personal experiences, using this methods students are given little choice in what they read, and of course teachers seldom read real literature to children, there is not authentic literature.

4.2 Methods for teaching Reading into English

4.2.1 History

Most of the bilingual schools in Hondurashave programs to teach Reading. This section makes emphasis on the history of the early methods to teach reading in English and how these methods worked in the reading class.

In the book “Teaching Reading and Writing in Spanish and English Freeman (2006, p.200) points out that early reading instruction in English in the United States, as well as like the in Europe and Latin America, was strongly influenced by the church, so children reading process acquisition was mainlyby reading the Bible or other religious books. During the 1800s, the teachers who taught reading had often received little or no pedagogical preparation; frequently these teachers had limited schooling themselves. They attended teacher institutes where presentations

were motivational or gave them subject matter information. They were not well paid, and they faced large classes in the one room schoolhouses of that period.“Muchlike the Silabario method used in Latin America and Spain, approaches to teaching reading in the United States were largely didactic, consisting of oral reading of texts with morals and lesson” (NCREL 2001, 1).

Between 1875 and 1880 lessons were connected to students´ lives and interests. The Quincy School was based on real objects Teachers began by writing a word for an object related to their studies on the blackboard and repeating it. Students read the word after the teacher and then wrote the words on their slates. By using words for real objects connected to their school subjects, teachers assumed that the lessons were meaningful and students would associate the symbols and the objects (Shannon, 1991). This way of teaching was a traditional form of teaching reading to students just producing the repetitive word they heard from the teacher. It was purely repetition and a mechanical class. It was not productive for the students just practicing or saying the word without any kind of input related to the words.

At the end of the nineteenth century and in the first half of the twentieth century , progressive education and ideas of child centered approaches arose (Dewey, 1929) Approaches to teaching reading changed , and there was a movement away from oral repetition of words and sounds and toward an emphasis on comprehension and silent reading. By this time comprehension was opening a new door to many learners because of Dewey´s ideas, emphasizing on the importance of reading to learn something from books and to write in order to record

thoughts, ideas etc. Between 1915 and 1919, The Committee on the Economy of Time in Education was charged to " [e]liminate nonessentials from the elementary school curriculum, to improve teaching methods and to set minimum standards for each school subject" (Shannon, 1989, p.84).Reading during this period was dominated by the whole-word method, and most teachers used basal readers in which vocabulary was carefully controlled and many exercises were designed to build decoding skills.

In the 1970s, reading instruction influenced by B.F. Skinner´s behavioral principles gave birth to prepackaged programs of individualized instruction during which children moved independently through a series of more and more difficult texts, working on specific skills.

4.2.2 Reading Methods in English

The process of teaching and learning literature has been very demanding since early times as the different dates of this section have discussed, but also it is important to mention how in the United States, foreign language teachers teach a second language (L2) to native English speakers. For many years the traditions for foreign language teaching were rooted in the traditions surrounding the teaching of Latin. With the onset of World War II, native English speakers had to learn foreign languages more quickly and new methods of instruction were introduced (Griffiths & Parr, 2001; Sole, 1994). The consensus from the research is that the best way to learn reading is to read. Good readers also become good writers (Krashen, 1998). The following methods are used in the teaching reading in English

1. *Grammar Translation*: ´´The purpose of the grammar translation method was to help students read and understand foreign language literature´´ (Larsen-Freeman, 2000 p. 103). It is an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students can recognize the features of two languages that would make language learning easier. A significant role of this method is translating one language into the other. In this method the grammatical rules and vocabulary knowledge are emphasized. Reading and writing are the primary skills students develop in this method; moreover, translation activities will supply students clarity and they will have the opportunity to improve accuracy. Reading teachers use this method when students do not understand some words from the text, so they can acquire the target language easily.
2. *Audiolingual Method:* The Audio-Lingual method, which was proposed by American linguists in 1950s, was developed from the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language” (Carroll, p.1963). According to this method, speech is given priority in foreign language teaching. The Audio-lingual method teaches language through dialogues that focus on habit formation of students. The Audio-Lingual Method aims to develop communicative competence of students using dialogues and drills. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. Repetition of the dialogues and the drills will enable students to respond

quickly and accurately in spoken language. This method helps students to increase their listening and also their comprehension skills, for example when they are listening to a story and then they have to fill out some information requested by the teacher. It is a good way to practice both skills.

3. *Direct Method:* The Direct Method, which is also known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language. “The Direct Method through focusing on everyday language, and using questions and answers lays an emphasis on teaching oral language. The primary objective of this method is associate meaning and the target language directly through the use of realia, pictures or pantomime” (Larsen-Freeman, 1986, p.29). Teachers should value students’ talk. Acquisition of a good oral proficiency is important in foreign language learning process. Creating a communicative environment encourages students to get engaged in the target language, and enhances their oral language development. The teacher should be aware of his/her potential in the Direct Method as it will positively influence language development of students. The use of method increases student´ vocabulary words through the use of realia. This is one of the best favorite methods teachers use in their reading classes, because it gives emphasis on oral communication, for example: When the teacher is asking about the cover page of a book student are really focused on the pictures or on some extra material is displaying in the class such as posters, flashcards, pictionaries, objects etc.

4. *Communicative teaching:* This method refers to a communicative process in which readers have the opportunity to interact in the classroom through the different activities developed in the reading class for example students can use graphic organizers to predict, summarize, review, and sequence of events in a story.
5. *Eclectic Method:* Most of the learners of English tend to practice grammar rules, sentence patterns, vocabulary, and word phrases by resorting to grammar translation methods.
6. *Language Learning Strategies:* Encourage cooperative learning, multidisciplinary thematic units, and literature circles to engage readers in the act of reading. Very similar to the Global Method.

This entire chapter has provided a brief overview of the history, also a specific explanation about each method that has been used to teach reading into English. Many of these methods are used to teach reading in Spanish too. The fact is that teachers must be conscious that students become an agent of the construction of the knowledge since they construct a mental meaning, but at the same will be the teacher the person in charge who is going to share what he or she knows and the knowledge is going to allow to plan his or her teaching. Teachers and students must meet their needs, to work on them, trying to give new ideas to change to have a better process of the reading literacy in English.

Teachers have to prepare students not just to decode words, they must be ready to read real texts, authentic texts in which they have the opportunity to identify the different literature elements such as: main idea, supporting details, describing characters, setting of the story, compare and contrast, sequence of

events, draw conclusions etc. It must be an essential part of the reading process in a second language to explore each of the elements mentioned and of course teachers provide enough tools to the students that allow them to think, activate background knowledge, to have critical thinking, associate the reality with the text.

5.1. Factors involved in the Reading comprehension process

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "The Method of Repeated Readings" 169). It involves intentional thinking, during which meaning is constructed through interactions between text and reader (*Comprehension Strategies* 137). Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply **word barking**— being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. Teachers of literature must have as an instructional goal, regardless of age, grade or achievement level, the development of students as purposeful, engaged and ultimately independent comprehenders. No matter what grade level is taught, no matter what content is taught, no matter what texts are taught. The teacher´s goal is to improve students' comprehension and understanding but within this process of understanding and comprehensing texts, some factors can interfere negatively in the process.

> One of the best predictors of a child's ability to comprehend print is his or her ability to decode print. "If a student is not fluent in wordrecognition, he/she is thinking aboutthe sounds of the individual letters and letter

> combinations rather than using that energy to make sense of the text being read. In contrast, because a fluent reader dedicates little capacity to word recognition, most of his/her capacity is available for comprehension. (Presley, 2012, p. 292).

The following sections talks about many factors that affect a child´s ability to comprehend texts. According to Duke and Pearson (2001), these factors include: Motivation/purpose/goals/ engagement, vocabulary/Word/ knowledge/background knowledge, automaticity of decoding, fluent reading, understanding and use the strategies employed by effective readers, the nature of the text itself (difficulty and interest), the type or genre of text (e.g. fiction, nonfiction and interest), the amount of reading done.

5.1.1. Automaticity of Decoding and ReadingComprehension

"There is a rich literature showing the contribution of accurate Word recognition to reading comprehension and enjoyment " (Kuhn and Stahl 5). "In fact, well-developed word recognition skills in the primary years predict good comprehension in the later elementary grades" (Pressley 2000, p. 552). However, even though skilled decoding is necessary, it is by no means sufficient for skilled comprehension. Some children can read smoothly and with expression and not understand. Others may struggle mightily with decoding but still somehow get the gist. One of the most important things teachers must know is how to help students using different reading strategies. What teachers have to do is to teach students how actively engage with the text. They have to be part of what they read, to connect to it, to interact with it, and to come away understanding and with the ability to apply what they read. First, they need to preview the material. Then, knowing how to deeply study the material, they need to actively read, with focus on

connections and questions, and then review and summarize while checking for understanding.

5.1.2. Fluency and High-Frequency Words

Definitions of fluency change over time. “Fluency refers to the ability to identify words rapidly so that attention is directed at the meaning of the text” (CIERA, *Every Child a Reader* (*Topic 4*). This definition does not necessarily include comprehension. However, recent conceptualizations around fluency extend beyond word recognition to include comprehension processes. The use of the frequency words in reading is so essential because it increases the vocabulary words that students must know before they read a text. Those words are implied in the text so they become like clues in the reading because students can have a better understanding of what they read. If students do not acquire the lesson words properly it will be so difficult to have fluency and there will be lack of comprehension.

5.1.3. Fluency and Automaticity

Some children can read with automaticity and even with expression but still have limited comprehension. Children must be taught to monitor their comprehension and to know how and when to introduce effective strategies to support comprehension. This factor is related to the previous one, students must learn to recognize all the words automatically in order to be effective readers. A fluent reader can decode the words in the text accurately and automatically. He or she can also read with correct volume, phrasing and appropriate rate. The fluent reader also reads at a reading rate that facilitates comprehension. That´s why is important

the practice in the classroom, doing some reading speed in class can help students to increase their fluency and also automaticity.

5.1.4. Vocabulary Development and Background Knowledge

"It is well established that good comprehenders generally have good vocabularies. And beyond that, there is evidence that teaching students vocabulary, in fact, increases their comprehension abilities" (Pressley 2002, 293). Although vocabulary can be taught, most vocabulary words are learned through reading. That is why people who read a great deal generally have large vocabularies. "Prior knowledge affects comprehension. The more one already knows, the more one comprehends, and the more one comprehends, the more one learns new knowledge to enable comprehension of an even broader array of topics and texts" (Fielding and Pearson 1994, 62). It is clear to most teachers that the classroom is not a level playing field. Children who arrive at kindergarten or Grade 1 with a rich background of experiences and vocabulary are advantaged in both listening and reading comprehension. All primary children need many rich, oral language experiences. Some children need even more than others. Along with the ability to decode print, the child's level of listening comprehension is very predictive of potential reading comprehension level. Listening comprehension relies heavily on both vocabulary and background knowledge. The effects of activating background knowledge is significantly because at this stage students get to read and interact with the text , express their ideas, emotions, feelings, they construct, they predict what the text will be about.

5.1. 5. Reading: Read! Read! Read!

The more reading a reader does, the more reading comprehension should improve. It is important during independent reading that teachers try to ensure that all children are actually reading and not “faking it.” (Assessment BLM 1: Self-Assessment—My Book Box/Bag Report Card, page 518.) Children (after USSR) may use the Book Box/Bag Report Card to self-assess their engagement during independent reading each day. They award themselves a “grade” using a rubric developed by the class, and, most important, explain how they decided on the grade. If they were not focused on that day (and it happens to everyone occasionally), they then proceed to explain what their approach will be the following day. Books should also be at the child’s appropriate independent reading level. If they are too hard, the child will generally become frustrated and give up. If they are too easy, the child may be bored. Either way, engagement is affected.

5.1. 6. Rereading

Teachers should honor and encourage children to reread texts. Research suggests that rereading leads to greater fluency and improved comprehension. (Chapter 7: Early Intervention for Children at Risk, Improving Reading Fluency, p. 739.CIERA) Whenallchildren in a classroom—or an entire school—have their own book boxes or bags, more reading and rereading generally occurs. Children keep a number of “just right” books in their book boxes/bags. The boxes/bags remain at their desks or tables. Whenever it is independent reading time, or whenever they have “just finished” and have “nothing to do,” it is time to take a book out of the book boxes/bag. These books are read and reread.

5.1. 7. Selecting Reading Material

In order to demonstrate comprehension strategies, reading material must contain challenges e.g., in words or ideas. If the text is too easy, there will be no need to implement fix-up strategies. Text selection is important to fluency development in the early elementary grades. There are some important strategies teachers can apply with the learners to have an effective reading material and how to use it: Some of the books selected should be beyond the child's reading level and others at his or her independent/instructional level. Read-alouds beyond the child's instructional level support new vocabulary and concept learning. Read-alouds at the child's reading level encourage the child to pick up the book and read it after the read-aloud. By **thinking aloud**, the teacher can help children to understand effective reading strategies. For example, the teacher might say while reading, "I don't understand this. I think I'll reread it to see if I can make it make sense. Also, children must be able to easily access a variety of texts, both fiction and nonfiction. Teacher can have the opportunity to choose the book that matches with the students' needs and interests. To try childrenmove beyond texts, make them feel that text is interesting and how can connected to the real experiences they have as students. Selecting the right material is not an easy task; it requires time and an analysis of the students who are going to be the readers in the classroom.

6.1. Conceptual Framework of Reading Strategies

Byram (2004) stated that the term 'strategy' is used to describe what is involved when people try to solve any problematic situation. In the interactive reading comprehension process, for example, readers can guess the meanings of

unknown words from the context. This is one of the effective strategies for reading comprehension. So far, consensus about the definition of 'reading strategies' has not been made (Ellis, 1994). The diversity is largely due to the way the term has been used in different contexts, such as first, second or foreign language learning. According to Barnett (1989), reading strategies refer to "the mental operations involved when readers purposefully approach a text to make sense of what they read" (p, 66). Reading strategies are the moment by moment techniques that we employ to solve problems posed by second language input and output (Brown, 2001). In the light of these varieties of concepts, definitions and arguments, the term 'reading strategies' is defined for the present study as specific actions consciously employed by the students and plans for the purpose of solving problems encountered in constructing meaning of the texts when they read from paper.

6.1.1. Classifications of Reading Strategies

In reading strategy research, researchers used different types of classification schemes to categorize reading strategies (Anderson, 1991). For example, Grabe (1991) proposed six general reading skills and knowledge areas as follows: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content or word background knowledge, synthesis and evaluation skills or strategies, and metacognitive knowledge and skills monitoring. Shih (1991) and Baker-Gonzalize and Blau (1995, cited in Hsu, 2007) suggested three stages of reading strategy use: before reading, while reading, and after reading. Metacognition represents the knowledge that students have for their cognitive processes as well as their ability to monitor, and even

regulate, their cognitive processes. Metacognitive strategies are the strategies theychoose to use when they have the knowledge about their cognitive processes.

6.1.2. Assessing Reading Strategies

It is known that L2 reading is a very demanding process in which the students are actively involved in a repertoire of reading strategies. For instance, Brookbank, Grover, Kullberg, and Strawser (1999) have found that the use of various reading strategies improved the students' reading comprehension. It is clear that many readers lack sufficient reading abilities and knowledge to understand the genre of texts they use in their classroom lives. But students need specific knowledge to understand their textbook material. This is the opportunity for teachers to increase the background knowledge in students, to inspire students to read texts such as science, history etc. The fact is that it is crucial that the students practice using the strategies. This could be achieved in a classroom in numerous ways. For example, the students could be placed in pairs and asked to take turns self-explaining a portion of the textbook. The teacher can also have the students self-explain as a class calling on students to begin or continue self-explanations and asking the students to write out self-explanations for selected sentences in text. These simple exercises may have important benefits, particularly for the struggling students.

In conclusion, the more strategies the readers use in their reading, the better they comprehend texts. Based upon the review of literature and limitations reported above, the present study investigates the factors that are involved in reading comprehension.

7.1. Effective Classroom Practices for Developing Reading Comprehension

Finally, but not last it is important to know different strategies to develop reading comprehension in class into Spanish and English. This can create a better environment to the learners and make a vivid experience for teacher and even students. For this reason, a review of a research conducted over 30 years established that the following three features of instruction consistently promote comprehension: Reading, explicit strategy instructions, and talk.(CIERA, Every Child a Reader (Topic 5).

7.1.1Reading: Large Amounts of Time

Reading comprehension develops over time as children engage in the process. Allocating ample time for actual text reading and ensuring that children are actually reading text during that time are among the teacher's most vital tasks in comprehension instruction (Fielding and Pearson 1994, 62). Unfortunately, many children, especially struggling readers, often "fake it." Children must be reading and rereading books that they can read ("just right" books) to improve comprehension. Through extensive reading, children's vocabulary and background knowledge improve, which results in improved comprehension. However, reading comprehension is a natural co-developing process, which can (and often must) be enhanced by appropriate strategy instruction (Anderson 2003, p. 125).

7.1.2. Effective Strategy Instruction (Step–by–Step)

Research over the past 20 years has shown that children's reading comprehension improves consistently when teachers follow these steps:

• Explicitly describe the strategy and when to use it

• Model the strategy in action

• Involve children in collaborative use of the strategy lead guided practice using the strategy

• Provide independent practice using the strategy (Duke and Pearson 2001, 235.)

The question is which strategy to use in the reading class? As much as possible, children should be taught strategies like those actual readers use to comprehend text successfully. Since reading comprehension occurs in one's head, how do we know which strategies are used by effective and less effective readers? "Think-aloud studies have provided much evidence in this area" (Pressley 2000, p. 550). Although each strategy should be taught specifically, it is known that good readers do not use individual strategies in isolation. Rather, they coordinate and articulate a number of strategies. As teachers model and demonstrate, they encourage the coordinated use of several strategies. Early classroom experiences with informational texts help children to build vocabulary and background knowledge. In fact, many children prefer nonfiction, and discussions around nonfiction readings are often very rich. Not surprisingly, children with little exposure to reading and writing nonfiction in the early years later find content area reading very difficult and often experience a fourth, fifth, sixth, and even seventh grade "slump."

Tried-and-True Teaching Strategies That Improve Comprehension

Metacognition, or thinking about one's own thinking, is the umbrella under which all other strategies fall, and each strategy is a variation of metacognition (Keene and Zimmermann 25). Metacognition is affected by children's attitudes toward reading and their knowledge of the strategies used by effective readers.

The numbered strategies that follow are some of the most effective: **1*. Monitoring Comprehension*** Children must be taught to: Be aware of what they do understand, identify what they do not understand, use appropriate fix-up strategies when comprehension breaks down. Teacher has to control if the students understand the vocabulary words before to start reading the text. To see the students´ problems, to build background knowledge etc. **2.*Using Mental Imagery/Visualization:*** This strategy help readers to understand and remember what they read through mental images or pictures. The use of visuals in reading help a lot to predict, to visualize, picturing the story, it gives a possible answer what the story will be about. *3.* ***Visual Representation of Text:*** Children's comprehension improves through the use of graphic and semantic organizers. Like when you compare and contrast two different stories.*4.* ***Making Use of Prior Knowledge/Predicting****:* Using strategies to activate prior knowledge will support effective prediction and comprehension. This is the most important part of reading in the first stage: Before reading, because the reader gets familiar with the text, is getting ideas about what will happen in the text, what will be the ending of the story, what will happen with the characters.***5. Summarizing/Retelling:*** In order to summarize, children must determine the important information and condense this into their own words. Children who can summarize they can identify or generate main idea, connect the main, or central, ideas, eliminate redundant and unnecessary information and remember what they have read *6. Using Text Structure:* Comprehension also improves when children are taught to recognize and use story structure and informational (expository) text structure.***7.Generating Questions****:* Effective readers are always asking themselves questions. Children

must be taught how to ask questions about the text and they must also be given practice in asking questions. Readers ask questions for clarification, to predict, and to integrate information from different segments of the text. This creates an interaction between the reader, the text and the teacher. The process will become more active because of the different points of view, more vocabulary can be constructed.***8. Answering Questions:*** In this strategy, the teacher can give students a purpose for reading, to help children to think actively as they read, encourage them to monitor their comprehension and to help students to review content, and relate what they have learned to what they already know.

Thus, good comprehension instruction should be balanced and include both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text.

7.1. 3.Talk about Text

Group discussions and conversations help children to make personal connections. It is through talk in which children share their understanding that children learn thinking strategies. Children must explain how they know and how they make sense of passages being discussed. Children need to make personal connections to the text, not simply recall or summarize it.“Children’s comprehension of text and topics, as well as their repertoires of strategies, grow as a result of conversations about text”(CIERA, *Every Child a Reader (Topic 5*).Teachers encourage talk by creating classroom discussions that focus on interpretation or constructing ideas rather than on giving right or wrong answers.

In conclusion,“If we know that thinking about our own thinking and using the strategies that form this metacognitive foundation are associated with the tendency

to read more deeply, critically, analytically and independently shouldn´t comprehension strategy instruction be a major focus of the work with the children who are learning to read and reading to learn? ” (Keene and Zimmermann, 25). The goal for all children in reading comprehension must be to learn and apply the thinking strategies that are used by some proficient readers. In order to read with passion and purpose, readers must be able to recognize what they do and do not understand. They must learn to use strategies, how to make sense, repair confusions. The teaching of comprehension is about more than simply teaching techniques it is about teaching children to use strategies inside and outside the classroom.

CHAPTER III

RESEARCH METHODOLOGY

3.1Rationale for Research Methodology

This research is based on a qualitative approach. That is, one that takes place "when there are gaps in knowledge, that is, when little is known about a phenomenon, an experience or a concept" (Pineda Alvarado, 2008 p. 102). The researcher will focus on achieving to get the adequate information to work a topic that has been little investigated in the country and could provide relevant information for decision-making.

3.2. Study design

This research was conducted within the qualitative approach, following the design of action research, since it aims to obtain relevant information on Factors involved in the Reading Comprehension Process of English and Spanish for seventh graders at the Salesiano San Miguel School in Tegucigalpa in 2015, Honduras in order to improve the teaching practice ofthis research and thus the performance of the students of this school. As Sandin explains (2003, p. 161) "action research essentially seeks for a social change, transforming reality and that people become aware of their role in that process of transformation "(quoted in Sampieri et al,2006, p. 706).

The study design was developed in short cycles according to Sandin (2003) are:

- To identify the research problem, clarify and diagnose...

• Development of a plan or program to solve the problem or make the change.

• Implement the plan or program and evaluate results

• Feedback, which leads to a new diagnosis...

(Quoted in Sampieri 2006,p. 708).

3.3. Population and sample

The population of study was the teachers in the area of English and Spanish and students area (Spanish area, bilingual area) at Salesiano San Miguel School in Tegucigalpa. The total of teachers is 30,and the total of students is 90. San Miguel has 104 years offering the Spanish program and 8 years offering the bilingual program.

3.3.1. Sample

The sample was taken from teachers: onefrom the English area, and onefrom the Spanish area teaching the class of Literature and Spanish. 7th Grade students who make a total of 48.

PARTICIPATING GROUPS INFORMATION.

The teachers age ranges are from 30 and 50 years.

Schedule: English: 3 classes of Literature at the week= 3 Hours weekly

Spanish: 5 classes of Literature at the week= 5 hours weekly

See: Schedules: Appendix A and B

Table 2. Number of students per section

Teaching Area	Varones
Seventh Grade A	**24**
Seventh Grade B	**24**
Total	**48**

Source: elaborated by researcher

The ages of seventh graders are between 12 and 13 years.

3.4. Data Collection Techniques

Data collection will take place at different times: First to obtain the necessary information to diagnose the problem, a diagnostic test named ´´The Worm and The Beetle´´ will be used. This instrument will be used to obtain data related to reading comprehension of students.

After obtaining these data, an intensive program is developed to improve the situation, a logbook was used to record all the changes that the researcher would observe in the students while the program is implemented.

Finally, the same instrument will be applied as the same that was applied in the diagnostic test with the aim to compare the results obtained with the students.

3.5. Analysis of data

The qualitative analysis is following the phases of action research. After gathering all the information, a descriptive analysis through the narrative record that explains in detail the information obtained was performed.

CHAPTER IV

Research Results

4.1 Analysis and Interpretation of the Research Results

4.1.1. Phase I: Diagnosing the Research Topic

Reading comprehension is a complex skill to master. Some students may have difficulty with reading and comprehension. Other students may not have problems, buy they can fail to comprehend what they read in the text.

The researcher has eight years of experience working with students at the Salesiano San Miguel School. She wanted to learn more about her students´ cognitive processes in order to be a more effective teacher, specifically focusing on reading comprehension process. At the moment of the research, the she was teaching Literature in 7th grade (bilingual program of the school). In the literature class, students had to focus on the comprehension of texts and did not seem to be aware of what they were reading or answering in their questions. This motivated her to think about a way to help her students. First, she shared herconcerns with the Spanish teacher(Spanish Program at the San Miguel High school).She met with him and asked him about any comments he might have concerning about reading comprehension level of his students. The Spanish teacher commented about the interest to participate in the process because he has seen in his students some difficulties reading in Spanish. After analyzing that reading comprehension was an issue that needed further exploring, the researcherobtainedpermission from the school`s principal after explaining to him about the purpose of the study. There was not any rejection from him about carrying out the research project.

Since the Spanish teacher was also interested in the research project, he agreed to participate along with the researcher. In that way, they both worked with seventh graders students in English and Spanish. The researcher explained to him about the stages of action research and the need to come up with a diagnostic test, for both English and Spanish. The researcher decided to use, the story ´´ The Worm and the Beetle´´a fable written by Sofia Alvarez, which is in both languages (see appendix C.

The English and Spanish classroom of 7th Grade was as follows. Section A: 26 students; section B: 22, with a total of48 students, all of them boys.

The diagnostic test was applied the first day of classes (February 5th, 2015) at school in both classes: Literature (English) and Literature (Spanish). Each student had 45 minutes to read and answer the comprehension questions. The story had six questions which were assessed into five points each one for a total of thirty points (Appendix A).

The following tables and graphics show how the students responded to the diagnostic test applied into English and Spanish classes:

4.1.2. Diagnostic Test (English)

Score and Scale for each Question

´´The Worm and the Beetle´´

The following tables list the grades obtained by students during the application of the diagnostic test. In addition, these tables show the results in a suggested scale which is generated by the addition corresponding to each student final score.(The researcher took the middle of the students in the following tables)

Score and Scale for each Question

	Q1	Q2	Q3	Q4	Q5	Q6	SCORE	SCALE
STUDENT 1	1	1	1	1	1	1	6	1
STUDENT 2	1	1	1	1	1	1	6	1
STUDENT 3	5	1	1	1	1	1	10	2
STUDENT 4	1	5	1	1	1	1	10	2
STUDENT 5	5	1	1	1	1	1	10	2
STUDENT 6	5	1	1	1	1	1	10	2
STUDENT 7	5	1	1	1	2	1	11	2
STUDENT 8	1	1	1	1	5	3	12	2
STUDENT 9	5	1	1	1	1	3	12	2
STUDENT 10	5	1	1	1	2	3	13	2
STUDENT 11	5	1	1	1	2	3	13	2
STUDENT 12	5	1	1	1	2	3	13	2
STUDENT 13	5	1	1	1	1	4	13	2
STUDENT 14	1	1	1	1	5	5	14	2
STUDENT 15	5	1	1	5	1	1	14	2
STUDENT 16	5	1	2	2	2	2	14	2
STUDENT 17	5	1	1	1	5	1	14	2
STUDENT 18	5	1	1	1	5	1	14	2
STUDENT 19	5	1	1	1	5	1	14	2
STUDENT 20	5	1	1	2	3	3	15	3
STUDENT 21	5	1	1	1	5	2	15	3
STUDENT 22	5	5	1	1	2	1	15	3
STUDENT 23	4	1	1	4	5	1	16	3
STUDENT 24	5	1	1	1	5	3	16	3

4.1.3. Diagnostic Test (Spanish)

Score and Scale for each Question

´´El Gusano y el Escarabajo´

	P1	P2	P3	P4	P5	P6	PUNTAJE	ESCALA
ESTUDIANTE 1	5	1	1	2	1	1	11	2
ESTUDIANTE 2	0	5	0	0	5	2	12	2
ESTUDIANTE 3	5	1	1	1	1	4	13	2
ESTUDIANTE 4	5	2	1	1	1	3	13	2
ESTUDIANTE 5	5	1	1	1	3	4	15	3
ESTUDIANTE 6	5	1	1	1	3	4	15	3
ESTUDIANTE 7	5	2	1	1	5	1	15	3
ESTUDIANTE 8	5	1	5	2	1	1	15	3
ESTUDIANTE 9	5	1	1	1	4	4	16	3
ESTUDIANTE 10	5	1	2	3	2	3	16	3
ESTUDIANTE 11	5	1	1	1	5	3	16	3
ESTUDIANTE 12	5	1	2	1	5	2	16	3
ESTUDIANTE 13	5	1	1	1	5	3	16	3
ESTUDIANTE 14	5	1	1	5	3	2	17	3
ESTUDIANTE 15	5	5	1	1	1	4	17	3
ESTUDIANTE 16	5	1	1	1	5	5	18	3
ESTUDIANTE 17	5	5	5	1	1	1	18	3
ESTUDIANTE 18	5	5	1	1	5	2	19	3
ESTUDIANTE 19	5	5	2	1	5	1	19	3
ESTUDIANTE 20	5	1	1	5	5	2	19	3
ESTUDIANTE 21	5	5	1	1	5	3	20	3
ESTUDIANTE 22	5	5	5	5	0	0	20	3
ESTUDIANTE 23	5	5	2	5	1	2	20	3
ESTUDIANTE 24	5	4	1	4	5	1	20	3

The researcher assessed each question (a total of 6) and each one was 5 points. Each question focused on different literary elements such as:

Question # 1 and 2: The characters in the story

Question # 3: The different events related to the problem of the story

Question # 4: The climax of the story

Question # 5: Identifying the main idea of the story

Question # 6: The sequence of event

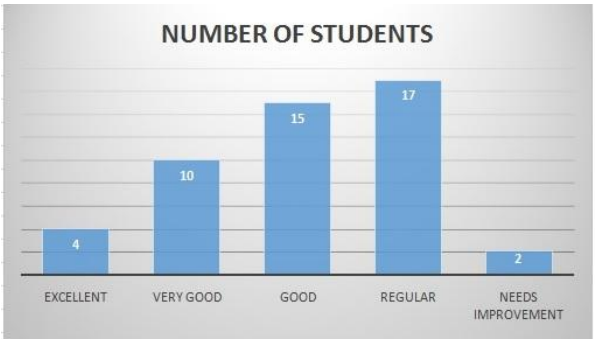
Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "The Method of Repeated Readings" 169). The importance of the factors already mentioned above is very important in the reading process. All of them help students to have a better understanding of a text.

To get the scale, the researcher counted the total that every student got in each question and then it was divided by the number of questions.

4.1.4. Diagnostic Test (English)

Bar Graph

´´The Worm and the Beetle´´



In the diagnostic test applied in English, 4 students are in the scale of excellent, 10 of them are in very good, 15 are good, 17 in regular and 2 need improvement. That means that they are in a very low level of comprehension because 17 of them have to improve their reading comprehension.

4.1.5. Diagnostic Test (Spanish)

Bar Graphic

´´El Gusano y el Escarabajo´´

In the Spanish class, 5 students are in the scale of excellent, 19 are in very good, 20 in good, 4 are regular and none one needs improvement. Most of them are between the scale of good and very good.

In the Spanish class, students were ranked into a regular scale, notice that no student needs to improve. But 20 students are in the good scale they do not reach yet a better comprehension skill.

4.2 .1 Phase II: Action plan

After the researcher administered the diagnostic test to assess students´ comprehension and did the analysis of the results, she worked with the Spanish teacher in a reading plan to improve students´ performance in reading comprehension. It was decided that the intervention had to last from April 13th to June 5th, which was the first semester for the students at school. During the following weeks the researcher and the Spanish teacher worked together planning the different activities to be used to introduce the stories and also some strategies

to help students to improve reading comprehension. According to Barnett (1989), reading strategies refer to “the mental operations involved when readers purposefully approach a text to make sense of what they read” (p, 66). Reading strategies are the moment by moment techniques that we employ to solve problems posed by second language input and output (Brown, 2001.)

The following plan shows the different activities and strategies the researcher applied for both classes (English and Spanish):

4.2.2 INTERVENTION PLAN

DATE	TOPIC AND SKILLS	STANDARDS	WEEKLY PLAN
April 13th to 17th	**Pearl Harbor** To predict	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**Day 1:** Take students to the Ipad lab to watch a video about Pearl Harbor. **Day 2:** Have students to read the short story about Pearl Harbor History. **Day 3:** Ask each studentto choose a subject for their questions. (Music, sport, pets, Canadian provinces, dinosaurs etc) We can use information about Pearl Harbor History and make a competition in class. The teacher can divide the class into two groups. **Evaluation:** Students brainstorm some ideas about the title of the story.
April 20th	**Oliver Twist**	-Draw conclusions based on prior knowledge and text	**Day 1:** Activate prior knowledge. Asking students what they know

to 24th	-To identify characters -To draw conclusions	-Use visualization to aid comprehension of the text.	about Oliver Twist. Have a brainstorm. **Day 2:** Ask children to sit in a circle. Pick a letter from the alphabet that will be the taboo letter. Each person must answer the question without using any word that begins with the taboo letter. -To read the story Oliver Twist: Analyze the short passage with students. **Day 3:** Ask students: What do they think about the story. Drawing conclusions at the end of the class. Students paste their conclusion on the reading wall. **Evaluation:** By drawing conclusions, teacher evaluates the analysis of the text.
April 27th **to May 1st**	**Coyote** -Identifying main idea	-To identify main idea in the story	**Day 1:** Charades: On cards teacher can write elephant, snake, bird then mime. Introduce the story: Coyote, by introducing the story teacher can ask about the main idea of the passage. Have a discussion about what they think of coyotes. **Day 2:** Students cite some sources from the passage that support the main idea.
May 4th to **8th**	-Oral Presentation	- To reinforce oral language based on the story.	**Day 1:** Campaign about how to protect animals? Group #1 and Group # 2 **Day 2:** Campaign about How to

			protect animals? Group # 3 and Group # 4 **Evaluation:** Oral language.
May 11 to 15th	-**Abraham Lincoln** - Order of Events	-To summarize the order of events in the passage Abraham Lincoln Biography.	**Day 1:** Teacher asks students to search information about Abraham Lincoln, so students can study for the first day of class. Ask some questions to the students.(Listing ideas) **Day 2:** To read the story Abraham Lincoln, and work in class with some comprehension questions. (Orally) **Day 3:** In pairs students discuss some important events about the biography of Abraham Lincoln. **Evaluation:** Reading comprehension questions about the short story.
May 18th to 22nd	-Oral Presentation	- To reinforce oral presentations based on the story.	**Day 1:** If I were a president presentation!!! Group #1 and 2 **Day 2:** If I were a president presentation!!! Group # 3 and # 4. **Evaluation:** Oral Language
May 25th to 29th	-**Earthquakes:** Movement of the Earth´ Crust -To build vocabulary.	-Use context to determine or clarify the meaning of words and phrases.	**Day 1:** What to do in case of an emergency? Take students to the ipad lab or the multipurpose room to watch different videos about disasters. **Day 2:** Ask students if they know about San Andreas Fault. Make a circle with them and discuss it. Use the vocabulary words discussed in the last class, and try to use them in the

			discussion. **Day 3:** To make a simulation of how to do in case of an emergency. (Work in groups) **Evaluation:** Simulation activity evaluating vocabulary word
June 1st **to 5th**	-**The** **Scholarship** **Jacket** -To identify author´s purpose.	-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**Day 1**: Ask students what do they think about the title of the story? -Display the vocabulary words with some pictures and meaning. -Students in pairs read the story and teacher monitor reading comprehension. **Day 2:** - Students continue with the story. -Teacher asks about the purpose of the author. Why do they think the author wrote the story? What is the purpose? Students can write their opinions on piece of paper, and then paste them on the reading wall. Students have to choose the most important words of each story and make a word splash. (They can start working on it) **Day 3:** Students have to choose the most important words from each story and make a word splash. (They can start working on it)

The purpose of this action plan was to improve reading comprehension in students of seventh grade. Determining the specific reading skills students failed in

the diagnose test such as: drawing conclusions, identifying the main idea, identifying characters, building vocabulary, author´s purpose. First, the researcher determined which activities were used during the intervention. Students worked individually and in groups reading the stories and working with the activities. Something very important to mention is that meanwhile the researcher was working with the plan; the Spanish teacher was working with the same plan. Both of them were keeping a logbook in which they recorded all the information observed during the intervention. The use of this logbook helped the researcher to find out relevant information to this investigation.

The following tables and graphics show how the students responded to the intervention into English and Spanish for seventh graders:

4.2.3. Intervention (English)

Weekly Stories

	Q1	Q2	Q3	Q4	Q5	Q6	SCORE	SCALE
STUDENT 1	30	30	30	30	30	30	180	30
STUDENT 2	30	30	30	30	30	30	180	30
STUDENT 3	30	30	30	30	30	30	180	30
STUDENT 4	30	30	30	30	30	30	180	30
STUDENT 5	30	30	30	30	30	30	180	30
STUDENT 6	30	30	30	30	30	30	180	30
STUDENT 7	29	30	30	30	30	30	179	30
STUDENT 8	30	30	30	30	30	29	179	30
STUDENT 9	28	30	30	30	30	30	178	30
STUDENT 10	26	30	30	30	30	30	176	29
STUDENT 11	30	30	30	30	30	26	176	29
STUDENT 12	25	30	30	30	30	30	175	29
STUDENT 13	30	25	30	30	30	30	175	29
STUDENT 14	24	30	30	30	30	30	174	29
STUDENT 15	25	30	30	28	30	30	173	29
STUDENT 16	30	27	30	30	30	26	173	29
STUDENT 17	30	27	30	30	30	26	173	29
STUDENT 18	30	22	30	30	30	30	172	29
STUDENT 19	28	27	30	30	30	26	171	29
STUDENT 20	30	30	30	22	26	30	168	28
STUDENT 21	20	30	30	30	30	28	168	28
STUDENT 22	30	18	30	30	30	30	168	28
STUDENT 23	22	27	30	30	30	28	167	28
STUDENT 24	25	22	30	30	30	30	167	28

Story 1: Pearl Harbor

Story 2: Oliver Twist

Story 3: Coyote

Story 4: Abraham Lincoln

Story 5: Earthquakes

Story 6: The Scholarship Jacket

4.2.4. Intervention (Spanish)

Weekly Stories

	P1	P2	P3	P4	P5	P6	PUNTAJE	ESCALA
ESTUDIANTE 1	30	30	30	30	30	30	180	30
ESTUDIANTE 2	30	30	30	30	30	30	180	30
ESTUDIANTE 3	30	30	30	30	30	30	180	30
ESTUDIANTE 4	30	30	30	30	30	30	180	30
ESTUDIANTE 5	30	30	30	30	30	30	180	30
ESTUDIANTE 6	30	28	30	30	30	30	178	30
ESTUDIANTE 7	27	30	30	30	30	30	177	30
ESTUDIANTE 8	30	30	30	30	26	30	176	29
ESTUDIANTE 9	30	30	30	30	26	30	176	29
ESTUDIANTE 10	24	30	30	30	30	30	174	29
ESTUDIANTE 11	30	30	30	28	30	24	172	29
ESTUDIANTE 12	26	30	30	30	26	30	172	29
ESTUDIANTE 13	28	23	30	30	30	30	171	29
ESTUDIANTE 14	24	30	30	30	26	30	170	28
ESTUDIANTE 15	30	24	30	30	26	30	170	28
ESTUDIANTE 16	30	25	30	30	30	24	169	28
ESTUDIANTE 17	24	28	30	30	26	30	168	28
ESTUDIANTE 18	24	24	30	30	30	30	168	28
ESTUDIANTE 19	24	23	30	30	30	30	167	28
ESTUDIANTE 20	30	30	30	20	26	30	166	28
ESTUDIANTE 21	26	20	30	30	30	30	166	28
ESTUDIANTE 22	27	19	30	30	30	30	166	28
ESTUDIANTE 23	30	20	30	30	26	30	166	28
ESTUDIANTE 24	25	29	30	30	26	24	164	27

Story 1: Pearl Harbor

Story 2: Oliver Twist

Story 3: Coyote

Story 4: Abraham Lincoln

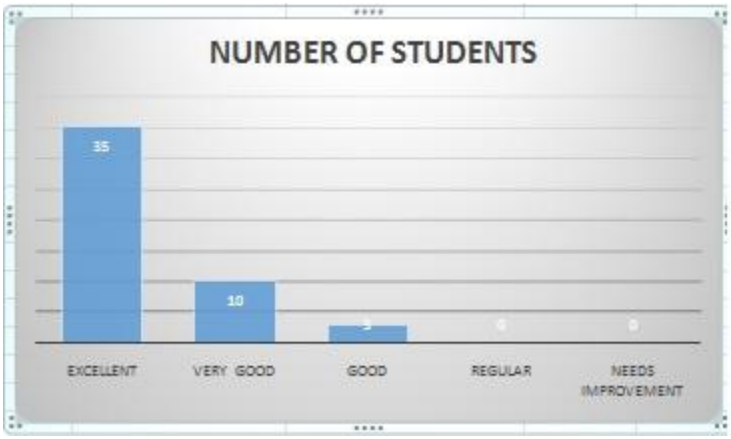
Story 5: Terremotos

Story 6: La Chaqueta de la Beca

These tables show the points student gained in the intervention stories in the Literature class and also in the Spanish class. The researcher assessed each

question into 30% in total. To get the score the researcher added all the points of each story. For the scale the score was divided into the number of stories.

4.2.5. Bar Graph Intervention (English)



During the intervention in English, students responded actively because of the highest grades they gained, no student is in the regular or needs improvement on the scale.

4.2.6. Bar Graph Intervention (Spanish)

In the Spanish intervention the bar graph shows something very similar 31 students succeeded in reading comprehension and just 1 of the 48 students is in the regular place.

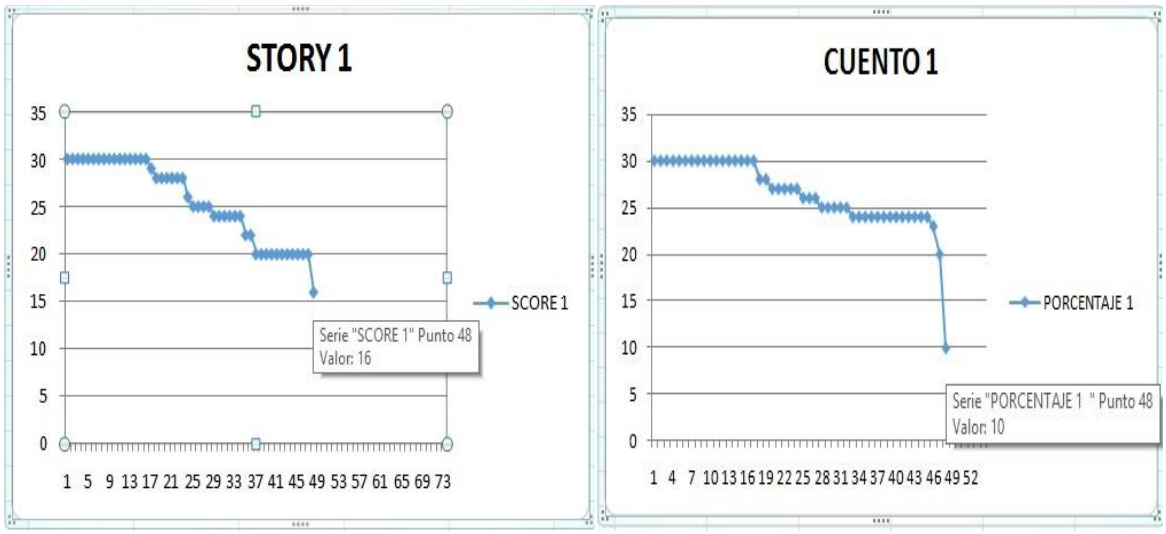
4.2.7. Graphs by Story

Intervention

The following line graphs represent the progress of the students into the interventions (English and Spanish) (Each point in the graph represents a student and the score.

Week: April 13th to 17th: Pearl Harbor

English Spanish

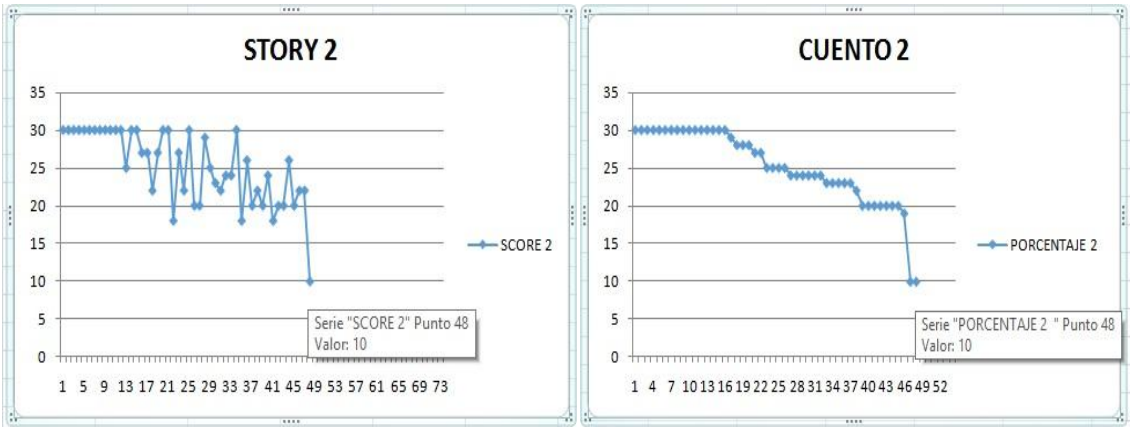


English: In this graph, the students were improving because 17 of them gained all the 30 points in the story.

Spanish: Similar in the first story 19 of them got 30 points.

Week: April 20th to 24th: Oliver Twist

English **Spanish**

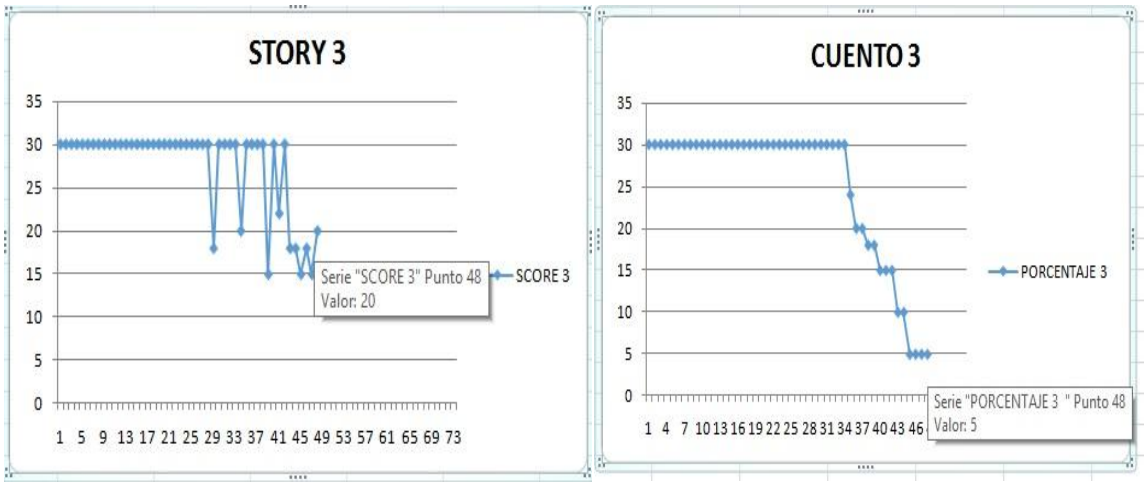


English: In the second story because 17 of them just got 25 points out of 30.

Spanish: Meanwhile, in the Spanish class the reading stories directed by the teacher got good results, because almost 18 students gained 30 points.

Week: April 27th to May 1st: Coyote

English **Spanish**

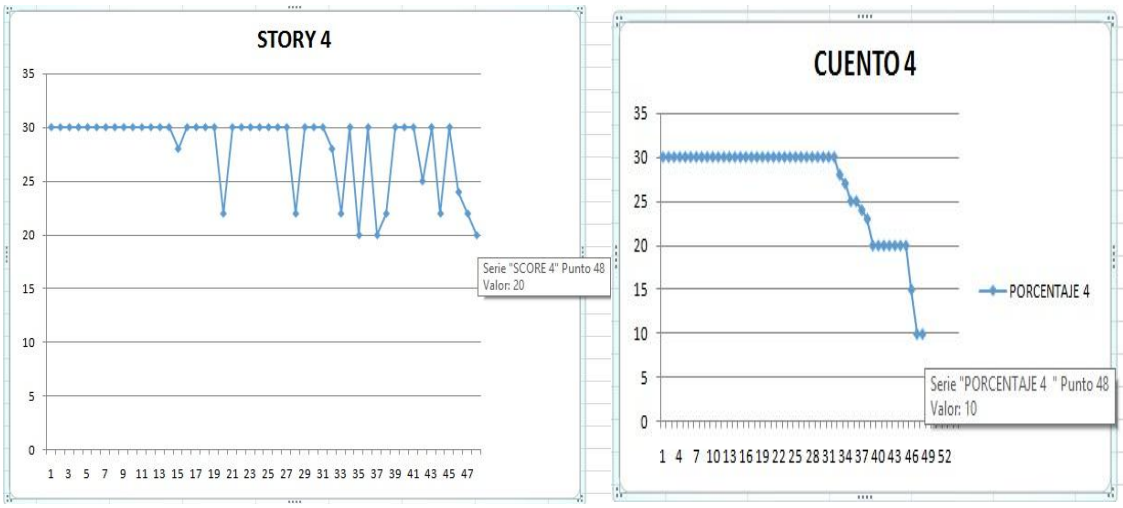


English: This story shows that students got different scores, because just 25 of them got 30 points, three of them less than 20 points, then 3 more gained 30.

Spanish: In the Spanish story most the students loved the story because almost 35 students got all the points, and the rest (13) students lower grades.

Week: May 11 to 15th: Abraham Lincoln

English **Spanish**

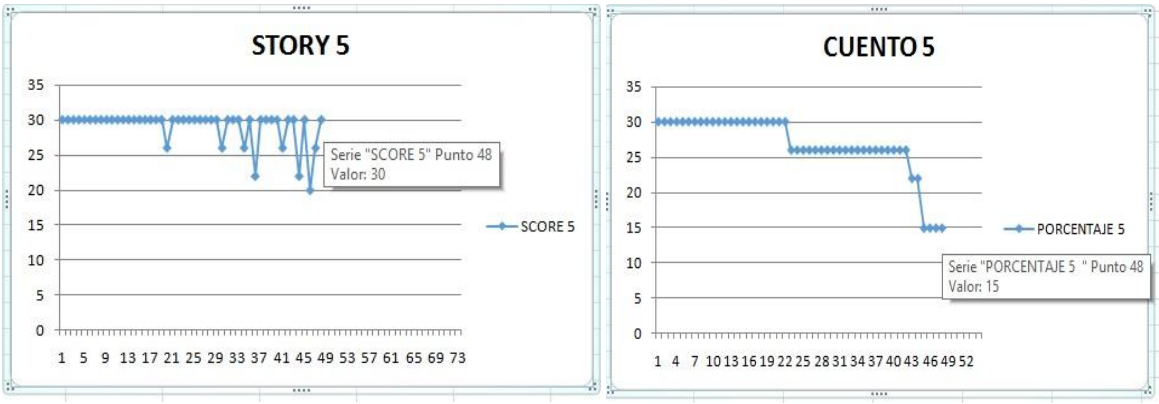


English: These results changed, because just 13 became to get 30 points and 35 students were up and down with the grades.

Spanish: More than 37 students rise up to 30 points, but the rest were down in their score between 25 points and 10 points.

Week: May 25th to 29th: Earthquakes

English **Spanish**

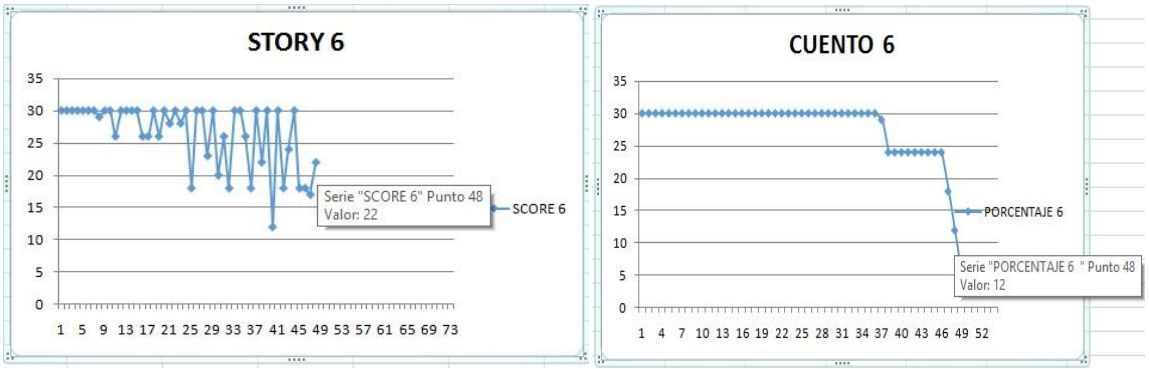


English: It was an up and down progress with the scores. Look at the differences between the results.

Spanish: This is more stable because 22 students could get 30 points and 26 of them between 25 points and 15 points.

Week: June 1st to 5th: The Scholarship Jacket

English **Spanish**



English: In this last story, a lot of variables occurred because just 17 of the students gained 30 points, and 31 were between 10 and 25 points. The issue in this intervention was the time; the school had some extra activities. The students

took some time of the Literature class to attend some meetings related to the Youth´ Week.

Spanish: Different to the intervention in Spanish 34 students succeeded getting all the 30 points and 14 students between 20 and 25 points. The Spanish teacher was really happy at the end because of the huge progress in this story because it was the longest one of the period.

4.3.1 Phase III: Evaluate Results

There were several changes that occurred during the intervention process. Initially, the researcher obtained the results of the diagnostic story into English and Spanish to implement an intervention in both classes. During eight weeks the researcher could see the progress of the students and record them in the research diary already mentioned.

For this reason, the researcher proposed a post test to analyze if the students had improved their reading comprehension comparing to the first test of the year which was really low. The researcher used the same diagnostic story: ´´The Worm and the Beetle´´ as a post test using the same questions. The main purpose was to compare the results from the diagnostic and the results from the post test in both classes English and Spanish.

The following tables and graphs show the results comparing the diagnostic with the post tests into English and Spanish. In this last test, just 46 students were assessed because the other 2 left school; they needed to travel to the United States to get their residence.

4.3.2. Post Test (English)

Score and Scale

´´The Worm and the Beetle´´

	Q1	Q2	Q3	Q4	Q5	Q6	SCORE	SCALE
STUDENT 1	0	0	0	0	0	0	0	0
STUDENT 2	0	0	0	0	0	0	0	0
STUDENT 3	0	1	2	2	5	2	12	2
STUDENT 4	5	3	2	2	2	2	16	3
STUDENT 5	5	0	1	0	5	5	16	3
STUDENT 6	5	2	2	2	5	2	18	3
STUDENT 7	5	1	5	1	3	3	18	3
STUDENT 8	0	1	5	3	5	5	19	3
STUDENT 9	5	5	0	0	5	4	19	3
STUDENT 10	5	2	1	2	5	5	20	3
STUDENT 11	0	4	4	2	5	5	20	3
STUDENT 12	5	5	3	2	2	3	20	3
STUDENT 13	5	2	3	2	5	3	20	3
STUDENT 14	5	1	3	5	5	4	23	4
STUDENT 15	5	2	4	2	5	5	23	4
STUDENT 16	5	5	3	1	5	4	23	4
STUDENT 17	0	5	4	5	5	5	24	4
STUDENT 18	5	3	3	3	5	5	24	4
STUDENT 19	5	2	2	5	5	5	24	4
STUDENT 20	5	3	3	5	3	5	24	4
STUDENT 21	5	5	2	5	4	3	24	4
STUDENT 22	5	1	4	5	5	5	25	4
STUDENT 23	5	5	5	5	5	0	25	4
STUDENT 24	5	1	5	5	5	4	25	4

There were six questions and each question was assessed into five points, then the researcher divided all the points of each one into the number of questions to get the scale. The result was better than in the diagnostic.

4.3.3. Post Test (Spanish)

Score and Scale

´´El Gusano y el Escarabajo´´

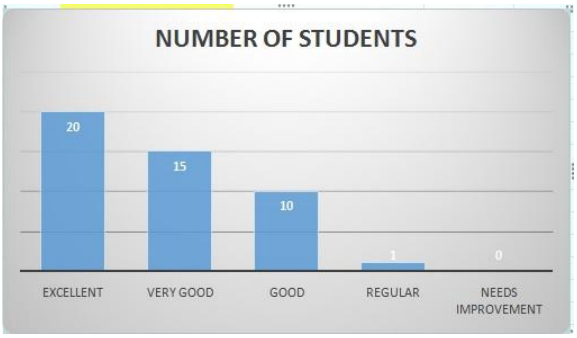
	P1	P2	P3	P4	P5	P6	PUNTAJE	ESCALA
ESTUDIANTE 1	5	5	5	5	5	5	30	5
ESTUDIANTE 2	5	5	5	5	5	5	30	5
ESTUDIANTE 3	5	5	5	5	5	5	30	5
ESTUDIANTE 4	5	5	5	5	5	5	30	5
ESTUDIANTE 5	5	5	5	5	5	5	30	5
ESTUDIANTE 6	5	5	5	5	5	5	30	5
ESTUDIANTE 7	5	5	5	5	5	5	30	5
ESTUDIANTE 8	5	5	5	5	5	5	30	5
ESTUDIANTE 9	5	5	5	5	5	5	30	5
ESTUDIANTE 10	5	5	5	5	5	5	30	5
ESTUDIANTE 11	5	5	5	5	5	5	30	5
ESTUDIANTE 12	5	5	5	5	5	5	30	5
ESTUDIANTE 13	5	5	5	5	5	5	30	5
ESTUDIANTE 14	5	5	5	5	5	5	30	5
ESTUDIANTE 15	5	5	5	5	5	5	30	5
ESTUDIANTE 16	5	5	5	5	5	5	30	5
ESTUDIANTE 17	5	5	5	5	5	5	30	5
ESTUDIANTE 18	5	5	5	5	5	5	30	5
ESTUDIANTE 19	5	5	5	5	5	5	30	5
ESTUDIANTE 20	5	5	5	4	5	5	29	5
ESTUDIANTE 21	5	5	5	5	5	4	29	5
ESTUDIANTE 22	5	4	5	5	5	5	29	5
ESTUDIANTE 23	5	5	5	5	3	5	28	5
ESTUDIANTE 24	5	4	4	5	5	5	28	5

In the Spanish post test the results were really good; the total of students gained 30%.Very similar to the English post test, there is a small difference between both classes.

4.3.4. Post Test (English)

Bar Graph and Line Graph

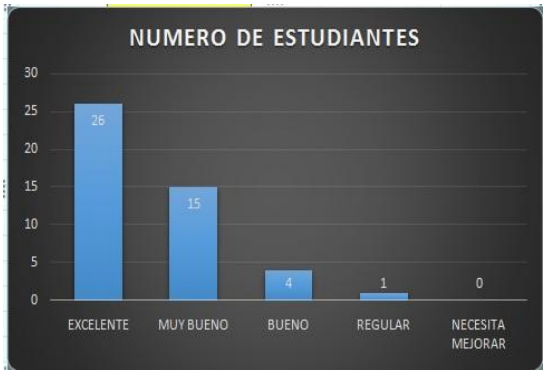
´´The Worm and the Beetle´´



4.3.5. Post Test (Spanish)

Bar Graph and Line Graph

´´El Gusano y el Escarabajo´´



Both graphs show the good reading comprehension students gained because of the highest grades they obtained in the post test. In the excellent scale 20 students were placed in the English post test, meanwhile 26 in the Spanish post test, 15 students were placed in the very good scale in both classes, 10 students in the good scale of the English post test, but just 4 students in Spanish, the better

results were in the last two scales 1 student in each post test were ranked in the regular scale and nobody in both classes need improvement.

Line Graph English Post Test: Show the progress of the students, they were rising up to the highest scores. Line Graph Spanish Post Test: It also shows the progress of the students, any student need improvement and more than 25 got the highest grades.

4.3.6. Final Comparative Tables and Graphs (Diagnose and Post Test) English and Spanish

Pre and Post Test

The researcher collected data during8 weeks. The main reading comprehension strategies worked were story structure, summarizing, graphic organizers, author´s purpose, identifying main idea, and monitoring comprehension. After analyzing the results from the diagnostic test, the researcher arrived at the conclusion that these were the main skills in reading comprehension students needed in order to improve their reading performance. The following tables and graphs show the comparison between the diagnostic test and the post test. See the analysis.

Comparative Table between Diagnostic and Post Test (English)

		DIAGNOSTIC	POST
5	EXCELLENT	4	20
4	VERY GOOD	10	15
3	GOOD	15	10
2	REGULAR	17	1
1	NEEDS IMPROVEMENT	2	0
	TOTAL STUDENTS	48	46

See how the students progressed in the post test, the difference is huge, in the diagnostic 4 students were in the scale of excellent but in the post test 20 improved. In the very good scale 10 students were placed in the diagnostic, but 15 in the post test got good grades. 15 students 10 belong to the good scale, but 10 gained good grades in the post test. The regular scale made a great impact of change because 17 students needed to improve their reading comprehension, but when the post test was applied just 1 student got a regular grade. Finally, 2 students at the beginning needed to improve comprehension, but at the end anyone got lower grades.

Comparative Table between Diagnostic and Post Test (Spanish)

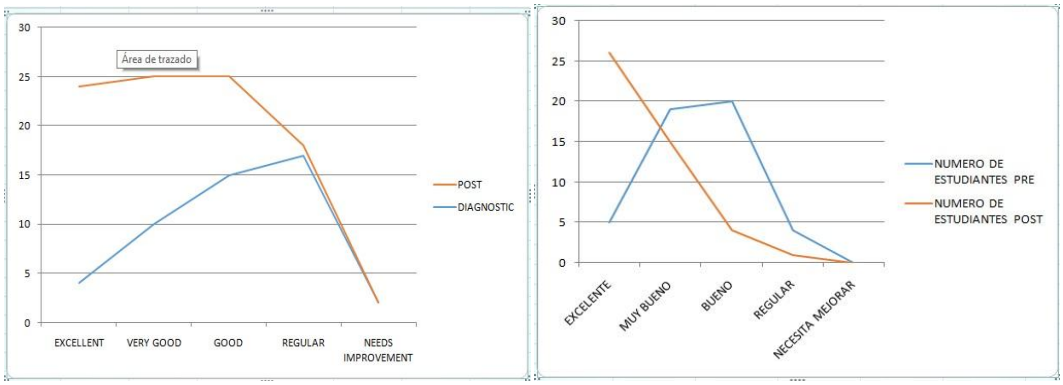
ESCALA	CLASIFICACION	NUMERO DE ESTUDIANTES PRE	NUMERO DE ESTUDIANTES POST
5	EXCELENTE	5	26
4	MUY BUENO	19	15
3	BUENO	20	4
2	REGULAR	4	1
1	NECESITA MEJORAR	0	0
	TOTAL ESTUDIANTES	48	46

In this table, the researcher classified students into diagnostic and post test, making a comparison to establish the results gained in the Spanish class. At the beginning of the year just 5 students achieved to get an excellent ranking, but in the post test 26 improved immensely. In a very good scale 19 students were place in the diagnostic test, but 15 were in the post test. The amount of students in the corresponding scale of good were of 20, but in the post test just 4 could get a good grade. In the regular scale it was a minimum amount of students; 4 students were considered as regular grades, but in the post test 1 student placed that position. Finally, the main objective was achieved in the Spanish diagnostic and

post test, because any student needed to improve not at the beginning and not at the end.

Comparative Line Graph between Diagnostic and Post Test (English and Spanish)

English **Spanish**



The blue line represents the diagnostic test and the orange line represents the post test. This graph shows a comparison of the progress between the diagnostic and the post test. The orange line indicates how the students took advantage of the different activities the researcher used in class; most of them got the highest grades. The Spanish teacher gained better results as the graph can show. See how the students raised up to the highest levels in the post test just 5 students were in the excellent scale, but more than 25 improved in reading comprehension.

4.4.1. Phase IV: Feedback and Reflection

The purpose of the action research was to determine which factors are involved in the reading comprehension English and Spanish for seventh graders students. The researcher used a pre- and post-test, informal observations, and

weekly lesson activities that helped to make an intervention in both classes. The research was conducted in seventh graders students in which the researcher was a volunteer and the Spanish teacher also helped in the process.

Also the researcher and the Spanish teacher kept a logbook to record how the students progressed in each week, during the three stages of reading: Before reading, while reading and after reading. Here are some observations made during the intervention in both classes:

Week April 13th to 17th:

TheAttackon Pearl Harbor

English	Spanish
○ Teacher activates prior knowledge ○ They look boring and also tired. ○ Teacher monitor attention ○ The group is having some difficulties reading. ○ Students participate in class. ○ Some answers are good, there is a little of lack of understanding in the story.	○ Some anglicisms are pronounced in the Spanish reading. ○ They ignore stress words ○ The intonation of some students is great. ○ The voice is soft, difficult to understand. ○ In each section, there are three students with a good level of reading.

Week: April 20th to 24th

Oliver Twist

English	Spanish
○ Students really like the story ○ It was difficult to read the story because it was the last hour ○ Some students watched the movie before ○ Students participated a lot	○ Students show interest in the story. ○ The listen the story, which is read by the teacher. ○ Students want to know more about the story.

Week: April 27th to May 1st

Coyote

English	Spanish
○ Teacher uses some flashcards about animals. ○ They really enjoy the class. ○ The teacher feel satisfied because of the effort of the students ○ Students actively participate in class. ○ Students participate in a presentation, they did very good.	○ The really understand the reading. ○ They read very well. ○ They are able to explain the reading and to comment about it.

Week: May 11th to 15th

Abraham Lincoln

English	Spanish
○ Comprehension questions were provided. ○ Students easily answer the questions. ○ Students read silently.	○ The first paragraph caught the students´ attention. ○ Students say that they have read before about Abraham Lincoln.

Week: May 25th to 29th

Earthquake

English	Spanish
○ Students brainstorm the word 'Earthquake´´ ○ Talk about the different earthquakes they heard in the past.} ○ Teacher guides the reading and ask some questions. Teacher monitor if they really understand. ○ The whole class participate in presentations	○ The whole class was interested about the story, because they recently watched the movie ´´Earthquake´´ The San Andreas Fault. ○ They read faster.

Week: June 1st to 5th

The Scholarship Jacket

English	Spanish
○ Students and teacher discuss the vocabulary. ○ Students make some predictions about the story. ○ Students really like the story. ○ The story is according to their age. ○ Students analyze the main idea. ○ They compare the story with some events from real life. ○ The vocabulary is easy understood by the students.	○ They already know the abstract, because of their good practice of the same in English. ○ They read silently. ○ Students ask if they can add some drawings.

**See more observations in the appendix D

Overall, the researcher observed how students behaved in class and how they reacted towards the activities planned by the teachers as well as the importance of activating background knowledge, and the good stories the teacher used to catch their attention. The different strategies or skills played an important role in the reading process. The researcher also found that vocabulary played a relevantrole in the curriculum of reading. Although vocabulary is important for understanding of a story, to build background knowledge is fundamental.

CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

In order to come up with the conclusions, it is important to keep in mind that this study aimed at finding the factors involved in the reading comprehension process of English and Spanish for seventh grade students. The research questions for this study were:

1. To identify the different factors involved in reading comprehension process in an English literature class and a Spanish literature class.
2. To compare, language wise, the different factors involved in reading comprehension process in an English literature class and a Spanish literature class.
3. To identify the reading strategies teachers can use to have a better reading comprehension process in an English literature class and a Spanish literature class.

Concerning the first objective of the study, it can be concluded that the factor that is negatively involved in reading comprehension is the lack of further reading to help students improve their level of understanding in the class of Literature, this leads to a lack of vocabulary, correctly identifying the main idea in a story, summarizing events within a story, identifying main characters, secondary characters, etc. According to this research, the use of further readings, which showed positive results in the progress of the intervention, was very helpful for students because of the excellent results obtained during the intervention

plan.However, it must be taken into account that these readings must be focused according to the students' age, interests, etc.

According to the second objective, there are different factors involved in an English literature classand a Spanish literature class. As a conclusion, it can be said that according to the different observations made in the logbook the researcher found that the time is not enough to work on a Literature class in order to achieve the different objectives discusses in the planning. The level of difficulty of reading in the students affects the reading comprehension because of the lack of practice of vocabulary. Also, within the lack of practice in vocabulary the researcher found that the pronunciation of words in a proper way was not good at all through the different stories used in the intervention. Another important factor to account for ismotivation, whichwas worked onin every class so students were eager to do the readings and the activities. Motivationwas an important aspect that helped students to read more actively, because they participated in the different activities proposed by the researcher. Another conclusion concerning objective number two is that the activation of background knowledge is really important in the Literature classforstudents could make connections between the text and reality, experiences, etc. Finally, the last finding is that the type of text was the appropriate for the students. The text helped to catch the reader’s attention and interests. Students felt totally identified with the readings they were doing.

The last objective of the research was concerned about the reading strategies teachers can use to have better reading results in thecomprehension process in an English literature class and a Spanish literature class. It can be concluded that metacognitive strategies are very important in the reading process. They gave

anopportunity to students to activate prior knowledge by connecting the text with the reality. Another reading strategy which had a lot of success in this research was predicting about the text, the prediction was made through videosandpictures related to the story. Also, through the different stories students had the opportunity to learn how to summarize the most important events in a story. Finally, talking about the text, was another important strategy the researcher used by having some discussions in class according to the story, it allowed to generate questions and also answer them.

5.2 Recommendations

This study offers some recommendations for classroom teaching and also for language teachers:

1. Using extra reading like extensive reading can help students to increase vocabulary word, monitor comprehension, andget higher grades.
2. Making emphasis on activating background knowledge, using active activities in the reading class can help to increase the reading comprehension.
3. Teaching how to use reading strategies and what kind of activities a teacher can use in the Literature class can be beneficial for students. For example: To practice prediction, encourage them to make inferences from the text about what they are reading can help a lot.
4. Visualization is another way to use by teachers so students can describe what they see and then discuss if what they visualized is correct or not.
5. Further study could also be done over the usage of strategies in the reading class between students of different skill levels. Teachers would

be able to determine which strategies were used most often and analyze if a particular strategy is used mostly by a specific group. This could impact the importance of the reading comprehension process in the curriculum for the different ability levels.

6. Guide students through focused discussions on the meaning of a textcan encourage and facilitate discussion in class, help teachers to create a good environment and also produce morevocabulary. For example: Have students identify main ideas and supporting details, ask students to compare and contrast informationto challenge students to judge, to have critical thinking about the text.
7. Teachers have to select the appropriate text students are going to read to support comprehension development. The selection of the text must be the most important factor in the reading process because it will be the tool or the key to develop the class. A text must meet the necessary requirements such as: begin with a familiar topic, able to activate background knowledge, able to make predictions, etc.
8. Establishing a motivating context or environmentcan help students to discover the purpose and benefits of reading.
9. Create opportunities for students to see themselves as successful readers.

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Appendix A

Instituto Salesiano San Miguel
SALLY SOTO.

	Lu	Ma	Mi	Ju	Vi
1 7:00 - 7:45		LITERATURE 7mo B BILINGÜE		LITERATURE 8vo B BILINGÜE	GRAMMAR & WRITING 8vo A BILINGÜE
2 7:45 - 8:30	GRAMMAR & WRITING 8vo B BILINGÜE		GRAMMAR & WRITING 8vo A BILINGÜE		
3 8:30 - 9:15			LITERATURE 8vo A BILINGÜE	LITERATURE 7mo A BILINGÜE	
RECREO 1 9:15 - 9:40					
4 9:40 - 10:25	LITERATURE 8vo A BILINGÜE				LITERATURE 7mo A BILINGÜE
5 10:25 - 11:10	GRAMMAR & WRITING 7mo B BILINGÜE			GRAMMAR & WRITING 8vo B BILINGÜE	
6 11:10 - 11:55					LITERATURE 7mo B BILINGÜE
7 11:55 - 12:40			GRAMMAR & WRITING 7mo B BILINGÜE		LITERATURE 8vo A BILINGÜE
RECREO 12:40 - 13:05					
8 13:05 - 13:50	LITERATURE 8vo B BILINGÜE	GRAMMAR & WRITING 8vo A BILINGÜE	GRAMMAR & WRITING 8vo B BILINGÜE	GRAMMAR & WRITING 7mo A BILINGÜE	LITERATURE 8vo B BILINGÜE
9 13:50 - 14:35	LITERATURE 7mo B BILINGÜE	LITERATURE 7mo A BILINGÜE	GRAMMAR & WRITING 7mo A BILINGÜE	GRAMMAR & WRITING 7mo B BILINGÜE	GRAMMAR & WRITING 7mo A BILINGÜE

Appendix B

Instituto Salesiano San Miguel
CARLOS ERNESTO ALVARENGA.

	Lu	Ma	Mi	Ju	Vi
1 7:00 - 7:45			ESPAÑOL 7mo A	ESPAÑOL 8vo B	ESPAÑOL 8vo A
2 7:45 - 8:30	ESPAÑOL 7mo A	ESPAÑOL 8vo A BILINGÜE		ESPAÑOL 7mo B	ESPAÑOL 7mo A
3 8:30 - 9:15	ESPAÑOL 8vo A	ESPAÑOL 7mo B BILINGÜE	ESPAÑOL 7mo B	ESPAÑOL 7mo B BILINGÜE	ESPAÑOL 8vo B
RECREO 1 9:15 - 9:40					
4 9:40 - 10:25	ESPAÑOL 7mo A BILINGÜE	ESPAÑOL 8vo B	ESPAÑOL 8vo A BILINGÜE		
5 10:25 - 11:10	ESPAÑOL 8vo A BILINGÜE	ESPAÑOL 7mo A BILINGÜE	ESPAÑOL 7mo A BILINGÜE	ESPAÑOL 7mo A BILINGÜE	ESPAÑOL 8vo A BILINGÜE
6 11:10 - 11:55	ESPAÑOL 8vo B BILINGÜE	ESPAÑOL 7mo A	ESPAÑOL 7mo B BILINGÜE	ESPAÑOL 7mo A	ESPAÑOL 8vo B BILINGÜE
7 11:55 - 12:40	ESPAÑOL 7mo B BILINGÜE	ESPAÑOL 8vo A	ESPAÑOL 8vo B BILINGÜE	ESPAÑOL 8vo A BILINGÜE	ESPAÑOL 7mo B BILINGÜE
RECREO 12:40 - 13:05					
8 13:05 - 13:50	ESPAÑOL 7mo B	ESPAÑOL 8vo B BILINGÜE	ESPAÑOL 8vo A	ESPAÑOL 8vo B BILINGÜE	ESPAÑOL 7mo A BILINGÜE
9 13:50 - 14:35	ESPAÑOL 8vo B	ESPAÑOL 7mo B	ESPAÑOL 8vo B	ESPAÑOL 8vo A	ESPAÑOL 7mo B

Appendix C

The Worm and the Beetle

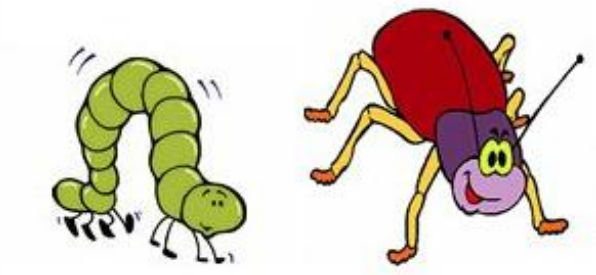
Diagnose Test

There was once a worm and a beetle were friends, spent hours chatting. The beetle was aware that his friend was very limited in mobility, had a very restricted visibility and it was very quiet compared to others of its kind. The worm was well aware that his friend came from another room, eating things that seemed unpleasant and it was very fast to their standard of living, had a grotesque image and spoke rapidly.

One day, the companion beetle questioned him friendship towards the worm.
- How was it possible to walk to go to meet both worm? To which he replied that the worm was limited in his movements.
- Why remained friends with an insect that will not return effusive greetings that the beetle was from afar?

This was understood by him, knowing his limited vision, often not even knew someone greeted him as he realized not tell if he was to answer the greeting, though not silent to discuss.

There were many responses that the beetle sought to question the friendship with the worm, in the end, he decided to test the friendship away a while to wait for the worm look.



Time passed and the news came: the worm was dying, as his body betrayed him so much effort, every day take the road to reach his friend and night forced him to return to their place of origin.

The beetle decided to see without asking your partner what he thought.
On the way various insects told him the adventures of the worm to know what had happened to his friend. They told of how daily risked to go where he was passing near the nest of birds. How he survived the attack of the ants and so on.

He reached the beetle to the tree that lay waiting worm pass away. When he approached, with the last forces that life gives you told him how glad he was all right. He smiled one last time and said goodbye to his friend knowing that nothing bad had happened.

The beetle ashamed of himself for trusting friendship in other ears that were not theirs, had lost many hours of joy that the talks with his friend provided him. He finally understood that the worm, being so different, so limited and so different from what he was, was his friend, who respected and loved not because the species to which he belonged but because he befriended.

The beetle learned several lessons that day. Friendship is on you and not on others, if you grow in your own being, find joy friend.
He also understood that time no delimiting friendships, either races or own limitations and those of others.
What struck him most was that the time and distance do not destroy a friendship, are the doubts and fears that affect us. And when you lose a friend a part of you is going with him. The phrases, gestures, fears, joys and shared illusions in the cocoon of trust go with it.

The beetle died after a while. He was never heard to complain about who badly advised, it was their own decision to put into strange hands friendship, only to see it slip through your fingers like water.
If you have a friend do not put into question what is thus sowing doubt reap fears. Do not focus too much on how to talk, how much you have, what you eat or what you do, because you are putting your trust broken pottery.

Think and Reflect:

Instructions: Answer the following questions about the story ¨ The Worm and the Beetle ¨

1. Which character was considered slow to walk?

2.Why did the beetle´s friends begin to question the friendship of the worm?

3. What situation did lead the worm was very serious?

4. What problems did the worm face in an effort to find his friend?

5. What is the main idea of this story?

6. List the main events of the story.

Appendix D

El Gusano y el Escarabajo

DiagnoseTest

Había una vez un gusano y un escarabajo que eran amigos, pasaban charlando horas y horas.
El escarabajo estaba consciente de que su amigo era muy limitado en movilidad, tenía una visibilidad muy restringida y era muy tranquilo comparado con los de su especie.

El gusano estaba muy consciente de que su amigo venía de otro ambiente, comía cosas que le parecían desagradables y era muy acelerado para su estándar de vida, tenía una imagen grotesca y hablaba con mucha rapidez.

Un día, la compañera del escarabajo le cuestionó la amistad hacia el gusano.
- ¿Cómo era posible que caminara tanto para ir al encuentro del gusano?
A lo que él respondió que el gusano estaba limitado en sus movimientos.
- ¿Por qué seguía siendo amigo de un insecto que no le regresaba los saludos efusivos que el escarabajo hacía desde lejos?

Esto era entendido por él, ya que sabía de su limitada visión, muchas veces ni siquiera sabía que alguien lo saludaba y cuando se daba cuenta, no distinguía si se trataba de él para contestar el saludo, sin embargo calló para no discutir.

Fueron muchas las respuestas que en el escarabajo buscaron para cuestionar la amistad con el gusano, que al final, éste decidió poner a prueba la amistad alejándose un tiempo para esperar que el gusano lo buscara.

Pasó el tiempo y la noticia llegó: el gusano estaba muriendo, pues su organismo lo traicionaba por tanto esfuerzo, cada día emprendía el camino para llegar hasta su amigo y la noche lo obligaba a retornar hasta su lugar de origen.

El escarabajo decidió ir a ver sin preguntar a su compañera qué opinaba.
En el camino varios insectos le contaron las peripecias del gusano por saber qué le había pasado a su amigo. Le contaron de cómo se exponía día a día para ir a dónde él se encontraba, pasando cerca del nido de los pájaros. De cómo sobrevivió al ataque de las hormigas y así sucesivamente.

Llegó el escarabajo hasta el árbol en que yacía el gusano esperando pasar a mejor vida. Al verlo acercarse, con las últimas fuerzas que la vida te da, le dijo cuánto le alegraba que se encontrara bien. Sonrió por última vez y se despidió de su amigo sabiendo que nada malo le había pasado.

El escarabajo avergonzado de sí mismo, por haber confiado su amistad en otros oídos que no eran los suyos, había perdido muchas horas de regocijo que las pláticas con su amigo le proporcionaban. Al final entendió que el gusano, siendo tan diferente, tan limitado y tan distinto de lo que él era, era su amigo, a quien respetaba y quería no tanto por la especie a la que pertenecía sino porque le ofreció su amistad.

El escarabajo aprendió varias lecciones ese día. La amistad está en ti y no en los demás, si la cultivas en tu propio ser, encontrarás el gozo del amigo.
También entendió que el tiempo no delimita las amistades, tampoco las razas o las limitantes propias ni las ajenas.
Lo que más le impactó fue que el tiempo y la distancia no destruyen una amistad, son las dudas y nuestros temores los que más nos afectan. Y cuando pierdes un amigo una parte de ti se va con él. Las frases, los gestos, los temores, las alegrías e ilusiones compartidas en el capullo de la confianza se van con él.

El escarabajo murió después de un tiempo. Nunca se le escuchó quejarse de quien mal le aconsejó, pues fue decisión propia el poner en manos extrañas su amistad, solo para verla escurrirse como agua entre los dedos.
Si tienes un amigo no pongas en tela de duda lo que es, pues sembrando dudas

cosecharás temores. No te fijes demasiado en cómo habla, cuánto tiene, qué come o qué hace, pues estarás poniendo en una vasija rota tu confianza.

Piensa y Reflexiona:

Instrucciones: Responde las siguientes preguntas del cuento ¨ El Gusano y el Escarabajo¨

1. ¿Qué personaje era considerado lento para caminar?

2. ¿Porqué los amigos del escarabajo empezaron a cuestionar la amistad del gusano?

3. ¿Qué situación provocó que el gusano estuviera muy grave?

4. ¿Qué problemas enfrentó el gusano en su afán de buscar a su amigo?

5. ¿Cuál es la idea principal de este cuento?

6. Menciona los principales eventos del cuento.

Appendix E

Logbook

7th Grade Students A-B

Subject: _____

Name of the Teacher: _____

Week: _____

Date: _____

Grade: _____

Name of the story: _____

Observations:

Appendix F

Clase: _____

Nombre del Maestro: _____

Semana: _____

Fecha: _____

Grado: _____

Nombre del Cuento: _____

Observaciones:

Appendix G

The Attack on Pearl Harbor

View of the attack on Pearl Harbor from a Japanese aircraft. The row of ships in the bottom center was called "Battleship Row." In this picture, some of the ships have already been hit by torpedoes and are beginning to sink. The lines in the water show the torpedo's path. The smoke in the background is from another ship that has been hit.

A Japanese bomber as it arrives at Pearl Harbor

The USS West Virginia *(left) as it sinks after being bombed. The* USS Tennessee *burns behind it.*

In 1941, many countries of the world were at war. In Europe, Germany and Italy were fighting together to expand their territories. Germany had already taken over many countries, including the Netherlands, Poland, Denmark and France. Germany had also been bombing Great Britain. The war in Europe had spilled into Africa, with German and Italian troops fighting British troops in North Africa.

Japan joined an alliance with Germany and Italy. This alliance was called the Axis. Japan wanted to take control of Southeast Asia and the South Pacific.

The U.S. had not joined the fighting, although it had loaned ships and supplies to Great Britain. Many Americans wanted to join the war to stop the Axis from taking over Europe and Asia. Other Americans were against joining in a far away war that did not concern the U.S. President Franklin Roosevelt wanted to discourage Japan from invading countries in Asia. In early 1941, he moved the U.S. warships in the Pacific from San Diego, California to Pearl Harbor in Honolulu, Hawaii.

Japan needed oil. The Dutch East Indies, which is now Indonesia, had a large supply of oil. The Japanese government decided to invade the Dutch East Indies in order to have an oil supply. They also developed a plan to keep the U.S. from interfering with the invasion.

On Sunday, December 7, 1941, over 350 Japanese war planes from six aircraft carriers began bombing the U.S. ships at Pearl Harbor. The surprise attack began at 7:48 a.m. The attack was over in 90 minutes. Eight U.S. battleships had been damaged. Four of the battleships had been sunk. Eleven other ships, including cruisers and destroyers had been sunk or damaged, and 300 U.S. planes had been destroyed or damaged. Over 2,400 U.S. military personnel had been killed, mostly on the *USS Arizona*, and 1,282 had been injured.

Congress declared war on Japan on December 8 and on Germany and Italy on December 11. The U.S. had entered World War II. In 1945, the U.S., Great Britain and their allies won the war against Japan, Germany and Italy.

What Do You Think?

Americans were very angry when Japan attacked Pearl Harbor. How do you think the attack changed the minds of those who had not wanted to go to war?

_____

_____

_____

_____

_____

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Appendix H

Oliver Twist

Name: _____

by Charles Dickens

Oliver Twist, published in 1837, is one of Charles Dickens' most famous works. It tells the tale of an orphan boy, Oliver Twist, who grows up in poverty in England. In this passage from Chapter II, Oliver is 9 years old and living in a government workhouse. The officials of the workhouse choose to feed the residents very little.

Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

Illustration of Oliver asking for more food, from the first publication of Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.

Summarize It

Write a short summary of the passage.

_____

_____

_____

_____

_____

_____

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Appendix I

COYOTE:
the Survivor of North America

The coyote is a relative of the dog, wolf and jackal. Like its relatives, it is a predator and mostly eats other mammals. It will, however, eat a wide variety of foods, including insects, fruits and vegetables.

Coyotes are found throughout most of North America, from Mexico and Central America to Canada and Alaska. The color of its coat depends on where it lives. Mountain coyotes are darker than those living in the desert.

Like the wolf, coyotes live in groups, or packs. The pack is usually smaller in number than a wolf pack. All members of the pack are usually related. The pack will often divide into pairs to hunt.

Female coyotes have a litter of pups once a year. A litter has an average of six pups. Over half of the pups will die before they reach adulthood. Male pups usually leave the pack to find their own territory. Female pups stay with the parent's pack.

Wolves and coyotes compete for the same prey animals. Since the coyote is smaller than the wolf, wolves will usually drive the coyote out of any shared territory.

The coyote adapts easily to new areas. Unlike the buffalo or wolf, the coyote's range increased after human populations expanded across the continent. For example, the coyote was not native to New England. Once the New England settlers eliminated wolves, however, the coyote moved in. Scientists who have studied the coyote believe it is better than the wolf at living in human areas.

Coyotes are now found in most large urban areas. They find an abundant supply of food in these areas, since coyotes are willing to eat garbage, rodents and even small pets, such as cats. Scientists estimate that as many as 2,000 coyotes may be living in the Chicago area.

Because of its adaptability, the coyote is not an endangered species, or even a threatened species. It has been classified as "least concern," which means it has the lowest risk of extinction.

The coyote communicates with other coyotes by howling or yipping.

A very young coyote pup

Cite the Source

Find two examples from the text that support the idea that the coyote adapts to survive.

1. _____

_____

_____

2. _____

_____

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Appendix J

Biography of Abraham Lincoln

Painting of Abraham Lincoln

Abraham Lincoln was born in 1809 in northern Kentucky. At the time of his birth, Kentucky was part of the western frontier of the U.S. His father was a farmer and at one point was relatively wealthy. However, when young Abraham was only 7 years old, his father lost his land. The family moved to Indiana, where his mother died when he was 9. When he was a young man, Abraham's family moved to Illinois.

Abraham had little formal education growing up. He loved to read, so he educated himself. In Illinois he studied law by reading law books. He became a lawyer in 1837 in Springfield, Illinois.

Lincoln's political career began early, and he served in the state legislature and in the U.S. House of Representatives. Lincoln was a gifted speaker. He won national attention for his speeches against slavery during several debates. This led to his nomination for the presidency, which he won in 1860.

A 1864 photograph of President Lincoln

President Lincoln's election angered the Southern states and seven of them announced they would leave the U.S. and form their own government. In 1861, South Carolina troops fired artillery at Fort Sumter, a U.S. military fort. This began the Civil War. The war would be the central feature of Lincoln's presidency.

Lincoln's goal through the war was to reunite the North, known as the Union, with the South, known as the Confederacy. As commander in chief, he selected the Union generals to lead the Army. He issued the Emancipation Proclamation in 1863, which signaled freedom for the slaves.

Lincoln was reelected in 1864. After four long years, the Union won the Civil War in April 1865. Lincoln's goal to reunite the country had come true, but he would not live to see it. Just six days after the end of the war, on April 15, 1865, President Lincoln was killed by John Wilkes Booth. He was the first American president to be assassinated.

Abraham Lincoln is considered one of the greatest American presidents. He calmly lead the country through the most difficult time in its history, the Civil War. He is remembered today for his wisdom, his compassion and his patriotism.

Summarize It

Briefly summarize President Lincoln's life.

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Appendix K

Earthquakes: Movement of the Earth's Crust

Earthquakes are the shaking and moving of the ground when energy is released in waves. These waves are called seismic waves. These waves are similar to ocean waves, which move through water. Seismic waves, however, move through the ground.

Most earthquakes are caused by the movement of large sections of the Earth's crust, called plates. The place where two plates meet is called a fault. Faults look like large cracks in the ground. If the two plates move in different directions, they build up energy at the fault line. When enough energy builds up, the stress on the fault becomes too great and it ruptures. This releases the energy and the ground starts to shake.

Earthquake damage in Washington in 2001

Earthquakes can also be caused by other natural events, such as landslides and volcanoes. Man-made earthquakes happen because of nuclear testing and mining explosions.

The first movement of an earthquake, called the main shock, is often followed by smaller ground trembles, called aftershocks. These aftershocks are the plates settling into their new position. Aftershocks can continue for days after the main shock.

There are an estimated 500,000 earthquakes around the world each year. Most are so mild they are only recorded on scientific instruments. Only about 100,000 can be felt by humans. Of these, only about 19 a year cause major damage.

Major earthquakes in populated areas can cause huge destruction. Buildings collapse, roads and bridges buckle and crack, and electrical and gas lines break and cause fires. If the earthquake happens in the ocean, it makes a series of huge ocean waves called a tsunami. The tsunami travels until it finally reaches land, where it causes large flooding.

Aerial view of the San Andreas fault in California

Scientists are searching for ways to predict earthquakes. They study the historical patterns of earthquakes and monitor the movement of the plates with seismic equipment. While they cannot predict an exact date of a future earthquake, they have a better understanding of when earthquakes are more likely to happen.

Word Meanings

Circle the correct meaning for each of the following words from the passage.

1. ruptures

a. joins

b. forms a new plate

c. breaks

2. destruction

a. panic

b. damage

c. worry; concern

3. collapse

a. fall down

b. catch fire

c. explode

4. predict

a. prevent; stop

b. know a future event

c. study; examine

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Appendix L

The Scholarship Jacket

By: Martha Salinas

The small Texas school that I attended carried out a tradition every year during the eighth grade graduation: a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grade for eight years. The scholarship jacket had a big gold S on the left front side and the winner's name was written in gold letters on the pocket.

My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owing that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports in school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew that's what I looked like. A flat chest, no hips, and a brain, that's what I had. That really isn't much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class in the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn't dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom's door when I heard angry voices and arguing. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices; Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there. "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A plus average and you know it" That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quite.

"Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and…"

The pounding in my ears drowned out the rest if the word's only a word here and there filtered through. "… Martha is Mexican… resign… won't do it…" Mr. Schmidt came rushing out, luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into the office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it easier for him so I looked him straight in the eye. He looked away and fidgeted with the papers on his desk.

"Martha," he said, "there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free." He cleared his throat and continued. "This year the Board decided to charge fifteen dollars—which still won't cover the complete cost of the jacket".

I stared at him in shock and a small sound of dismay escaped by throat. I hadn't expected this. He still avoided looking in my eye's.

"So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line."

Standing with all the dignity I could muster, I said, I'll speak to my grandfather about it, sir, and let you know tomorrow." I cried on the walk home from the bus stop. The dirt road was a quarter of a mile from the highway, so by the time I got home, my eyes were red and puffy.

"Where's Grandpa?" I asked Grandma, looking down at the floor so she wouldn't ask me why I'd been crying. She was sewing on a quilt and didn't look up.

"I think he's out back working in the bean field."

I went outside and looked out at the fields. There he was, I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think of how I could best ask him for the money. There was a cool breeze blowing and a sweet smell of mesquite in the air, but I didn't appreciate it. I kicked at a dirt clot. I wanted that jacket so much. It was more that just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represents eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw me and looked up.

He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn't see them shaking. "Grandpa, I have a big favor to ask you" I said in Spanish, the only language he knew. He still waited silently, I tried again. "Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars and I have to take the money tomorrow, otherwise it'll be given to someone else." The last words came out in an eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money. He turned to me and asked quietly, "what does a scholarship jacket mean?"

I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the dedicated little bean plants. It was a time consuming job; sometimes the small shoots were right next to each other. Finally he spoke again.

"Then if you pay for it, Marta, it's not a scholarship jacket, it is? Tell your principal I will not pay the fifteen dollars."

I walked back to the house and locked myself in the bathroom for a long time. I was angry with grandfather even though I know he was right; and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

It was a very sad and withdrawn girl who dragged into the principal's office the next day. This time he did look me in the eyes.

"What did your grandfather say?" I sat very straight in my chair. "He said to tell you he won't pay the fifteen dollars."

The principal muttered something I couldn't understand under his breath, and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall gaunt man with gray hair, and I watched the back of his head while I waited for him to speak.

"Why?" he finally asked. "Your grandfather has the money. Doesn't he own a small bean farm?

I looked at him, forcing my eyes to stay dry. "He said if I had to pay for it, then it wouldn't be a scholarship jacket," I said and stood up to leave. "I guess you'll just have to give it to Joann." I hadn't meant to say that; it had just slipped out. I was almost to the door when he stopped me.

"Martha—wait."

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding. Something bitter and vile tasting was coming up in my mouth; I was afraid I was going to be sick. I didn't need and sympathy speeches. He sighed loudly at me, biting his lip, as if thinking.

"Okay, damn it. We'll make an exception in your case. I'll tell the Board, you'll get your jacket."

I could hardly believe it. I spoke in a trembling rush. "Oh, thank you sir!" Suddenly I felt great. I didn't know about adrenalin in those days, but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, "I hear you're getting a scholarship jacket this year. His face looked as happy and innocent as a baby's but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in row where he was working and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, but he didn't ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.

"The principal said he's making an exception for me, Grandpa, and I'm getting the jacket after all. That's after I told him what you said."

Grandpa didn't say anything; he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

"Better go see if your grandmother needs any help with supper."

I gave him a big grin. He didn't fool me. I skipped and ran back to the house whistling some silly tune.

McDougal Littell Literature (New York, 2008)

The Scholarship Jacket

Instructions: Answer the following questions according to the reading.

1. Why does Martha live with her grandparents?

_____
_____
_____

2. In the past the Scholarship Jacket has always gone to a student with?

_____
_____
_____

3. Why does Martha believe that she should get The Scholarship Jacket?

_____
_____
_____

4. What is the principal´s behavior at the end of the story?

_____
_____
_____

5. What finally triumph in the story?

_____
_____
_____

Appendix M

El Ataque de Pearl Harbor

En 1941, muchos clubes de campo del mundo estaban en guerra. En Europa, Alemania e Italia fueron peleando juntos para ampliar su territorios. Alemania ya había apoderado de muchos clubes de campo, Incluyendo los Países Bajos, Polonia, Dinamarca y Francia. También había sido bombardeado Alemania, Gran Bretaña. La guerra en Europa se había derramado en África, con las tropas alemanas e italianas peleando tropas británicas en el norte de África .Japón se unió a una alianza con Alemania e Italia. Estese llamó la alianza del Eje. Japón quería tomar el control del sudeste de Asia y el Sur Pacífico. Los EE.UU. no se habían unido a los combates, a pesar de que había prestado barcos y suministros a Gran Bretaña. Muchos estadounidenses querían unirse a la guerra para detener el Eje se apoderen de Europa y Asia. Otros estaban en contra de los estadounidenses uniéndose en una guerra lejana queno se refería al presidente estadounidense Franklin Roosevelt quería desalentar a Japón desde la invasión de clubes de campo en Asia. A principios1941, me trasladé los buques de guerra de Estados Unidos en el Pacífico de San Diego,California a Pearl Harbor en Honolulu, Hawaii.Japón necesita petróleo. El Indias Orientales Holandesas, que ahora es Indonesia, tenía una

gran cantidad de aceite. El gobierno japonés decidió invadir las Indias Orientales Holandesas, a fin de tener un suministro de petróleo. También desarrollaron un plan para mantener los EE.UU. desde interferir con la invasión. El domingo 7 de diciembre de 1941, más de 350 de guerra japonés planes de seis portaaviones comenzó a bombardear los barcos de EE.UU. en Pearl Harbor. El ataque sorpresa comenzó a las 7:48 am El ataque había terminado en 90 minutos. Ocho acorazados HAD EE.UU. Ha dañado. Cuatro de los acorazados Has había hundido. Once otros buques, golosinas, incluyendo cruceros y destructores hundidos o que habían sido dañadas, y 300 planes de Estados Unidos había sido destruido o dañado. Más de 2.400 militares estadounidenses muertos habían sido, en su mayoría en el USS Arizona, y 1.282 habían resultado heridas. Congreso de la guerra declarada en Japón el 8 de diciembre y en Alemania e Italia el 11 de diciembre Los Estados Unidos habían entrado Segunda Guerra Mundial. En 1945, los EE.UU., Gran Bretaña y sus aliados ganaron la guerra contra el Japón, Alemania e Italia.

¿Qué piensas?

¿Americanos estaban muy enojados cuando Japón atacó Pearl Harbor .
¿Cómo cree que el ataque cambió las mentes de aquellos que no habían querido ir a la guerra?

_____
_____
_____
_____

Appendix N

Oliver Twist

By Charles Dickens

Oliver Twist, publicada en 1837, es una de las más famosas obras de Charles Dickens. Cuenta la historia de un niño huérfano, Oliver Twist, que crece en la pobreza en Inglaterra. En este pasaje de Capítulo II , Oliver es de 9 años de edad y vive en una casa de trabajo del gobierno . Los funcionarios oficiales de la casa de trabajo alimentan a los residentes muy poco.

Los chicos tienen generalmente un apetito excelente. Oliver Twist y su compañeros sufrieron las torturas del hambre lenta por tres mes: al fin se pusieron tan voraz y salvaje con hambre, que un muchacho, que era alto para su edad, y no había sido utilizado para ese tipo de cosas (por su padre había mantenido un pequeño toque de cocinero), dio a entender oscuramente a su compañeros, que él temía que pudiera suceder algo alguna noche como comerse al niño que dormía al lado él, que pasó de ser un joven débil de tierna edad. Tenía un ojo salvaje hambriento. Se celebró un concilio; muchos fueron lanzados que deberían caminar hasta el maestro después de la cena esa noche, y pedir más; y cayó a Oliver Twist. La noche llegó; los chicos tomaron sus lugares. El maestro, con su uniforme de cocinero, se colocó en el cobre; sus asistentes indigentes oscilado ellos mismos detrás de él; las gachas se servía a cabo. El atole

desapareció; los muchachos cuchicheaban entre sí, y habiendo pasado por alto Oliver; mientras que su próximo vecino le dio un codazo. El Niño que estaba desesperado por el hambre, e imprudente con la miseria. Se levantó de la mesa; y avanzo hacia el maestro, lavabo y una cuchara en la mano, dijo: un tanto alarmado por su propia temeridad:

"Por favor, señor, quiero un poco más." El maestro era un hombre gordo, sano; pero él se puso muy pálido. Miró con asombro al pequeño rebelde durante unos segundos y, a continuación, aferrado al apoyo del cobre. Los asistentes estaban paralizado de asombro; los chicos con miedo. "¡Qué!", Dijo el maestro al fin, con voz débil.

"Por favor, señor -respondió Oliver, 'quiero un poco más."

El maestro dirigió un golpe a la cabeza de Oliver con la cuchara; le maniato su brazo; y chilló en voz alta por el celador.

Resumir: Escribe un breve resumen del pasaje._____

Appendix O

COYOTE

El Sobreviviente de Norte América

El coyoteesun pariente delperro, el lobo y elchacal. Al igual que sus parientes,es undepredador y en su mayoría se alimenta de otros mamíferos. Sin embargo, come una amplia variedad de alimentos, incluyendo insectos, frutas y verduras. Los coyotes seencuentran en la mayor parte deAmérica del Norte, desdeMéxicoy Centroamérica Canadáy Alaska. El color desu pelajedepende dedonde vive. LosCoyotesde montaña sonmás oscuros que losque viven enel desierto.Al igual que ellobo,los coyotesviven engrupos omanadas.Generalmente el grupo de coyotes es más pequeñoen número queuna manada de lobos. Todos losmiembros de la manadausualmente se relacionan. La manadasedividea menudoen parejas paracazar.Coyotesfemeninos tienenuna camada decachorrosuna vez al año. Una camada tiene un promedio de seiscachorros.Más de la mitadde las críasmoriránantes de que lleguen ala edad adulta.Cachorros machossuelen dejarla manadaparahallarsu propio territorio.Los Cachorroshembrasse quedancon la manadade los padres.Los lobos y loscoyotescompiten por los mismosanimales de presa. Siendo el coyote más pequeño que el lobo, los lobos usualmente conducen al coyote a cualquier territorio compartido. El coyote se adapta fácilmente a nuevas áreas .A diferencia de los búfalos o lobos, la gama de coyotes aumentó después quelas poblaciones humanas se expandieron a través del continente. Por ejemplo, el coyote no eranativo deNuevaInglaterra.Una vez que losloboscolonosde Nueva Inglaterrase asentaron,los coyotes semudaron.Los científicosque han estudiado creen que elcoyote esmejorque el lobopor la tendencia a vivir enáreashumanas.Los coyotesse encuentran ahora enla mayoría delas grandes áreas urbanas. Ellos encuentran abundantesuministro de alimentosen estas áreas, ya que los coyotesestán dispuestos

acomerbasura, roedores e incluso mascotaspequeñas, como los gatos. Los científicos estimanque hasta2000 de estos coyotespueden estar viviendoenel área de Chicago.Debido a sucapacidad de adaptación, el coyote noes una especie enpeligro de extinción,o inclusouna especie amenazada.Ha sidoclasificada como "menos preocupante"que significa que tieneel menor riesgo deextinción.

El coyote se comunica con otros coyotes aullando.

Citar laFuente

Encuentradosejemplos del textoque apoyanla idea de queel coyotese adaptapara sobrevivir.

1._____

_____

2._____

_____

Appendix P

Biografía de Abraham Lincoln

AbrahamLincolnnació en1809en el norte deKentucky.En el momento de su nacimiento, Kentucky eraparte de la fronteraoccidental delos EE.UU. Supadre era granjeroy en un momento fue relativamenterico. Sin embargo, cuando el jovenAbrahamtenía sólo7 añosde edad, supadre perdió su tierra. La familia se mudó aIndiana,donde su madremurió cuando tenía9.Cuando él era un hombre joven, la familia de Abrahamse mudó alllinois.Abraham tuvopoca educación formal. Le encantabaleer, asíseeducóa sí mismo. En Illinoisestudió derechomediante la lectura delibros de derecho. El se convirtió en un abogado en 1837 en campo Springfield, Illinois. La carrera política de Lincolncomenzótemprano, yse desempeñóen el estado de la legislatura yen la Cámarade Representantes. Lincoln era un super dotado.Él ganó la atención nacional por sus discursos en contra dela esclavitud durante varios debates. Esto llevó asu nominacióna la presidencia,que ganó en1860.La elección del presidente Lincoln enfureció a los estados del sur y siete de ellos anunciaron que dejarían a los EE.UU.y formar su gobierno propio. En 1861, las tropas de Carolina del Sur cargaron su artilleríarojaen el FuerteSumter,un fuerte militar deEE.UU.Esto comenzóla Guerra Civil.La guerrasería elelemento centralde la presidencia deLincoln.El objetivo deLincolna través de laguerra erareunir alNorte, conocido comola

Unión, con el Sur, conocida como la Confederación.Como comandanteen jefe, seleccionó a los generalesde la Uniónpara liderarel Ejército. Emitióla Proclamación de Emancipaciónen 1863, que marcóla libertaddelos esclavos.Lincolnfue reelegido en1864.Después de cuatrolargos años, la Uniónganóla Guerra Civilen abril de1865.El objetivo de Lincolnpara reunir el país se había hecho realidad, pero que no viviríapara verlo. Sólo seisdías después del finaldela guerra, el 15 deabril de 1865, el Presidente Lincoln fue asesinado por John Wilkes Booth.Él era el primer presidente estadounidense en ser asesinado. AbrahamLincolnes considerado unode los más grandespresidentes de América. Tranquilamente condujo al paísa través del tiempo en lo más difícil de la historia, la Guerra Civil.Éles recordado hoypor su sabiduría,su compasióny supatriotismo.

Resumir:

Resumir brevemente la vidadel presidente Lincoln

Appendix Q

Terremotos: Movimiento de la Cortezade la Tierra

Los terremotos sonlaagitación ymovimientodelsuelo cuando se libera energíaen ondas. Estas ondasse llamanondas sísmicas. Estas ondasson similares alas olas del mar, que se mueven a través de agua.Las ondas sísmicas, sin embargo, se muevena través del suelo. La mayoría de losterremotosson causados porel movimiento de grandesseccionesdela corteza terrestre, llamado placas. El lugardonde dosplacas se encuentranse llamaun fallo.Fallosparecengrandesgrietas enel suelo. Si dosplacas se muevenen diferentes direcciones, se acumulanenergíaen elerror de línea. Cuandosuficiente energíase acumula,la presión sobrela fallallega a ser demasiadogrande yse rompe. Esto liberalaenergía y el suelo empiezaa temblar. Los terremotos pueden ser causados por otros eventos naturales, como ser deslizamientos y erupciones volcánicas. El hombre puede causar terremotos debido a las pruebas nucleares y las explosiones en minas.

Elprimer movimientode un terremoto, llamado elsismo principal, a menudo es seguidopor un pequeño temblor, llamado réplicas.Estasréplicassonlas

placasde sedimentaciónen su nueva posición. Las réplicaspueden continuar durantedíasdespués delsismo principal.Se estima que hay500.000terremotosen todo el mundocada año. La mayoría sontan levesque sólo son grabadas con instrumentos científicos. Sólo alrededor de100.000se puede sentir por los seres humanos. De estos, sólo alrededor de19al año causan daños importantes. Principalesterremotos enlas zonas pobladaspueden causarenormedestrucción. Edificios colapsados, carreteras y puentes con grietas, y las líneaseléctricas y de gasse rompeny causanincendios. El terremotoque ocurre enel océano, tiene una serie deenormesolas del marllamadotsunami.El tsunamise desplazahasta quefinalmentellega ala tierra, donde provocagrandesinundaciones. Los científicosestán buscandomaneras de predecirterremotos. Ellos estudian lospatrones históricos deterremotosy controlan el movimiento delas placas conequipo sísmico. Si bien ellos nopueden predecirla fecha exactade un futuroterremoto,pueden tener una aproximación decuandolos terremotos son probables que sucedan.

Significado de Palabras

Encierra el significado correcto para cada una delas siguientespalabras delpasaje.

1. Rupturas
   a.une
   b. forma unanueva placa
   c. descansa

2. Destrucción
   a. pánico.
   b. daño
   c. preocupación

3. Predecir
   a. prevenir; detener
   b. conocer un evento futuro
   c. estudiar; examinar

4. Colapso
   a. caer
   b. incendiarse
   c. explotar

Appendix R

La Chaqueta de Becas

Lapequeña escuelade Texas quefui atenido una tradición que se lleva a cabotodos los añosdurante eloctavo grado de graduación:un hermosooro y unachaqueta verdefue otorgado alamejor estudiantede la clase, el estudiante quehabíamantenidolas más altas calificacionesdurante ocho años,la chaquetade becastuvo un gran S en oroen la parte frontalizquierda y su nombreescrito enletras de oroen elbolsillo. Mi hermana mayor, Rosie, había ganado la chaqueta hace un par de años,y yototalmente convencida de quetambién. Para ese entonces yo tenía catorce años, y estaba en el octavogrado.Yo habíasido unaestudianterectadesde el primergrado. Mipadre era untrabajador agrícolaque nopodríaganar suficientedinero para alimentar asus ocho hijos, así que cuandoyo tenía seis añosme dierona misabuelos para criar. No podíamos participar en deportesen la escuela por los elevados costos de derechos de inscripción, costos deuniformesy viajesfuera de la ciudad; así que, a pesar de quenuestra familiaera bastanteágily atlética
nunca habríauna chaqueta dedeportes de la escuelapara nosotros.Ésta, lachaqueta dela beca, eranuestra única oportunidad.
En mayo, cerca de la graduación,la fiebre de primaverahabía golpeado como de costumbre.Nadieprestó atención
en la clase;en cambio,miramospor la ventanay en cada
otra, con ganas de acelerarlasúltimas semanas dela escuela. Medesesperabacada vez que mirabaen el espejo, nouna curvaen cualquier lugar. Me llamaron"flaca"
y "alubia", y yo sabíaque eso es loque parecía. Unpecho plano,sin caderas, y un cerebro; quees lo que tenía. Querealmente noera muchoparauna chica de catorceaños de edadpara trabajar,
Pensé, mientrasmepaseabadistraídamentede mi clase de historia parael gimnasio.Otrahorade sudor en el baloncesto
y mostrarmis piernasde palillo de dientesse acercaba, entonces
me acordé demis pantalones cortosde educación física, todavía estaban enuna bolsadebajo de miescritorio dondeyo loshabía olvidado. Tuve quecaminar todo el camino paravolvera buscarlos.La entrenadora Thompsonera un verdaderoosoellahabía dicho queyo era buenae incluso trató dehablarde la abuelaendejarmeunirme al equipo deuna vez. Por supuestola abueladijo que no. Cuando yo estabacasi de vuelta en la puerta del aula oívoceslevantadas con mucha ira, como si fuera algún tipo deargumento.
Me detuve.No quiseescuchar a escondidas, dudé,no saber qué hacer. Necesitaba esos pantalones cortos y iba a llegar tarde, pero yo no quería interrumpiruna discusión entre mis profesores.Reconocía la voz: El Sr.Schmidt, mimaestro de historia,y el Sr.Boone,miprofesor de matemáticas. Parecían estardiscutiendo sobremí.Yono lo podía creer. Todavía recuerdo

la sensación dechoque quearraiga contrala pared como si estábamostratando demezclar conlos grafitis escritos allí. "Me niego ahacerlo!No me importaquién es su padre, su gradosni siquieracomienzan acompararaMartha. No voy a mentir o falsificarregistros. Marthatiene unarectaA+y usted lo sabe."Ese fue el Sr.Schmidty él sonaba muy enojado. La voz del señor Boones on abacalma y tranquila. "Mira. El padre de Joann no sólo está en el Consejo,que es propietario dela únicatienda en la ciudad: podríamos decir que fue una competencia reñida " Los golpesen los oídosahogaba elresto de laspalabras, sólouna palabraaquí y allláa través de filtrados. ". ..Marthaes mexicana. ..renunciar...nolo hará...."El Sr.Schmidtsalió porsuerte para mífuepor el caminoopuestohacia elauditórium, por lo que no pudoverme. Esperéunos minutosy después entre y agarre el bolso y hui de la habitación.El Sr.Boonemirócuando entré, pero no dijo nada.Al día de hoyno me acuerdosi memetí en problemaseneducación físicapor llegar tardeo cómolo hicepor el resto de latarde.Me fui a casamuy triste ylloréen mi almohada enla noche; de esa manera para que la abuelano meescuchara. Parecíauna cruelcoincidencia queyo habíaoídoesa conversación. Al día siguientecuando el directorme llamó a su oficinayosabía de lo que se trataría. Él se miró incómodoe infeliz.Decidí que noiba a hacer más fácilpara él,así que lemiré directamente a los ojos.Élapartó la mirada yjugueteó conlos papeles en su escritorio."Martha", dijo, "ha habido un cambio en la política este añocon respecto a lachaqueta debeca.Como usted sabe, siempre hasido libre. "Se aclaró la garganta y continuado dijo. "Esteaño, el Consejoha decididocobrar quince dólares, que aún nocubrenel costocompleto de la chaqueta. "Lo miréen estado de shock, y un pequeñosonido dedisgustoescapóde mi garganta. No esperabaesto.Todavíaevitándose mirar enmisojos. "Así que si usted no puede pagarlosquincedólares para lachaqueta entonces se le dará ala siguiente enla línea. "Yo no necesito preguntarquién era. De pie, contoda la dignidadque pude reunir, me dije: "Voy a hablar conmi abuelo, y le hare saber mañana ".Lloréen lacasaa pie enla parada del autobús. El camino de tierraera uncuarto de milla dela autopista, así que cuando lleguéa casa,misojos estabanrojos e hinchados. "¿Dónde estáel abuelo?", Le pregunté a laabuela, mirando hacia abajo en el suelopara que nome preguntarapor qué habíaestado llorando. Ella estaba costurando en una colcha yno me miro. "Creo que está enla parte de atrás trabajando en elcampo de frijol." Salí ymiréhacia fuera enlos campos.Allípodía verlocaminarentre las filas, su cuerpo doblado sobre las pequeñas plantas ,azada en mano. Caminé lentamente a él, tratando de pensar cómolepodría pedir el dinero. Había una brisa que soplaba fresco y el dulce

olor demesquite fruta en el aire,le di una patada aun terrón de tierra.Quería tanto a la chaqueta ya que eraalgo más que serunmejor estudiantey me imaginaba dando un pequeñodiscurso de agradecimientopor lachaqueta enla noche de graduación. Representabaocho años detrabajo duro y laexpectativa. Yosabía que tenía queser honestacon el abuelo; que erami única oportunidad.Él viomi sombra ylevantó la vista. Esperóa que yo hablara. Me aclaré la garganta nerviosamente yestrechólas manosdetrás de la espalda. "Abuelo, tengo un gran favor que pedirle le"dije en español, el único idiomaque conocía. Todavíaesperóen silencio. Lo intenté de nuevo. "Abuelo,este año el director dijo que la chaqueta de la beca no va a ser libre. Va a costar quince dólares, y tengo que llevar el dinero mañana, de lo contrario voy a ser dada a otra persona. "Las últimas palabras salieron en un subidón ansioso. El abuelo se enderezó con cansancio y apoyó la barbilla en el mango delazadón. Miró por encima el campo que estaba lleno de las pequeñas plantas de frijol verde. Esperé, esperando desesperadamente que él dijera que podía tener el dinero. Se volvióhacia mí y mepreguntó en voz baja: "¿Qué significa la chaqueta de la beca?"Le respondí rápidamente. "Significa quete lo has ganadopor tenerlas más altas calificaciones durante ocho años yes por eso quela están dando". Demasiado tardeme di cuenta dela importanciade mispalabras.Abuelosabíaque yo entendíaque no erauna cuestión dedinero. No eraeso.Volvió aazarlasmalezas quesurgieronentrelas pequeñasdelicadasplantas de frijol. Fueun trabajo demucho tiempo; a veceslospequeños broteseranuno al lado delotro. Finalmentevolvió a hablarcuando me di vueltapara salir,llorando. Entonces, si ustedpaga por ella, Marta, no es una chaqueta de becas,¿verdad?Dijo el abuelo. Dígale a sudirector que novoy apagar losquince dólares".Regreséa la casay me encerréen el cuarto de bañopor un largo tiempo. Estaba enojadocon el abuelo aunque sabíaque tenía razón,y yo estabaenojado conla Junta, diciéndome ¿Por qué setienen que cambiar las reglasjusto cuandofue miturno paraganar lachaqueta?aquellos eran los díasde la creenciay la inocencia. Erauna niñamuy tristey retraídaquearrastró ala oficina del directoral día siguiente.Esta vezparecíamí en losojos. ¿Qué dijotu abuelo? "Me senté muy recta en la silla."Me dijo que le dijera que no va a pagar los quince dólares." El directormurmuróalgo que no pudeentenderen voz baja yse acercó ala ventana.Se levantómirandoalgo fuera. Parecíamás grande que habitual cuandose puso de pie; él era unhombre alto yflacocon pelogris, yo vila parte posterior dela cabezamientras esperaba que él hablara. ¿Por qué?", Se preguntó finalmente. "Tu abuelo tiene el dinero.Es dueño deun ranchode doscientosacres". Lo miré, forzando los ojos parano llorar. "Lo sé, señor,pero éldijo quesi tuviera quepagar por ello, entonces no sería una chaqueta de becas."Me puse de pie para salir. "Supongo que usted se la dará a Joann. "Yo no habíaquerido decir eso, sólohabía escapado. Yo

estabacasi en la puertacuando él me detuvo. "Martha-espera." Me volví ymiré, esperando. ¿Qué quería ahora?Podía sentir micorazón latiendocon fuerza enmi pecho.Algoamargo yvilveníaen mi boca;Tenía miedo deque me fuera avomitar.No necesitaba cualquierdiscursode solidaridad. Élsuspiróy volvió a su granescritorio.Él memiró,mordiéndose el labio. "Bueno.Vamos a haceruna excepción ensu caso.Le diré a laJuntaque,obtendrástu chaqueta".Apenas podíacreer lo que oía. Hablé nerviosamente. "Oh, gracias, señor!" De repente mesentí muy bien. Yonosé deadrenalinas en esosdías, pero sabía quealgoestaba bombeandoa través de mí, haciéndome sentir comoalto comoel cielo.Queríagritar, saltar, correr la milla, haceralgo.Salí corriendopara que pudieralloraren la saladonde nadiepodía verme. Al finaldeldía, el Sr. Schmidtme guiñó un ojoydije: "He oído que está recibiendo lachaqueta dela becade este año." Sucara se veíatan felize inocente comoun bebé, pero Yo sabíamejor.Sin responderle di un rápido abrazo ycorrí haciael autobús.Lloréen el paseoa casa de nuevo, pero esta vezporque yoera tanfeliz.No podía esperara decirleal abueloy corrídirecto alcampo. Me uní a él en la fila en laque estaba trabajando, y sin decir nadameagachéy empecé atirar de las malas hierbascon mis manos.Me uní con el abuelotrabaje durante unos minutos, y élno me preguntolo que había sucedido. Despuéstuve un montónde malas hierbasentrelas filas, me paréy loenfrente. El directordijo quehará una excepciónpara mí, abuelo, y mepondrélachaquetadespués de todo. Me lo dijo después de lo que tú me dijiste. "El abuelono dijo nada; él sólome diouna palmadita enel hombro yuna sonrisa. Él sacó elarrugadopañueloque siemprellevaba en elbolsillo de atrás yse limpió elsudor de la frente. "Es mejorir a ver situ abuelanecesitacualquier ayuda con lacena". Le di unagran sonrisa. No meengaño. Saltéycorríde vuelta ala casasilbandouna melodíatonta.

Preguntas de Comprensión.

1. ¿Por qué Martha vive con sus abuelos?

2. ¿En el pasado la chaqueta de becas ha sido otorgada al estudiante con?
3. ¿Por qué crees que Martha se merece la chaqueta de la beca?
4. ¿Cuál es la conducta del director al final de la historia?

5. ¿Qué es lo que finalmente triunfo en la historia?

Appendix S

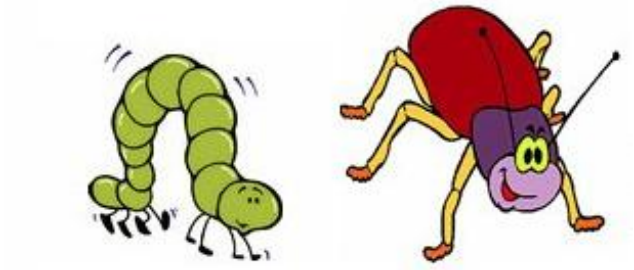
The Worm and the Beetle
Post Test

There was once a worm and a beetle were friends, spent hours chatting. The beetle was aware that his friend was very limited in mobility, had a very restricted visibility and it was very quiet compared to others of its kind. The worm was well aware that his friend came from another room, eating things that seemed unpleasant and it was very fast to their standard of living, had a grotesque image and spoke rapidly.

One day, the companion beetle questioned him friendship towards the worm.
- How was it possible to walk to go to meet both worm? To which he replied that the worm was limited in his movements.
- Why remained friends with an insect that will not return effusive greetings that the beetle was from afar?

This was understood by him, knowing his limited vision, often not even knew someone greeted him as he realized not tell if he was to answer the greeting, though not silent to discuss.

There were many responses that the beetle sought to question the friendship with the worm, in the end, he decided to test the friendship away a while to wait for the worm look.



Time passed and the news came: the worm was dying, as his body betrayed him so much effort, every day take the road to reach his friend and night forced him to return to their place of origin.

The beetle decided to see without asking your partner what he thought.
On the way various insects told him the adventures of the worm to know what had happened to his friend. They told of how daily risked to go where he was passing near the nest of birds. How he survived the attack of the ants and so on.

He reached the beetle to the tree that lay waiting worm pass away. When he approached, with the last forces that life gives you told him how glad he was all right. He smiled one last time and said goodbye to his friend knowing that nothing bad had happened.

The beetle ashamed of himself for trusting friendship in other ears that were not theirs, had lost many hours of joy that the talks with his friend provided him. He finally understood that the worm, being so different, so limited and so different from what he was, was his friend, who respected and loved not because the species to which he belonged but because he befriended.
The beetle learned several lessons that day. Friendship is on you and not on others, if you grow in your own being, find joy friend.
He also understood that time no delimiting friendships, either races or own limitations and those of others.
What struck him most was that the time and distance do not destroy a friendship, are the doubts and fears that affect us. And when you lose a friend a part of you is going with him. The phrases, gestures, fears, joys and shared illusions in the cocoon of trust go with it.
The beetle died after a while. He was never heard to complain about who badly advised, it was their own decision to put into strange hands friendship, only to see it slip through your fingers like water.
If you have a friend do not put into question what is thus sowing doubt reap fears. Do not focus too much on how to talk, how much you have, what you eat or what you do, because you are putting your trust broken pottery.

Think and Reflect:

Instructions: Answer the following questions about the story ¨ The Worm and the Beetle

1. Which character was considered slow to walk?

2. Why did the beetle´s friends begin to question the friendship of the worm?

3. What situation did lead the worm was very serious?

4. What problems did the worm face in an effort to find his friend?

5. What is the main idea of this story?

6. List the main events of the story.

Appendix T

El Gusano y el Escarabajo

Post Test

Había una vez un gusano y un escarabajo que eran amigos, pasaban charlando horas y horas.
El escarabajo estaba consciente de que su amigo era muy limitado en movilidad, tenía una visibilidad muy restringida y era muy tranquilo comparado con los de su especie.

El gusano estaba muy consciente de que su amigo venía de otro ambiente, comía cosas que le parecían desagradables y era muy acelerado para su estándar de vida, tenía una imagen grotesca y hablaba con mucha rapidez.

Un día, la compañera del escarabajo le cuestionó la amistad hacia el gusano.
- ¿Cómo era posible que caminara tanto para ir al encuentro del gusano?
A lo que él respondió que el gusano estaba limitado en sus movimientos.
- ¿Por qué seguía siendo amigo de un insecto que no le regresaba los saludos efusivos que el escarabajo hacía desde lejos?

Esto era entendido por él, ya que sabía de su limitada visión, muchas veces ni siquiera sabía que alguien lo saludaba y cuando se daba cuenta, no distinguía si se trataba de él para contestar el saludo, sin embargo calló para no discutir.

Fueron muchas las respuestas que en el escarabajo buscaron para cuestionar la amistad con el gusano, que al final, éste decidió poner a prueba la amistad

alejándose un tiempo para esperar que el gusano lo buscara.

Pasó el tiempo y la noticia llegó: el gusano estaba muriendo, pues su organismo lo traicionaba por tanto esfuerzo, cada día emprendía el camino para llegar hasta su amigo y la noche lo obligaba a retornar hasta su lugar de origen.

El escarabajo decidió ir a ver sin preguntar a su compañera qué opinaba.
En el camino varios insectos le contaron las peripecias del gusano por saber qué le había pasado a su amigo. Le contaron de cómo se exponía día a día para ir a dónde él se encontraba, pasando cerca del nido de los pájaros. De cómo sobrevivió al ataque de las hormigas y así sucesivamente.

Llegó el escarabajo hasta el árbol en que yacía el gusano esperando pasar a mejor vida. Al verlo acercarse, con las últimas fuerzas que la vida te da, le dijo cuánto le alegraba que se encontrara bien. Sonrió por última vez y se despidió de su amigo sabiendo que nada malo le había pasado.

El escarabajo avergonzado de sí mismo, por haber confiado su amistad en otros oídos que no eran los suyos, había perdido muchas horas de regocijo que las pláticas con su amigo le proporcionaban. Al final entendió que el gusano, siendo tan diferente, tan limitado y tan distinto de lo que él era, era su amigo, a quien respetaba y quería no tanto por la especie a la que pertenecía sino porque le ofreció su amistad.

El escarabajo aprendió varias lecciones ese día. La amistad está en ti y no en los demás, si la cultivas en tu propio ser, encontrarás el gozo del amigo.
También entendió que el tiempo no delimita las amistades, tampoco las razas o las limitantes propias ni las ajenas.
Lo que más le impactó fue que el tiempo y la distancia no destruyen una amistad, son las dudas y nuestros temores los que más nos afectan. Y cuando pierdes un amigo una parte de ti se va con él. Las frases, los gestos, los temores, las alegrías e ilusiones compartidas en el capullo de la confianza se van con él.

El escarabajo murió después de un tiempo. Nunca se le escuchó quejarse de quien mal le aconsejó, pues fue decisión propia el poner en manos extrañas su amistad, solo para verla escurrirse como agua entre los dedos.
Si tienes un amigo no pongas en tela de duda lo que es, pues sembrando dudas

cosecharás temores. No te fijes demasiado en cómo habla, cuánto tiene, qué come o qué hace, pues estarás poniendo en una vasija rota tu confianza.

Piensa y Reflexiona:

Instrucciones: Responde las siguientes preguntas del cuento ¨ El Gusano y el Escarabajo¨

1. ¿Qué personaje era considerado lento para caminar?

2. ¿Porqué los amigos del escarabajo empezaron a cuestionar la amistad del gusano?

3. ¿Qué situación provocó que el gusano estuviera muy grave?

4. ¿Qué problemas enfrentó el gusano en su afán de buscar a su amigo?

5. ¿Cuál es la idea principal de este cuento?

6. Menciona los principales eventos del cuento.