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Response to Inferential Questions by Early Intermediate, Intermediate, and Early

Advanced English Language Learners

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Abstract

This qualitative study was conducted with five Mexican American English language learners with varying degrees of English language acquisition. The study took place in Lake Elsinore, California. When the researcher began the process of answering the question of why English language learners at the early intermediate, intermediate, and early advanced level of English language acquisition failed to respond or responded erroneously to inferential questions: the researcher formulated a hypothesis. The researcher held the belief that the reason English language learners struggled with inferential questions was due to the underdevelopment of primary academic language which is embedded in the language acquisition device. As a result, points of language transfer from Spanish to English were diminished and could not be used for comprehension needs. As grounded theory was adopted, the underdevelopment of the language acquisition device hypothesis was abandoned. Informed by Cem Alptekin's work on nativized and non nativized text and their affect on inferential comprehension with second language learners and Luis Moll's research on how to implement prior knowledge and experiences into the classroom compelled the researcher to look elsewhere for answers. Data from field jottings and descriptive field notes were coded and tabulated. The hypothesis that emerged from the study was the overall English language learner inferential comprehension performance hypothesis. This hypothesis states that students at the early intermediate and intermediate levels of English language acquisition respond inferentially correct a greater number of times after reading nativized (culturally relevant) text as opposed non nativized (non cultural) text. On the other hand, emerging early advanced English language learners and early advanced English language learners respond inferentially well with both nativized and non nativized text.

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Chapter I Introduction

Too many times we overhear colleagues in the teachers' lounge state that their English language learners do not respond to their questions in class. These teachers are perplexed when students fail to respond or respond erroneously to their questions. Eventually, these same teachers begin to see their students' primary language and culture as a hindrance and thus view their language and culture from a deficit perspective. What colleagues fail to address are the type of questions that students fail to answer. Are they questions that demand factual responses or questions that elicit inferential responses? Moreover and of greater importance is the language proficiency level of the student. In this study the researcher will explore the relationship between English language development and response to inferential questions.

During the 2008-2009 school year I found myself in a new grade level trying to understand the curriculum. For the first couple of months I was frustrated with the new curriculum and much of my teaching was superficial. In other words I was more interested in teaching for breadth and not depth. As time went on, I began to notice certain practices that engaged the children and thus they began to learn. That year was to become one of my most creative years in my teaching career. During the year, I made a profound discovery in how English language learners at the beginning, early intermediate, and intermediate levels acquire a second language and how that second language is applied to reading and comprehension. Further, I noticed that many of my students at the beginning, early intermediate and intermediate level of language acquisition struggled with inferential comprehension questions. As a result of the comprehension problems these English language learners faced, I slowly began to develop a theory to explain why students failed to respond to inferential comprehension questions. I noticed that English language learners at the beginning, early intermediate, and intermediate

language, and early advanced levels of language acquisition struggled with inferential comprehension regardless of the group setting. I also noticed that the reason English language learners at the beginning, early intermediate, intermediate, and early advanced stages of second language acquisition failed to respond to inferential questions was because they did not understand the questions. This was due to the underdevelopment of receptive and expressive language in English. Peregoy & Boyle (2001) cite Chomsky (1957) by stating that all humans have a built in device labeled the language acquisition device. The language acquisition device helps develop language intuitively. In other words, humans have the innate ability to develop expressive and receptive language with minimal socialization and nurturing of the language. The language acquisition device (Chomsky, 1957) not only helps in the development of expressive and receptive language, but it is the very device responsible for transfer between languages. It is the very device that helps in the transfer of syntax, graphophonics, semantics and literacy concepts from the primary language to the second language. When English language learners in the beginning, early intermediate, intermediate, and early advanced stages of language acquisition are given a command or asked a question the receptive domain of the language acquisition device encodes the stream of language by isolating cognates, content vocabulary and high frequency words and transferring them into the primary language. The question, command, or statement is then placed in syntactic order in the primary language by the language acquisition device. When it is time to respond, the student has to generate a mental response in the primary language. The syntactic structure and semantic knowledge in the primary language is then transferred into English syntax. The problem with this process is that students' primary language is limited syntactically and semantically due to the non academic nature of the primary language.

This limits the lexicon and syntactic structures that can be used for language transfer to the secondary language.

When students step into a structured English immersion class speaking basic interpersonal communication speech in Spanish this language proficiency in the primary language cannot be used to transfer language skills into English. In other words, without a solid academic language foundation in the primary language; language transfer, language acquisition, and literacy development in the secondary language will be delayed. What does this mean for English language learners who are learning to read and comprehend in the secondary language? What it means is that there is a direct relationship between reading comprehension and a student's cultural and social reality. It means that while the development of social and academic language is important for academic success, the utilization of culture, social class, language elements, and the implementation culturally relevant literature is the cornerstone for the acquisition and development of inferential comprehension.

One of the most cognitively demanding comprehension skills for English language learners is the development of inferential self questioning and inferential response. This is a complicated comprehension strategy because students have to search through the language of the text they have read and be able to confirm or delete predictions or conclusions that are not important to the meaning making process. Students also have to focus on the important information related to the question being asked either by the teacher or the students themselves and then draw conclusions about the text in order to answer the inferential questions (Guzzetti, 2002).

In this study the researcher will address and attempt to answer why early intermediate, intermediate, and early advanced speakers of English struggle to respond or respond erroneously

to inferential comprehension questions. The researcher believes that the type of inferential questions and the level of expressive and receptive language in English are imperative to understanding why early intermediate, intermediate, and early advanced speakers of English have difficulty answering inferential questions.

The purpose of this research is to explain and solve the type of language difficulties English language learners have in answering inferential comprehension questions. The researcher will use the results in order to develop strategies conducive to eliciting responses to inferential comprehension questions among English language learners.

Another goal is to identify the type of inferential questions the students fail to answer. The results will be stated in Chapter 4.

In order to establish a baseline and analyze upward or downward movements in inferential comprehension responses, the researcher will use the *Basic Reading Inventory: Pre-Primer through Grade Twelve & Early Literacy Assessments* as a pre test as well as the *Developmental Reading Assessment* as the post test.

Finally, the researcher would like to add to the growing body of research on how second language learners learn to read and comprehend in a second language. Further, based on the results of the study the researcher will contribute a unique analysis on the reason why students fail to understand inferential questions, and why they have difficulty articulating a response. In order to accomplish this analysis, the researcher will apply the innatist theory of language acquisition (Chomsky, 1957) and the transaction theory (Rosenblatt, 1989).

Research Question

The research question being addressed in this study is the following: Why do English language learners at the early intermediate, intermediate, and early advanced level of English

language acquisition fail to respond or respond erroneously to inferential comprehension questions after reading in a small guided reading setting? The researcher believes that gains in inferential comprehension can be achieved by providing explicit instruction in inferential comprehension, focusing on expressive and receptive language development, and nativizing the text which English language learners are exposed to.

This study is important to education for several reasons. First, it attempts to explain why English language learners struggle with inferential comprehension. In this study comprehension difficulties are related to language acquisition. Secondly, there are “relatively little research documents of early literacy development in English as a second language, particularly among students who have not had literacy instruction in their first language” (Peregoy & Boyle, p. 149).

Lastly, the research will illustrate strategies that can readily be applied by teachers. It is the researchers hope that these strategies will help develop English language proficiency as well as contribute to their inferential comprehension development.

The significance of this study is found in the nature of the research question: Why do English language learners at the early intermediate, intermediate, and early advanced stages of language acquisition struggle to respond or respond erroneously to inferential comprehension questions? Very few studies have addressed how English language learners respond to literature in the second language. This study can have a profound effect on how teachers perceive the reading process for English language learners. This study will provide insight on how to differentiate and organize reading instruction for English language learners who are learning to decode and comprehend in a second language. Moreover, this study is important to the teacher of reading because it cautions educators not to jump to conclusions when English language learners have difficulty reading and responding to text. The researcher emphasizes that rather

than viewing reading difficulties as being purely phonetic or semantic: Teachers must also take into account language proficiency, language patterns, and language functions.

Another unique aspect of this study is that it explains a two way relationship between primary and secondary language acquisition and the effects on reading comprehension. The underdevelopment of academic language in the primary language leads to the underdevelopment of academic language in the secondary language. This process leads to the underdevelopment of literacy skills in the secondary language. It is important for the reader to understand that both components, literacy skills and language development, must be taught explicitly and within the context of the reading process itself.

Attempts should also be made to integrate English language learners and English speaking students in homogenous and heterogeneous guided reading groups in order to provide an environment in which discussion is valued as a medium to developing inferential comprehension. But how do you combine students with varying degrees of syntactic and semantic development? When choosing a text for a reading group it is imperative for the teacher to differentiate not only by literacy ability but also by language proficiency, cultural, linguistic, and social background. The educator reading this study must understand the various language patterns and functions exhibited by English language learners at different levels of language acquisition in order to differentiate literacy instruction. Without a doubt, the informed reading teacher should also be an informed teacher of language acquisition.

Definition of Terms

The term, English language learner, was used to describe beginning, early intermediate, intermediate, early advanced and advanced speakers jointly.

At the beginning stage of language acquisition, English language learners have minimal receptive and expressive language. They often demonstrate one word utterances and slowly begin speaking in the present tense. At the beginning stage of language acquisition, students lack the ability to produce patterns in the present progressive tense, past tense, and future tense. Beginning speakers of English begin to develop the use of subjects and predicates in day to day use. At this stage of language acquisition students demonstrate minimal comprehension.

At the early intermediate level of language acquisition, English language learners are developing the ability to receive language and respond in grammatically incorrect speech but they also begin to master the use of subjects and predicates that include prepositional phrases. At this stage of acquisition students begin to develop more complex language patterns. Language patterns in the present progressive tense begin to emerge and are applied to academic and social settings. Students in the early intermediate level of language acquisition demonstrate increased comprehension in general and specific meaning of text.

Intermediate level English language learners have good comprehension of general meaning. Specific meaning of text features, such as inferential tasks, also develop more fully. At this level of language proficiency students speech contains less grammatical errors. Intermediate speakers begin to use more complex syntactical structures such as compound sentences in the past tense. Students at this level also use the present and present progressive tense more flexibly.

Students at the early advanced stage of language proficiency have developed strong retelling and summarizing skills as well as good inferential comprehension. Students at this stage of language acquisition develop more advanced language patterns with minimal syntactical

errors. At their disposal they are able to use complex and compound sentences and can explain what happened in the text in great detail.

At the advanced stage of language acquisition, retelling, summarizing, and inferential skills are developed. Idiomatic and figurative language is comprehended. A variety of syntactical structures and vocabulary are used including present and past participle as well as the use of modals. Conversation at this stage of English language acquisition can be utilized academically and socially.

Inferential comprehension is the ability to construct new meaning from text through the use of prior knowledge. It is the ability to pull information from print that is not stated explicitly in the text. It is the elaboration between what is known and what is believed to be known about the text.

Nativized text is a term used by Alptekin (2006). These are stories that contain language, utterances, concepts and experiences relevant to the subjects'. Nativized text is written primarily in English with vocabulary words and proper nouns are written in Spanish. Nativized text portrays the social and cultural reality faced by the subjects in this study. The purpose for using nativized text in this study is to demonstrate how "L1 inferencing skills are utilized more frequently and efficiently in the L2 when text content and prior knowledge are congruent" (Alptekin, 2006, p. 503).

Transaction theory is defined as "the act of reading literature that involves a transaction between the reader and the text" (Rosenblatt, 1989). This theory of how students negotiate meaning was implemented in the study in order to explain why English language learners failed to respond or responded erroneously to inferential comprehension questions.

Funds of knowledge are the storage of cultural knowledge, experiences, and social contradictions imposed by colonial institutions or formed from within oppressed and colonized communities in which the subjects chosen for this study are members (Moll, Amanti, Neff & Gonzalez, 1992). These funds of knowledge include the experiences derived from social contradictions such as deportations, horizontal and vertical violence, and over representation of oppressed people in the U.S. prison system. Funds of knowledge are not only the negative elements that the white colonial press associates with oppressed and colonized communities, but they also include as Moll et al. describes as “the knowledge and skills found in local households” (1992). This knowledge and skills found in household manifest themselves in the following forms: translating legal and binding documents for Spanish speaking parents, knowledge of agriculture, automotive knowledge, a profound love for sports particularly soccer/futbol. These are only a few elements that are considered funds of knowledge; elements that can be used to organize a truly culturally relevant reading program.

Summary

It has been ten years since bilingual education was almost eradicated in California. The passing of Proposition 227 into law left many students, parents, teachers, and districts with no safety nets. The educational system was left in limbo leaving every district to determine how to best meet the needs of their English language learners. Prior to Proposition 227 most of the research being conducted focused on students learning to read in their primary language. Very little research existed on students learning to read in their second language. As a result teachers who had taught bilingual students were now faced with a dilemma: How do you teach English language learners to read and write in the second language?

One of the goals of this study is to address the issue of how to best meet the reading needs of second language learners. The research explains reading difficulties among English language learners as not only a phonetic and semantic problem, but also recognizes the importance of language patterns and functions have in the reading process. Language patterns and functions often impede English language learners from reading at a higher independent level. This study will provide strategies that will help teachers develop an understanding of how to differentiate for language patterns and functions.

Another goal of this study is to articulate the reason why English language learners at the early intermediate, intermediate, and early advanced stage of language acquisition fail to respond or respond erroneously to inferential comprehension questions. To accomplish this task, the innatist theory (Chomsky, 1957) was applied: in order to explain why such difficulties existed. The researcher argues that the reason English language learners failed to respond to inferential comprehension questions was because their language acquisition device had not been sufficiently developed in their native language. This then led to the underdevelopment of the language acquisition device in English which in turn complicates the transfer of the primary language to the secondary language. It is the belief of the researcher that in order to develop reading comprehension, the language acquisition device must be linguistically, cognitively, and culturally developed in English, Spanish, or both languages.

To conclude, in order to develop inferential comprehension among English language learners, a great deal of time, observation, and planning must be taken to develop the second language. In the following section of this study the researcher will be discussing the literature that will aide in answering the research question.

Chapter II Literature Review

Introduction

The following review of literature addresses problems that English language learners encounter in their reading experience. The researcher believes it is important to address why English language learners in the early intermediate, intermediate, and early advanced stage of language acquisition fail to respond or respond erroneously to inferential comprehension questions. There is a dialectical unity between second language acquisition and poor response to inferential comprehension questions that result in low comprehension. Therefore, the researcher will analyze previous studies on language acquisition and how it relates to comprehension development. Furthermore, the researcher will discuss the studies that have been conducted on the language acquisition device, and how it functions with English language learners. Lastly, the researcher will provide an analysis of comprehension strategies that have been successful in developing inferential comprehension with English language learners.

Second Language Acquisition Theory as it Relates to Reading Comprehension

It happens continuously; an English language learner fails to answer a teacher's inferential question. The teacher might immediately ask why the student fails to answer the questions. The answer resides in the level of language proficiency in the secondary language of the student as well as the level of language proficiency in the primary language. What does primary language proficiency have to do with second language acquisition and reading comprehension? According to Cummins (1994) and cited by Quiocho & Ulanoff (2009), when students develop reading and writing in their second language before achieving proficiency in their primary language, they have a greater tendency to struggle with non transferable skills between the primary language and secondary language. As a result, there is an effort by English

language learners to try and transfer non transferable language skills such as inflectional word endings, irregular plurals, subject verb agreements and language patterns. Furthermore, reading difficulties with English language learners arise when there is an effort by language learners to try and apply non transferable skills to text that is written in the secondary language.

Consequently, these non transferable language skills are partially responsible for the poor inferential comprehension that language learners' exhibit.

Often times English language learners with weak inferential comprehension have not had the opportunity to have their primary language skills transferred to their second language. Several research studies related to comprehension and second language acquisition problems demonstrate that students learning a second language struggle with transferring knowledge from the receptive language to the expressive language (Hulstijn, 2002). Further, research on English language learners' literacy acquisition warns that it "should not be assumed that being able to understand academic language as input is equal to being able to produce it" (Mohr & Mohr, 2007, p. 442). It is apparent that there is a significant lack of language transfer between receptive and expressive language. This lack of language transfer affects the way English language learners understand, translate and respond to inferential questions. One reason for this language discrepancy is that English language learners have an underdeveloped language acquisition device in the primary language.

Underdevelopment of the Language Acquisition Device in Primary Language

The underdevelopment of the language acquisition device is due to minimal exposure to academic language in the primary language. As a result, this underdevelopment leads to poor language transfer between the primary language to the secondary language, which in turn is the cause for low language acquisition in the second language which translates into poor inferential

comprehension. Therefore, it is important for educators to differentiate for reading and comprehension instruction based on expressive and receptive language proficiency. Most importantly, the ability to respond to inferential questions is dependent upon English language patterns, functions, and transferable language skills between languages.

How the Language Acquisition Device Works in English Language Learners

Receptive language develops sooner than expressive language and as English language learners are exposed to the second language in various academic settings they begin an attunement process that takes several years. It is during this attunement process that English language learners begin to pick up on language patterns and functions and are able to identify points of transfer between first and second languages. If English language learners have not managed to acquire academic language in the primary language, it becomes more complicated for English language learners to develop academic language in the second language. This is due to points of language transfer that are not fully developed in the primary language. The exception to this process seems to be the amount of time a second language learner has been exposed to the primary language. In other terms, the longer a student has been exposed to academic language in their primary language the more competent they become at transferring skills from the primary language to the secondary language.

When English language learners are asked inferential questions and fail to respond, teachers do not realize that the reason they do not respond is because the language acquisition device has not been fully developed in the primary language. This, in turn, leads to an underdevelopment of the language acquisition device in the second language. Consequently, what happens according to Valdez (2005) and as cited by Quiocho & Ulanoff (2009) is that English language learners will “demonstrate differences in proficiency between L1 and L2”

(p.62). Moreover, as stated in *Differentiated Literacy Instruction for English Language Learners*, “teachers need to examine the regularities and irregularities of L1 and L2” (Quioco & Ulanoff, 2009). It is the regularities or points of language transfer that are important here. Points of transfer allow educators to build on English language learners’ background knowledge of language and literacy experiences. Therefore, since comprehension skills are transferable between languages, English language learners must be taught to transfer these comprehension skills to the target language. Additionally, cognates are another point of transfer that help with vocabulary development and increase inferential comprehension.

In conclusion, points of transfer between languages should be taught explicitly in order to develop reading comprehension, vocabulary, language patterns, and language functions. If educators fail to teach points of language transfer the consequence can be the inability to translate between languages, delay of second language acquisition, and deficits in comprehension.

Strategies for Developing Inferential Comprehension

Research shows that asking questions to less proficient readers during reading hinders inferential comprehension. Questioning seems to compete with other processes such as decoding individual words (Basche, Risdien, Van den Broek, Trabasso & Yuhtsuen, 2001). In this case it becomes more important to question the reader after the initial reading. It is important to identify the readers that educators work with, in order to develop the proper questioning techniques pertinent to the reading proficiency level of the student. By understanding the readers that teachers work with, educators can plan appropriate lessons that allow low achieving students to respond successfully to inferential questions after they complete the first reading and not during the reading process. Further, the ability to answer inferential comprehension questions is

indicative of proficient readers (Fisher, 2008; Schwanenflugel, Meisinger, Weisenbaker, Kuhn, Strauss, Morris, 2006). To elaborate, the way in which less proficient readers respond to inferential questions differs greatly from that of proficient readers. Therefore, differentiation must take place with both types of readers so that they are successful in developing inferential comprehension. Research conducted by El-Koumy (2006) describes how the directed reading and thinking activity contributed to the development of inferential comprehension. However, El-Koumy's research is inconclusive due to the length of the study. Further, research by Alptekin (2006) suggest meeting the comprehension needs of second language learners by organizing western literature with nativized versions of popular stories. For example, Mexican American students can be introduced to the nativized story of the *Three Little Pigs*. Through the implementation of nativized stories with English language learners Alptekin (2006) found that "L1 inferencing skills are utilized more frequently and efficiently in the L2 when text content and prior knowledge are congruent" (p. 503).

Further research notes that, "the initial reading of the text should focus to the fullest extent possible on the reader's personal experience with the text" (Connell, 2000, p. 30). This implies that there is a relationship between aesthetic response to literature and the implementation of culturally relevant literature. This relationship seems to indicate increased levels of inferential comprehension. It is the relationship between relevant literature and aesthetic response where ownership over the reading process begins. Additionally, "when attention is given to the aesthetic transaction, reading becomes more than an abstract mental occurrence, it becomes a mode of personal experience" (Connell, 2000, p. 30). According to McIntyre, Kyle and Moore (2006), "In each case, meaning comes from personal and historical experiences, emotions and understandings" (p. 36). The reader applies personal experience

when given the opportunity to respond freely and “If the reader’s background knowledge or personal experiences agree with the text, the reader assimilates this new information and creates new meaning” (Pardo, 2004, p. 277). As a result, the reader walks away with revelations that had not been present before. Moreover, it is of great importance to supply classroom and school libraries with literature that is culturally relevant: literature that students will want to go back to time and time again. The following study provides profound discoveries for educators teaching in culturally and linguistically diverse settings. The researchers view primary language, culture, and experiences as a fund of knowledge. Orellana and Reynolds (2008) have demonstrated in their research on Mexican American students that teachers do not exploit the wealth of knowledge children bring into the classroom. Further, Orellana and Reynolds (2008) observed that the literacy events demanded at home were far more cognitively demanding than those in school settings. The reading experiences that the subjects in the study were involved in demanded paraphrasing legal and binding documents for their parents. Moreover, English language learners in this study demonstrated a high degree of inferential comprehension as they translated and paraphrased legal documents. Therefore, educators should include literacy experiences that not only parallel home literacy experiences but challenges English language learners literacy ability.

Summary

This chapter has included an outline of the reasons English language learners respond poorly to inferential comprehension questions. The irregularities between the primary and secondary languages are due to the underdevelopment of the language acquisition device in English language learners. Language irregularities and the underdevelopment of the language acquisition device determine the language proficiency of an English language learner. As a

result, language transfer is hindered to the point where receptive language is nonfunctional in the secondary language. If receptive language is delayed, poor comprehension will be the result. However, regularities between primary and secondary language is key to acquiring second language proficiency in reading, writing, listening, and speaking. When students develop reading skills in their secondary language, problems with nontransferable language is exacerbated. As a consequence, reading will be characterized by the overuse of improper syntax and minimal semantic knowledge.

This review of literature includes a discussion of the strategies that have been proven to work in developing inferential comprehension. For example, the implementation of nativized text of western European narratives has shown to increase inferential comprehension in English language learners. Moreover, the directed reading and thinking activity has also demonstrated some success with language learners in Egypt. Furthermore, the use of legal and binding documents by immigrant parents with their bilingual children has shown that it is possible to develop higher order thinking skills by scaffolding the reading process through parent questioning which leads to. Lastly, when students are given the opportunity to read and respond aesthetically they begin to apply more of their personal experiences; this leads to the development of inferential comprehension. On the other hand, care must be taken when asking questions to emergent readers. Emergent readers do not benefit from questioning during reading, but rather benefit from questioning after the reading. In contrast, proficient readers benefit from questioning during and after reading. Great effort to understand the questioning process for English language learners is imperative to the development of inferential comprehension. Lastly, all educators must be well versed in second language acquisition theory and understand how it relates to response theory with English language learners. In chapter III the researcher will

explain the methodology. The researcher will discuss the experimental design that was adopted. The subjects include 20 children from Mexican immigrants, and 3 children who speak only English and whose parents are of Mexican and European descent. Ethnographic techniques will be used to acquire the data.

Chapter III Methodology

Introduction

In this study the researcher attempted to answer the question of why early intermediate, intermediate, and early advanced English language learners struggled to respond to inferential comprehension questions. The researcher holds the belief that the reason second language learners struggle with inferential questions is due to the underdevelopment of academic language in the primary language. Without the development of academic language in the primary language points of language transfer are minimized.

The purpose of this chapter is to address the strategies that could increase academic language in the second language which in turn be transferred to the primary language and increase inferential comprehension. In other words, the intent of this chapter is to explain how to develop the Language Acquisition Device through the use of culturally and socially relevant literature.

The directed reading thinking activity was implemented in this study in order to model inferential self questioning. The directed reading and thinking activity was introduced two weeks before the study began. For two weeks the researcher used nativized and non nativized text in order to teach the subjects, in a whole group setting, how to generate inferential self questioning and responses.

During guided reading sessions, the preview/review strategy was used in Spanish in order to provide comprehensible input and increase comprehension during and after the reading process. By using the preview/review strategy in Spanish the goal was to have subjects use their native language in order to transfer cognitive skills from the primary language to the secondary language. The preview/review strategy was eventually dropped after the first text was read. A code switching (the use of interchanging vocabulary within language patterns and functions) approach was applied. This code switching approach led to greater student participation before, during, and after the reading process as opposed to the Spanish preview/review strategy. The Spanish preview/review strategy tended to stump the subjects response to inferential questions. The author is not proposing that the preview/review in Spanish is not an effective strategy, it just wasn't linguistically and culturally appropriate to this small Latino sample. The subjects had become accustomed to an all English setting. Subjects had come to appreciate their bilingualism but would only use their bilingualism and biliteracy under their own terms not the researchers. Like many English language learners, they believed that Spanish was for home use only. As a matter of fact, when students previewed/reviewed the text in Spanish they refused to get involved in dialogue with the researcher. Only one student engaged in dialogue in Spanish and surprisingly she was one of the students with the highest English language proficiency level in the sample group.

Lastly, the researcher was interested in investigating the effectiveness of nativized text as opposed to non nativized text in increasing the level of inferential comprehension with early intermediate, intermediate, and early advanced speakers of English. The researcher documented the results of the strategy through the use of field jottings, descriptive notes, and coded individual and group responses to the inferential questions.

The following areas will be discussed in more detail; design, setting, subjects, materials, procedure, and data analysis.

Design

This qualitative study implemented ethnographic methods for collecting data. The researcher used a holistic perspective in order to “describe as much as he can about the culture of a group” (Fraenkel & Wallen, 2009, p. 503). Ethnographic research places great emphasis “on documenting or portraying the everyday experiences of individuals by observing and interviewing them and relevant others” (Fraenkel & Wallen, 2009, p.501). The researcher worked as a complete participant. The complete participants “identity is not known to any of the individuals being observed” (Fraenkel & Wallen, 2009, p.441), and as a result of this approach the researcher used field jottings and descriptive field notes to collect data (see Appendix A). Field jottings were used in order to write down observations of the behaviors exhibited by the subjects during the guided reading sessions. The purpose for using field jottings during the guided reading sessions was to observe if students were responding inferentially to open ended questions. When the subjects demonstrated inferential comprehension during the reading of the text, inferential statements were written down as field jottings and then coded and tabulated.

Descriptive notes were used in order to analyze the observed behavioral patterns derived from field jottings. The researcher used the *Basic Reading Inventory: Pre-Primer through Grade Twelve & Early Literacy Assessments* as a pre test to establish a baseline. As a post test the *Developmental Reading Inventory* was used in order to observe whether or not efficiency in inferential comprehension increased.

Grounded theory was applied during the course of this study in order to formulate a hypothesis from the data. In grounded theory the data aides in the development of a hypothesis.

The hypothesis is in constant evolution until a pattern is found within the data (Fraenkel & Wallen, 2009). The constant comparative method was also implemented until a theory was developed that could be matched with the data (Fraenkel & Wallen, 2009).

Setting

The study took place in a community located in southern California. The community has a population of 50,267 people. The cultural demographics of the community consists of 51 percent Caucasian, 38 percent Latino, five percent African American and two percent Asian. The average household income is \$62,903. The largest employers in the city are retail, manufacturing, construction and the local school district.

The student population within the district for the 2008-2009 school year was at 21,500. The school district operates five middle schools, three high schools, four alternative education schools, and fourteen elementary schools: two elementary schools are currently closed due to declining enrollment. The district currently employs 3,000 permanent and substitute teachers. This district has experienced profound academic growth over the past ten years. After the 2007-2008 school year the district moved out of program improvement status.

The school site in which the study was conducted was built in 1964. Starting in 2000, the site went through a re modernization process. Most of the rooms were modernized and re carpeted. Prior to the re modernization process many rooms were prone to flooding during the rainy season, but modernization of the site addressed this issue.

The school site is located in one of the most impoverished areas of the city. The site has been negatively impacted with a 60 percent transiency rate due to the high mobility of the community surrounding the school site. The mobility of the community is perpetuated by inflated rental costs, high unemployment, and home foreclosures. The high transiency rate has

kept badly needed programs, such as bilingual education and dual immersion from being successful at the site. These social contradictions and a high teacher turnover rate plunged the school site into program improvement in 2003-2004. The site received an Annual Performance Index of 620. All this occurred as *No Child Left Behind* was being enacted by the federal government. These institutional problems gave more affluent parents the opportunity to move their children to higher performing schools within the district which in turn stigmatized the school site as the worse school in the district.

During the 2007-2008 school year, the site had an enrollment of 792 students. Of the 792 students enrolled, 80 percent were Latino, 12 percent were Caucasian, four percent were African American, one percent were Pacific Islander, one percent were Native American, one percent were Asian, one percent were Filipino, and one percent were multiple or no response. Seventy five percent of the Latinos were English language learners. The number of students who received free or reduced lunch was at 581.

In spite of these social problems that continue to plague the site, one thing is certain: After the 2008-2009 school year, the site achieved an Annual Performance Index of 810. The site is now officially out of program improvement status and received the honor of distinguished school in 2010. As of the 2010-2011 school year, the site boasted an Annual Performance Index of 847.

Subjects

The study was conducted in a second grade classroom. The cultural demographics of the classroom consisted of one Caucasian student, one African American student, three students of mixed ethnic background, and 17 Mexican American students. Eleven Mexican American students were English language learners. In total, there were 22 students in the classroom with

varying degrees of academic and English language proficiency. From the 22 students in the classroom, the researcher chose a purposive sample of five subjects so that the researcher could “obtain a sample that is uniquely suited to the intent of the study” (Fraenkel & Wallen, 2009, p. 426). According to the *California English Language Development Test*, the five subjects chosen for this study were at the early intermediate, intermediate, and early advanced stage of English language acquisition. The five subjects chosen for this study were a homogenous group that had difficulty responding to inferential comprehension questions during small group guided reading.

Materials

The materials included six books that were chosen by the researcher and were intended to be at the subjects’ independent or instructional reading level (see Appendix A for a summary of the books). Three books were nativized; nativized books are stories that exist in more than one language and culture such as *The Three Little Pigs*. *The Three Pigs: Nacho, Tito y Miguel* as retold by Bobbi Salinas is an excellent example of a nativized version of the popular European fairytale. In this version of the famous fairytale the pigs have been transformed into educated and cultured Chicanos/Mexican Americans. Salinas also uses the Chicano dialect known as Kalo (Spanglish) as the *lingua franca*. Nativized text incorporates vocabulary that is familiar to the English language learner at a cultural, linguistic, political, and social level. They tend to describe the social, linguistic, political, and cultural reality of an ethnic or national group. Nativized text places characters in familiar settings English language learners can immediately identify with. On the other hand, the three non nativized texts used in this study do not have the cultural, linguistic, political, and social supports found in nativized text. Non nativized texts fail to provide the cultural sensitivity that taps into the English language learners background knowledge.

The following is a comparative summary of the six books that were used throughout the study. The researcher will outline the similarities and differences between the three genres that were used in the study: fairytales, legends, and biographical historical fiction.

Comparative Summary of Fairytales

In Bobbi Salinas's *The Three Pigs: Nacho, Tito, and Miguel* and Paul Galdone's version *The Three Little Pigs* there are many similarities. In both books the same characters, the three pigs, mother pig, and the big bad wolf are present. The setting in both books share several similarities. The stories take place in desolate rural regions in which two homes are destroyed by the wolf with the exception of the brick house. The plot in both texts places the third pig atop an apple tree, at a fair, a barrel, and a brick house. In both books, the problem is the same: there's a hungry wolf interested in eating the pigs. Clearly, the similarities between the elements of text are what bind these texts.

The differences are much greater between the two books. In Paul Galdone's retell, mother pig tells the three pigs to leave because she has no money to care for them any longer. But in Bobbi Salina's retell, the three brotherly pigs voluntarily leave their home. Salinas's version of *The Three Pigs* is not as dark. In her book, the wolf Jose decides to tie up the first two pigs and throws them into a pig pen after he destroys their homes. Salinas portrays Jose the wolf as cunning as he attempts to capture the three pigs. Jose is presented as being very patient and even uses a disguise to trick the third little pig. In Galodone's version, the wolf eats the first two little pigs and goes after the third one without success. In both books, the wolf ends up falling into a boiling pot. In Paul Galdone's retell the third little pig eats the wolf after he boils him and in Salinas's retell the wolf jumps out of the chili stew never to be seen again.

The class character of the pigs in both stories is also very different. Salinas manages to present Nacho, Tito, and Miguel as representatives of different sectors of Mexican society. For example, Tito is a rancher from northern Mexico and thus sports his little tejana (cowboy hat). Miguel represents the pachuco (homeboy) from the inner city who is dressed in a 1940's zoot suit. Nacho is a southern Mexican with a zarape and sombrero. Salinas captures the charm and beauty of Mexican culture. And what binds Nacho, Tito, and Miguel is their high level of education and a love for the fine arts. Paul Galdone, on the other hand, portrays his pigs as simple country folk. He does not give the pigs a cultural or national identity.

Lastly and most importantly is the language and word choice that Salinas applies in her text. Terms and sayings that are culturally endearing, relevant, and amusing to Chicano/Mexican American culture are clearly evident in her book. Galdone's word choice, language patterns, and language functions have none of the cultural and linguistic elements found in Chicano/Mexican American culture. Galdone's pigs have no substance and the characters lack a sense of charisma found in Salinas's characters.

Comparative Summary of Legends

Legends were chosen for this study due to the heavy reliance of Mexican culture on oral story telling as a form of entertainment and disciplinary function for mischievous children. Therefore, this genre suits the cultural background of the subjects involved in the study. The researcher chose Joe Hayes retell of *La Llorona/The Weeping Woman* as the nativized text for this portion of the study. *La Llorona* is an ancient pre Hispanic legend that reaches back hundreds of years in Mesoamerica and has been passed down from family to family for generations.

As the non nativized text the researcher decided to use Washington Irving's fictional story *The Legend of Sleepy Hollow*. *The Legend of Sleepy Hollow* was first published in 1820. It is said to be patterned after a German folktale of a small Dutch town in New York. The following are similarities that both legends share.

Both stories share a ghost like element. *La Llorona* is a woman who, according to Mexican legend, drowned her children out of rage. How she drowned her children is debatable between storytellers. Some say she drowned her children in a river: while others, such as the researcher's mother, state that the drowning took place in a deep dark well. As result of the atrocity, *La Llorona* passed onto the afterlife and haunts the dark streets of many Mexican towns and villages searching for her long lost children. Parents are heard warning their children to go inside before dusk as *La Llorona* might mistake them for her own children and take them away.

In *The Legend of Sleepy Hollow*, the Headless Horseman is the ghost of a revolutionary soldier who lost his head during the War of Independence. In this classic American legend written by Irving, the Headless Horseman haunts the small town of Sleepy Hollow. In Washington Irving's narrative *The Legend of Sleepy Hollow*, just like Joe Hayes retell of *La Llorona*, the Headless Horseman ghost spirits people away when they come in contact with him.

In *La Llorona* and in *The Legend of Sleepy Hollow*, the main characters are involved in a three way love triangle which leads to the downfall of the main characters. In *La Llorona*, for example, the conceited Maria dies from a broken heart after killing her children due to her husband's infidelity. Maria then comes back as *La Llorona*: the infamous Weeping Woman who haunts the banks of the river where she drowned her children. In *The Legend of Sleepy Hollow* Ichabod Crane, who was madly in love with the beautiful Katrina Van Tassel, is spirited away after he encounters the Headless Horseman. In this narrative written by Irving it is implicitly

stated that Brom Bones, Katrina's suitor, scared Ichabod away never to be seen in Sleepy Hollow ever again. Also, the settings in both stories are very similar. Both stories take place in small villages where all the town folk know each other. Because of this setting, the main characters are made to look like egocentric individuals who are looking for the right companion that can offer more than just love. Maria and Ichabod are both interested in the economic incentive that their future partners offer. Both characters are interested in marrying a person outside their social class. Ichabod and Maria hope to marry into a wealthy family which is one reason that their relationships end in disaster. The problem in both narratives is that Maria and Ichabod are disregarded romantically by the ones they love due to their low social class.

The differences in both stories are minimal. *La Llorona* is a legend that has been passed down by word of mouth in Mesoamerica for hundreds of years and had never before been written down until now. In contrast, *The Legend of Sleepy Hollow* is a purely American narrative written by Washington Irving and is not part of oral story telling tradition. Another difference in both books is that *La Llorona* utilized vocabulary, common nouns, and proper nouns that the subjects were familiar with. *The Legend of Sleepy Hollow* used more challenging vocabulary that might have been suited for daily middle class life in the 1800's.

Lastly, a profound difference between the two books is that *La Llorona* is a bilingual text and is written in Spanish and English. The bilingual element of the text can be used to deepen factual comprehension and heighten retelling skills and if students are bi literate they can use the Spanish/English format to cross check for understanding of the text as they attempt to construct meaning.

Comparative Summary of Biographical Historical Fiction

The topic of immigration was specifically chosen by the researcher because all the subjects in the study have parents who are immigrants from Mexico or El Salvador. The belief of the researcher was that if the subjects read books related to a relevant issue inferential comprehension would increase because of the prior knowledge of the issue.

The two books that the researcher decided to use have an overarching and unifying theme; racial discrimination and social inequality. The two books that were chosen are *Friends from the Other Side* by Gloria Anzaldua and *Coolies* by Yin.

In both books, immigrants come to the United States to live a better life. In *Coolies*, Shek and Wong flee a war torn China during the Boxer Rebellion and end up working in the Central Pacific Railroad. It is here where Shek and Wong get their first taste of good old American racism and exploitation. They soon figure out that their lives are worth nothing to their white oppressors.

In *Friends from the Other Side* the main character, Joaquin, experiences racial discrimination from first generation Chicanos along the U.S.-Mexican border. They attempt to hurt Joaquin until the heroine, Prietita, steps in to save him from a beating.

In both books, the immigrant status hinders the main characters socially and economically. For example, Shek and Wong are paid less than the white workers and Joaquin and his mother find it difficult to find work for fear that they might get captured and deported by immigration officials. Socially, Wong and Shek are not part of mainstream society; they are marginalized and economically exploited. They are the beast of burden for the wealthy railroad investors. In *Friends from the Other Side*, Joaquin and his mother also live on the outskirts of white mainstream society. Joaquin is not wanted in the United States even by his own people due to his citizenship status and obvious cultural reasons.

In both books the main characters are monetary fountains for their immediate families. Joaquin works in order to provide food for his mother. Shek and Wong work day and night in order to send money back to China where their family still resides. *Coolies* and *Friends from the Other Side* both contain a hopeful ending; an ending with an eye towards the future. While both texts have a rather forward looking view of the future, it is evident in both books that without their respective communities the main characters Shek, Wong, and Joaquin would not have fared well.

One of the greatest differences in both texts was the time period, plot, and cultural group. *Coolies* is a text that describes the Chinese immigrant experience in the 1800's. Faced with overwhelming social and racial obstacles, *Coolies* is a story of success and perseverance. *Friends from the Other Side* is a contemporary story of border life in the United States. It describes in vivid detail the cruel welcome that undocumented people receive by white mainstream society as well as by their very own community. Nevertheless, this story is one of a community coming together in time of need.

The plots in both stories are very different. In *Coolies*, the plot unfolds on the railroad camps of California and the Sierra Nevada. Throughout the text Shek and Wong suffer the misfortunes of being new arrivals, and due to their citizenship status profound exploitation ensues. The plot in Anzaldúa's text plays out in the border towns along the U.S.-Mexican border. Here the harsh reality of poverty, child labor, and families torn apart by government agencies is an everyday occurrence.

Lastly, one of the greatest differences in both books was the culture that they portrayed. Both authors painted an amazing picture of the injustices committed upon both Mexican and Chinese people. Although both texts are about two different cultural groups, the similarities far

outweigh the differences. The treatment of both cultures has historically been one of cruelty by U.S. immigration policy and white society.

Pre and Post Assessments

For the pre assessment, the researcher used the *Basic Reading Inventory: Pre-Primer through Grade Twelve & Early Literacy Assessments*. By using this assessment tool the researcher was able to establish a baseline of the subjects' inferential skills. As the post test the *Developmental Reading Assessment* was used in order to document if inferential comprehension increased, decreased, or remained the same after the study. The *Developmental Reading Inventory* also measures the efficiency at which the subjects can use their inferential comprehension.

Field Jottings and Descriptive Notes

During the study, the researcher asked two inferential questions after every second reading of the text. A total of six books were read by the subjects and an average of 28.8 questions was asked to each subject. The questions were developed by the researcher. Field jottings were used to write down statements after each reading. The field jottings were also utilized by the researcher as anecdotal notes. Furthermore, the researcher created an inferential comprehension response sheet with the inferential questions on them. The goal of this sheet was to write down the responses to the inferential questions. The responses to the questions were transcribed from the field jottings onto the inferential comprehension response sheet. The inferential comprehension response sheet allowed the researcher to identify the number of different times that the subjects responded to one question. Descriptive notes provided the researcher the time to write down an analysis of the observed behaviors by using grounded theory and looking for data that addresses the research questions.

In Chapter 4, the researcher used field jottings and various coded tables that were developed from the responses that the subjects produced.

Procedure

The following steps were taken to secure the data for this ethnographic study; A) A consent form for participants was provided to parents. B) A three month timeline was established for the study. Two weeks were dedicated to pre teaching the directed reading and thinking strategy. C) A six week timeline for the study was also established. D) Four weeks were put aside for data analysis.

A consent form approved by the university and local district institutional review boards was made available to the subjects' parents or guardians. To secure this homogenous sample, the researcher established a conference with the parents and guardians in order to explain the purpose of the study and to assure the parents that the identity of their children would be protected. The subject's parents were given the opportunity to take the consent form home for further review. Parents were given the opportunity to ask questions about the research. However, questions concerning the prompts that were to be used for the study were not available to the parents. By quarantining the prompts the researcher secured the internal validity of the study and avoided instrument decay.

The treatment took place within a six week period. Six stories were used during the study. Stage one of the study focused on fairytales. For *The Three Pigs: Nacho, Tito, and Miguel* questions A and B were administered and questions C and D were administered for Galdone's *The Three Little Pigs*. The second stage focused on legends and questions E and F were administered for Haye's *La Llorona* and questions G and H were administered for Washington Irving's *The Legend of Sleepy Hollow*. Stage three focused on biographical

historical fiction with an emphasis on immigration. For this genre questions I and J for Anzaldua's *Friends from the Other Side* were asked and questions K and L were asked for Yin's *Coolie's*. Each stage started with a nativized version of the text and moved onto the non nativized version. Each reading stage took place for one week and each book was read four times in order to have room for discussion. The researcher visited with the reading group four times a week for thirty minutes. At the end of the study, the researcher met with the group 24 times. Four weeks were allocated to data analysis of field jottings and descriptive field notes. Data from the response to questions were collected after every reading on field jottings. After every two readings the responses to inferential questions were written down verbatim (Appendix B) and transferred to the Transcribed Field Jottings Inferential Comprehension Questions Response Sheet (see Appendix C to view the responses for each subject). At the end of each meeting day, the researcher added the observations from the field notes to the descriptive notes. These findings were then coded. The coding of data assisted the researcher in finding patterns that could lead to a hypothesis of why English language learners struggle to respond to inferential comprehension. It also helped address the strategies that could be used to increase inferential comprehension with English language learners. More importantly, by coding the responses to nativized and non nativized text, the researcher was able to develop a hypothesis of whether or not nativized text helped English language learners' use their inferential comprehension skills more efficiently.

The study began April 18, 2011 and concluded May 27, 2011. This was approximately a six week period. The research was analyzed during the summer and fall of 2011. The thesis was completed in the spring of 2012.

The researcher was interested in answering the following research questions: Why do beginning, early intermediate, and intermediate English language learners struggle in responding to inferential comprehension questions? And, what strategies can be used to develop English language learners inferential comprehension?

Two weeks before the study began, the teacher researcher modeled for the students, in a whole group setting, how to apply the directed reading and thinking activity in order to develop inferential comprehension. After the two week period, the five subjects chosen for this study began meeting with the researcher. It is important to mention that small group guided reading instruction is an everyday practice in the classroom. Therefore, the subjects were not aware that they were directly involved in a study. By taking the position of complete participant the researcher was able to protect the study from extraneous variables that could lead to skewed responses and instrument decay.

Data collection was triangulated in order to maintain validity. The data was collected on field jottings, descriptive field notes, and a sheet titled response to inferential comprehension questions, and pre and post reading assessments. Data collection took place in three stages during a six week period and each subject's data from field jottings were coded into three categories; correct response to inferential questions, incorrect response to inferential questions, and non response to inferential questions. Descriptive field notes aided the researcher to look for patterns that would lead to the crystallization of data: It is the researcher's objective to develop a theory that can answer the two research questions posed by the researcher. Lastly, descriptive notes as well as the coded responses helped the researcher in writing down the findings in the results portion of this study.

Summary

The researcher was concerned with English language learners who had never received literacy instruction in their primary language. More importantly, this study address why English language learners fail to respond or respond erroneously to inferential comprehension questions. The researcher believes that English language learners fail to respond to inferential questions due to the underdevelopment of the language acquisition device in the primary language (Chomsky, 1957). In other terms, if students have never been taught to infer in their primary language, they will not be able to transfer inferential skills to their secondary language. The underdevelopment of the language acquisition device in the primary language hinders the transfer of language skills between the primary and secondary language. Furthermore, English language learners fail to respond to inferential questions when they perceive the question to be irrelevant to their social, political, linguistic, and cultural reality. Inferential questions need to have a social, political, linguistic, and cultural component in order to have successful inferential responses from English language learners. Therefore, English language learners bring their own experiences to the text (Rosenblatt, 1989) and when these experiences are congruent with the text content (Alptekin, 2006) English language learners can use inferential skills much more efficiently. This study focused on the importance of increasing inferential comprehension by providing culturally responsive text (nativized) and comparing the results to responses generated after the subjects had read non nativized texts.

This study also advocates the use of concurrent strategies such as the directed reading and thinking activity and the preview/review reading strategy in the primary language. However, the researcher warns against using the preview/review strategy in a linguistically orthodox manner. The researcher encourages educators to use the preview/review strategy after determining the

language, vernacular, or dialect that the students are more comfortable responding in. The data will be triangulated, coded, and tabulated.

Chapter IV Results

In this part of the study, the first step that the researcher took was to analyze, discuss, and summarize the results of the treatment for the five subjects included in this study. The second step that was taken by the researcher was to analyze and summarize the outcomes of the pre and post assessments that were administered to each subject. The goal was to determine whether or not the treatment led to an increase in inferential comprehension.

Carmen's Results

Carmen was a very quiet and timid child. She is a reluctant social speaker in the classroom but does not shy away from academic conversation. As a matter of fact, the only time the researcher heard Carmen speak was under academic circumstances. Carmen was born in the United States. Carmen was retained in first grade because she had difficulty learning how to read. Carmen is beyond the emergent reading stage; she is currently an early reader and decodes with low fluency. Carmen is an early intermediate English language learner. At this stage of language acquisition, English language learners respond in grammatically incorrect speech. And language patterns in the present progressive tense begin to develop. Students in the early intermediate level of English language acquisition demonstrate increased factual comprehension in general and specific terms. Furthermore, at the early advanced level of language acquisition students begin to “draw conclusions or make inferences after reading a story” (California English Language Development Test CELDT Student Performance Level Report, 2010). Using the characteristics that define an early intermediate English language learner as outlined in the

beginning of the study, the researcher will analyze and summarize Carmen's responses to inferential questions.

Fairytales

The nativized text that was used for this genre was Bobbi Salinas's retell *The Three Little Pigs: Nacho, Tito, and Miguel* and Paul Galdone's version of *The Three Little Pigs* was chosen as the non nativized text.

Carmen did extremely well with both the nativized and non nativized version of *The Three Little Pigs*. Four questions were administered during the time Carmen read the nativized version of this popular European folktale. During the first response time, two inferential questions were administered and two correct inferential responses were reciprocated. The second response time was similar but with a slight difference; two inferential questions were administered but three inferential responses were stated correctly. In total, four inferential questions were asked and five correct responses were stated.

Various types of responses were stated while reading the nativized text. Carmen answered inferentially by stating an opinion which demonstrates that Carmen can respond through the use evaluative comprehension. She supported her opinion by elaborating upon her statement. She also answered one of the inferential questions by stating a cause and effect response. However, certain syntactical errors, such as using the verb "cannot" instead of the modal "could", were present when she stated her opinion. But these errors did not disrupt the meaning of her response.

Carmen's inferential comprehension performance, while reading the non nativized text, was equally impressive as when she read the nativized text. During the first response period, two questions were asked and three correct inferential responses were stated. During the second

response period, three questions were asked and the three questions were answered correctly. In sum, as Carmen read Galdone's version of the three pigs, the researcher administered a total of five questions and Carmen responded correctly with six inferential responses.

Carmen performed well with the nativized and non nativized text because she used the main idea that both books share: The wolf's continued attempt to capture and eat the three pigs. The main idea scaffolded her inferential comprehension. She also understood the predictability of the plot and relied on her prior knowledge of the story to respond correctly to the inferential questions. Repeated readings not only influenced multiple responses but also helped Carmen develop a deeper understanding of character motives, plot development, story problem, and solution.

It seems clear that students at the early intermediate level of English language development use their inferential comprehension more efficiently when both nativized and non nativized text share the same main idea and topic. So, if teachers are interested in developing inferential comprehension with children at the early intermediate level, efforts should be taken to accommodate the students reading material so that their culture and language is validated and can be embedded during reading instruction. By embedding culture and language in reading instruction, English language learners can use funds of knowledge to transfer prior knowledge and experiences from the nativized text to the non nativized text.

Legends

For legends, the researcher chose Joe Hayes retell of *La Llorona* as the nativized text and Washington Irving's *The Legend of Sleepy Hollow* as the non nativized text.

During the first response time to *La Llorona*, two inferential questions were asked and both were answered correctly. As Carmen read the text during the second response time, two

inferential questions were asked and three correct answers were stated through inferential responses. Out of the four inferential questions administered, five correct inferential responses were stated. A thorough understanding of character motives helped Carmen respond inferentially. Prior knowledge of this popular oral Mexican legend also scaffolded her inferential comprehension.

During the reading of *The Legend of Sleepy Hollow*, four inferential questions were administered. Two inferential questions were administered during the first response period and both questions were answered correctly. During the second response period, two questions were administered; one correct inferential response was stated and an incorrect response was given. Out of the four questions administered to Carmen, three responses were inferentially correct and one response was incorrect.

Carmen used her inferential comprehension more efficiently when she read the nativized text. Carmen relied more on prior knowledge and story content in order to respond inferentially to the administered questions for *La Llorona*. Repeated readings also improved and deepened the understanding of the plot. Further, Carmen relied on cause and effect in order to respond to the inferential questions as she read *La Llorona*. Carmen's responses to *La Llorona* text demonstrated more detail and implied meaning than when she responded to questions from the non nativized text.

The inferential responses that Carmen gave, as she read *The Legend of Sleepy Hollow*, were also very implicit in meaning: the researcher had to infer what Carmen was trying to state. Carmen's responses were conclusions that were too closely drawn from the text and were closer to factual responses: the dialectic between prior knowledge and content congruency was limited. Also, the reason that Carmen responded incorrectly to one of the questions, after reading *The*

Legend of Sleepy Hollow, was because of her heavy reliance on illustrations over content.

Rather than stating an inferential response, Carmen responded to the question by restating a fact.

Carmen needs to work on using text content and prior knowledge to develop her inferential comprehension. She also needs to understand the difference between inferential responses as opposed to factual responses. It is imperative for Carmen to work on responding in complete inferential statements. Carmen must avoid responses that leave a sense of ambiguity behind. Too many of Carmen's responses needed to be inferred upon by the researcher, nevertheless, her responses remained inferential. Lastly, the teacher of reading would be able to recognize that Carmen is a stronger inferential thinker when given the opportunity to read text that is culturally relevant.

Biographical Historical Fiction

For the genre of biographical historical fiction, the researcher chose to use the nativized text *Friends from the Other Side* by Gloria Anzaldua. For the non nativized text *Coolies* by Yin was chosen as the book of choice. The overarching theme in both books was immigration and the social contradictions that arise as result of being newcomers to a colonial society.

Carmen demonstrated strong inferential comprehension as she read *Friends from the Other Side*. After she read the nativized text twice during the first response time, Carmen was asked two inferential questions and both questions were correctly responded too. During the second response time to the nativized text, two inferential questions were asked and were responded too correctly. Carmen was asked a total of four inferential questions and all four questions were answered correctly. Carmen was able to respond successfully by drawing conclusions and using cause and effect responses. Further, due to the topic of immigration that *Friends from the Other Side* deals with, the researcher believes that Carmen was able to apply

her prior experiences on immigration concepts to negotiate meaning. What this implies is that English language learners who read text that is relevant to their own social, cultural, and political realities are more likely to use higher order inferential skills to problem solve social contradictions found in colonial societies. In other words, Carmen was trying to solve the problem she encountered in the text by providing immediate and feasible solutions that could be used in her community. It can also be inferred that relevant social, cultural, and political topics play a more important role in negotiating meaning than the level of English language proficiency. To make it clear, Carmen does not need to be proficient in English to understand the reality of racial discrimination, political persecution, or deportation of family members. Therefore, it is imperative that students with low English language proficiency receive reading instruction that is culturally, socially, and politically related to their everyday lives.

But what happens when students such as Carmen are not given the opportunity to read culturally relevant text? The researcher discusses the outcomes of such pedagogical decisions by analyzing Carmen's responses of the non nativized text. Carmen was given the opportunity to duplicate her previous performance with the non nativized text written by Yin. Yin's text, *Coolies*, is focused on the Chinese immigrant experience during the mid-1800s'. During the first response time, Carmen was administered three inferential questions. Carmen responded incorrectly two times. During the second response time, Carmen was administered three inferential questions once again. She responded correctly three times and gave one incorrect response.

Overall, Carmen was administered six inferential questions for *Coolies*. She was able to respond correctly three times, she responded incorrectly three times, and provided one non response. Repeated readings of *Coolies* seemed to have improved Carmen's ability to respond

inferentially during the second response time. So, it can be concluded that English language learners at the early intermediate level need multiple readings of the same text before they can respond inferentially.

The conclusion to Carmen's overall responses is that she can respond more efficiently to inferential questions when she reads nativized text in general. However, Carmen also performs well with nativized text and non nativized text that share the same main idea and plot. Carmen was administered 12 total inferential questions for nativized text and 14 correct responses were stated: no incorrect responses or non responses were evident. For non nativized text, Carmen was administered 15 inferential questions. Carmen was able to respond inferentially correct 12 times but provided four incorrect responses and one non response.

The researcher analyzed and summarized Carmen's incorrect responses. The objective was to identify what questions Carmen had difficulty with and why.

Carmen had the most difficulty with *Coolies*. The questions that Carmen struggled with were closed inferential questions in which a very specific response was necessary. Rather than responding inferentially, Carmen responded to the inferential questions by paraphrasing a fact out of the text or wrongfully drawing a conclusion that did not match the text content. When Carmen was encouraged to elaborate on one of the incorrect responses she was not able to do so. This means that Carmen did not understand the concepts that arose during the text, specifically concepts that dealt with economic exploitation. Therefore, Carmen needs improvement on elaborating upon prior knowledge and responding to closed inferential questions. One approach that could be taken to rectify Carmen's inability to respond to closed inferential questions would be to provide closed inferential questions that would encourage Carmen to use her knowledge of the nativized text. Carmen would enhance her ability to answer the inferential questions to the

non nativized text by using her prior knowledge of the nativized text. This comprehension strategy developed by the researcher will be discussed later in the study. This strategy, properly named by the researcher as the reflect and rephrase questioning strategy is intended to develop inferential comprehension by rephrasing the same question in various ways. For example, rather than asking, “*Why didn’t the white man help Wong save Shek, who was trapped under the snow?*” The researcher could have asked the question by taking elements from the questions that were used for the nativized text and asked, “*Why didn’t the white man help Shek get out of the snow the way Prietita helped Joaquin escape from La Migra (Immigration officials)?*” By providing a question such as this one, Carmen could have used her prior knowledge to explain why the white man did not help Shek.

Some of the most important lessons learned from Carmen’s performance are: one, it is imperative for teachers to provide text that share the same plot and main idea in order increase inferential comprehension with early intermediate English language learners. Two, provide questions that bridge the gap between nativized and non nativized texts so that emergent language learners are able to use prior knowledge and experiences as comprehension anchors. And finally and most importantly, the importance of providing literature that is culturally, socially, and politically responsive leads to great strides in the development of inferential comprehension with early intermediate English language learners.

Yadir’s Results

Yadir is an intermediate English speaker. At this stage of English language proficiency, English learners have good factual comprehension and inferential tasks also develop more fully. At the intermediate level of language proficiency students’ speech contains less grammatical errors. Intermediate speakers begin to use more complex syntactical structures such as

compound sentences in the past tense. Students at this level also use the present and present progressive tense more flexibly. Armed with this understanding of language proficiency at the intermediate level of English development the researcher will now explain Yadir's results from the study.

Fairytales

Yadir's results were surprising. Yadir responded more concisely to the inferential questions after reading Galdone's non nativized text *The Three Little Pigs*. During the first response to the non nativized text, Yadir responded correctly three times and during the second response period he responded correctly three times accumulating a total of six correct responses and no incorrect or non responses. Yadir was able to answer all six questions without hesitation. Inferential comprehension remained constant; the number of times (four times) the book was read did not decrease inferential comprehension.

However, it was a different outcome with Salinas's nativized text *The Three Pigs: Nacho, Tito, and Miguel*. During the first response to the nativized text, Yadir was asked two questions and responded to both questions correctly. During the second response, the same two questions were asked but one correct response was given and two incorrect responses were stated. Out of the four questions that were asked Yadir responded correctly three times and incorrectly two times. Inferential comprehension decreased after the second response period. Consecutive readings did not increase inferential comprehension during the second response period but had an effect during the first response period. During the second response period, Yadir made two statements that were not inferential responses. One statement was wrong due to syntactical errors in his speech. The second comprehension miscue was a factual connection to another

version of *The Three Little Pigs*. The objective was to respond inferentially but Yadir responded with factual comprehension statement.

Legends

Yadir was asked a total of four questions for *La Llorona*. During the first response period, Yadir was administered two inferential questions and responded correctly to one question and incorrectly to the second question. During the second response period, Yadir was asked two questions once again. Yadir answered correctly to one of the questions and incorrectly to the second question. Out of the four questions that were administered, two of them were answered correctly and two were answered incorrectly. The two times that Yadir responded incorrectly was due to his erroneous factual responses. Rather than responding inferentially both times, Yadir paraphrased a fact from the text.

The results from reading the non nativized text were interesting. Yadir was engaged with *The Legend of Sleepy Hollow*. Yadir was asked four questions for *The Legend of Sleepy Hollow*. During the first response period, two questions were asked. Yadir, however, responded with three correct responses and one incorrect response. During the second response period, two questions were asked and three correct responses were stated. In sum, four questions were asked for the non nativized text but six correct responses and one incorrect response were given.

Yadir was able to respond more efficiently to *The Legend of Sleepy Hollow* because the questions were open inferential questions. The elements of text such as characters and setting influenced Yadir's thinking. Due to the openness of one of the questions, Yadir was able to respond multiple times to the same question. Yadir also responded by drawing conclusions. Cause and effect responses could have been used but Yadir decided not to use this type of response.

The inferential questions asked for *La Llorona* were different. One question was a closed inferential question and Yadir was successful with this kind of question. The second question was an open inferential question; this question was difficult for Yadir because he failed to use the plot and characters to infer correctly. Further, the type of response needed for this question was a cause and effect response. To conclude, Yadir needs to work on responding through cause and effect. He also needs to learn how to use the plot and characters as a scaffold for responding inferentially. Consecutive readings have also demonstrated to be ineffective in increasing inferential comprehension in nativized legends and fairytales. The researcher is not advocating that repeated readings are not an ineffective strategy, but the researcher finds it extremely important to explicitly teach the different manifestations of inferential comprehension. Further, the need to teach the difference between open and closed inferential questions is pertinent to developing higher order thinking skills with English language learners at the intermediate level of English language development.

Biographical Historical Fiction

The genre of biographical historical fiction proved to be Yadir's genre of choice. As stated previously in the study, the nativized text that was chosen was Gloria Anzaldua's *Friends from the Other Side* and the non nativized text chosen was Yin's *Coolies*.

For *Friends from the Other Side*, five total questions were asked. During the first response period, two questions were asked and three responses were given correctly. During the second response time period, three questions were asked and three correct responses were given. Overall, five questions were asked and six correct responses were stated. Consecutive readings helped increase inferential comprehension during the first response period.

Coolies seemed to have a greater impact on Yadir's thinking. During the first response period, three questions were asked and were answered correctly. During the second response period, three questions were asked and four correct responses were given and one incorrect response was stated. In all, six questions were asked and seven correct responses were given and only one incorrect response was stated. Consecutive readings helped increase inferential comprehension during the second response time.

Yadir did a magnificent job in responding to the inferential questions under biographical historical fiction. Nativized and non nativized text did not impact the responses in a negative way; quite the contrary, multiple responses were given while Yadir read the nativized and non nativized text. In other terms, Yadir can handle nativized and non nativized text within the biographical historical fiction genre without comprehension breaking down.

In conclusion, for the nativized text thirteen total questions were asked. Eleven correct responses were given and four incorrect responses were stated. For the non nativized text, sixteen questions were asked. Nineteen correct responses were given and two incorrect responses were stated. It is clear that Yadir was much more successful with responding inferentially when exposed to non nativized text.

Why did Yadir experience more success with non nativized text? Let's analyze the texts that were used for fairytales. *The Three Little Pigs* written by Paul Galdone is semantically more simplistic. Galdone does not provide proper nouns for the little pigs while Anzaldua's little pigs are given names. The use of proper nouns could have affected inferential comprehension due to their complexity and the order in which they show up in the plot. Yadir might have struggled with memorizing the characters. Anzaldua's book also provided more complicated verbs in the past tense that ended with -ed endings. Galdone, on the other hand, used simple past tense verbs

with very few –ed ending words. In other words, *The Three Little Pigs: Nacho, Tito, and Miguel* demanded greater cognitive energy in order for Yadir to construct meaning.

For legends, Yadir produced more correct responses after reading *The Legend of Sleepy Hollow*. But all of his responses were conclusions that were brief and simple. After analyzing text elements for *The Legend of Sleepy Hollow* it can be concluded that Yadir inferred his conclusions not based on the text but based on visual cues. Therefore, the quality of his responses, although correct, was very poor in quality. *La Llorona* is a text with less visual support than *The Legend of Sleepy Hollow*. Yadir had to depend more on the plot and character development than on picture use. For this reason, Yadir was able to produce a correct response through the use of cause and effect.

Historical biographical fiction was Yadir's genre of choice. Yadir provided high quality inferential responses for both nativized and non nativized text. Both texts provide very complicated vocabulary, semantic structures, and relevant social concepts. However, the reason Yadir succeeded with both texts was due to the overarching theme of social injustice and racial discrimination. It seems like Yadir was able to use his own family background and experiences as a way to construct meaning and respond correctly to the inferential questions. Yadir's performance after reading biographical historical fiction highlights the importance of matching books that are culturally and socially relevant to the students' background.

Maria's Results

Maria, like Yadir, is an intermediate English language learner with very strong inferential comprehension. Linguistically, Maria speaks well in the present and past tense. She also uses the habitual present with flexibility. Interestingly enough, the present progressive tense is used only once during the thirty two responses that she made. Maria has a strong command of

contractions and applies them appropriately. These complicated language structures are strong indicators that Maria is ready to move to an advanced level of English language acquisition.

Fairytales

Overall, Maria has very strong inferential skills regardless of whether the book is nativized or non nativized text.

We started with Bobbi Salinas's book *The Three Little Pigs: Nacho, Tito, and Miguel*. A total of four questions were administered. During the first response period, two questions were asked and both questions were answered correctly. The second response period was similar, two inferential questions were administered and both questions were answered correctly. Maria answered the four inferential questions correctly for the nativized text.

For the non nativized text, *The Three Little Pigs*, Maria was equally successful with her responses. During the first response time, two questions were administered and both questions were answered correctly. The outcome for the second response time was similar, two questions were asked and two responses were stated correctly in return.

Evidently, consecutive readings maintained inferential comprehension constant. The results demonstrated that Maria was able to use the main idea as an anchor to inferentially comprehend and respond to both the nativized and non nativized text.

Legends

For legends, Maria demonstrated inconsistency when responding to inferential questions. She performed better with the nativized text than with the non nativized text. In total, Maria was administered nine questions for legends, seven were answered correctly and two were answered incorrectly. Now, the researcher will analyze these questions and responses in more detail.

Maria was administered five questions for *La Llorona*. During the first response time period, three questions were asked and the three questions were answered correctly. For the second response period, two questions were administered and both questions were answered correctly. All five questions were answered correctly.

As for the non nativized text, *The Legend of Sleepy Hollow*, a total of four questions were asked. For the first response time, two questions were administered. Maria responded correctly to the first question and incorrectly to the second question. During the second response time, the same two questions were administered once again. The response to the two questions was the same; one question was answered correctly and the other question was answered incorrectly.

To summarize, Maria broke even; out of the four questions administered, two were answered correctly, and the other two were answered incorrectly. However, the question must be asked,

“Why did Maria perform better with the nativized text than with the non nativized text after reading legends?” After reviewing the questions and answers for the nativized and non nativized texts for legends, the researcher noticed that Maria used various elements of text to negotiate meaning. Most noticeably, Maria used the problem, setting, and plot to draw conclusions for the nativized text. Further, the researcher believes that Maria was able to infer much more readily because of her previous exposure to this nativized text manifested through Mexican oral storytelling tradition. Maria also seems to possess a heightened sense of social relationships when it comes to the roles women play in relationships. In *The Legend of Sleepy Hollow* Maria responded correctly to the question that involved social relationships. This phenomenon was also evident in her responses to a similar question administered while reading *La Llorona*. On the other hand, Maria consistently failed to respond correctly to the question

involving cause and effect. Rather than Maria inferring the cause of why Ichabod Crane disappeared, she decided to restate the facts that occurred at the end of the story. What the researcher learned is that Maria needs further work with cause and effect questions and identifying the difference between restating facts and responding inferentially. Consecutive readings had a greater impact on Maria's inferential comprehension as she read *La Llorona*, however, consecutive readings did not increase inferential comprehension after reading *The Legend of Sleepy Hollow*.

Biographical Historical Fiction

As Maria read *Friends from the Other Side*, three questions were administered during the first response period. The three questions were answered correctly. During the second response time period, two questions were asked and both questions were answered correctly. In total, five inferential questions were administered and the five questions were answered correctly.

While Maria read *Coolies*, three inferential questions were asked during the first response period. These three inferential questions initiated multiple responses; two responses were correct and two responses were incorrect. During the second response time period, the same three questions were administered. Once again, these three questions influenced Maria to respond multiple times. Three correct inferential responses were stated and two incorrect responses were given. In sum, six inferential questions were asked during the time *Coolies* was read. Out of the six questions administered five responses were stated correctly and four responses were incorrect.

It is during the reading of historical biographical fiction that the researcher was able to notice inferential comprehension efficiency. While Maria managed to respond correctly five times for nativized and non nativized text, she responded incorrectly four times while reading

Coolies. The correct responses that were given for both texts were responses based on social, economic, and racial inequality. Maria was able to use her prior knowledge of slavery and undocumented people living within U.S. borders to explain the harsh conditions in which the characters lived in. It is without a doubt that Maria is driven by a great sense of social justice, which in return resulted in very profound responses. The question in which Maria responded erroneously four times was a closed inferential question. Rather than Maria drawing a conclusion or stating a cause and effect response, she felt compelled to respond factually to an inferential question. Like Yadir, Maria struggles to identify the difference between inferential responses and factual responses as it pertains to closed inferential questions. Now, the questions are whether these errors are due to language proficiency limitations, a lack of explicit instruction in inferential comprehension, or is it the complexity of the book that makes it difficult to negotiate meaning? The researcher is convinced that at the intermediate level of language acquisition, students seek congruence between visual cues and text features that might elicit a factual response from the non nativized text. Further, the late transaction theorist Louise Rosenblatt held the belief that readers bring preconceived ideas to the text and that the reader defines the overall meaning of the text based on their prior knowledge, but Rosenblatt also believed in the dialectic between the reader and the text. She stated that the process of constructing meaning “does not reside ready-made in the text or in the reader; it happens during the transaction between reader and text” (Rosenblatt, 1989, p. 157). With this understanding, advocated by Louise Rosenblatt, it is easy to understand why Yadir and Maria failed to respond to the closed inferential questions. Open and closed inferential comprehension questions are in direct contradiction to one another. Readers seek to respond freely and openly due to the various possibilities available to the reader. Open inferential questions can be responded too by drawing

conclusions, responding through the use of cause and effect, elaborating upon prior knowledge, predicting outcomes, or through the use of evaluative comprehension. Closed inferential comprehension questions demand a single response, such as drawing conclusions from context clues, that often limits a readers' creative response.

It can be concluded that Maria was capable of answering inferential questions more efficiently through the use of nativized text and through the implementation of open inferential comprehension questions. By using nativized text and open inferential questions Maria was able to respond more concisely. Therefore, Maria's sub genre of choice was nativized text. Maria was able to respond correctly a greater number of times after reading nativized text. Although the non nativized text might have elicited multiple responses, the number of correct responses was lower with this non nativized text.

Gardenia's Results

Gardenia was born in the United States and is a bilingual student with outstanding social skills. She lives in a single parent household and her level of academic achievement is amazing considering the reality in which she lives in. Gardenia is very precocious and demonstrates that trait in her responses to the readings. Gardenia, because of her strong oral communication skills, did not struggle with nativized and non nativized text. However, the findings demonstrate that Gardenia was able to use her inferential comprehension more efficiently through the use of nativized text.

Fairytales

As Gardenia read the nativized version of *The Three Little Pigs: Nacho, Tito, and Miguel*, a total of five inferential questions were administered and six correct inferential

responses were stated. For Paul Galdone's non nativized version of the three pigs, six inferential questions were administered and seven correct inferential responses were stated.

Fairytales was Gardenias genre of choice since both nativized and non nativized text had an equal positive effect on her inferential comprehension. Gardenia was able to use her prior knowledge of the popular fairytale in order to intrinsically negotiate meaning for the nativized and non nativized texts. By providing text that shared the same main idea, authors purpose, plot, and characters helped in the development of Gardenias inferential comprehension. Gardenia's inferential responses consisted of drawing conclusions, opinions, generalizations, and elaborating upon opinions when prompted to do so. In other terms, Gardenia was not only able to infer implicit meaning, but she was able to use metacognitive strategies such as the elaboration and modification of prior knowledge in order to negotiate and create meaning that was satisfactory to Gardenias understanding of the story. Furthermore, open and closed inferential questions did not hinder Gardenias inferential responses for this genre. And to reiterate once more, repeated readings of the nativized and non nativized texts and the profound similarity between both texts had an equally positive effect on Gardenia's inferential comprehension.

Legends

Gardenia performed very differently between *La Llorona* (nativized text) and *The Legend of Sleepy Hollow* (non nativized text). During the first response time to *La Llorona*, two questions were asked and two correct inferential responses were stated. As Gardenia read *La Llorona* during the second response time, two questions were administered and both questions were answered inferentially correct. Four total inferential questions were administered during the time that *La Llorona* was read by Gardenia. All four questions for this portion of the study were responded too correctly. Interestingly enough, Gardenia's responses were much more

elaborate during the first response time as opposed to the second response time. Her responses during the second response time were to the point and lacked the details that the first responses featured. The elaboration invested by Gardenia during the first response time was probably due to her fascination with a new story. It seemed that the elaboration that took place during the first response time was indicative of Gardenia's attempt to negotiate meaning and create something tangible that she could hold onto as the correct implied meaning of the text. In other words, she was trying to convince herself that what she was stating was correct. Therefore, once Gardenia made up her mind that her responses were correct, she used the initial conclusions that were stated in order to respond more concisely and with less detail during the second response time.

Gardenia's responses during the first response time were full of emotion and clearly captured the main characters feelings and motives. However, several of the responses during the first response time lacked clarity and demanded that the researcher infer the meaning of her responses. Moreover, her responses during the first response time were summative conclusions that involved two or three sentences or utterances' with the last sentence being the inferential response that gave the previous sentences meaning. During the second response time, Gardenia demonstrated more clarity of the question and responded much more concisely. This increase in inferential comprehension could be attributed to her familiarity with the text. In other words, repeated readings of the text and repeated administration of the same questions demonstrated an increase in the efficiency of inferential thinking and response.

There was a slight difference in reference to Gardenia's responses to the non nativized text *The Legend of Sleepy Hollow*. During the first response time period, two inferential questions were administered. As a result, one correct inferential response was stated and two incorrect responses were given. After Gardenia read *The Legend of Sleepy Hollow* a second

time, the same two inferential questions were administered and both questions were answered inferentially correct. A total of four inferential questions were administered to Gardenia: three correct inferential responses were generated and two incorrect responses were stated.

A question arises, what caused Gardenia to respond much more concisely to inferential questions during the reading of *La Llorona* as opposed to the responses given during the reading of *The Legend of Sleepy Hollow*? After careful examination of the inferential questions that Gardenia had difficulty with, it became evident that Gardenia did not infer well when given closed ended questions. In addition, during the first reading of *The Legend of Sleepy Hollow*, Gardenia demonstrated an over reliance on picture cues which led to erroneous conclusions. For example, rather than respond inferentially to one of the closed ended questions, she responded by paraphrasing facts from the text. However, it must be stated that while Gardenia did poorly during the first response period too inferential questions for *The Legend of Sleepy Hollow*, she was able to respond correctly to the same inferential questions during the second response time. The same occurred as Gardenia read *La Llorona*. The first time she was administered the inferential questions for *La Llorona* she was able to infer correctly but with minimal clarity to her responses. However, Gardenia responded inferentially correct during the second response time.

In conclusion, Gardenia needs time to acquaint herself with a new book when it is presented for the first time. She also needs to read the text multiple times before closed ended inferential questions are administered. Furthermore, repeated administration of the same questions should be conducted so that Gardenia could build upon her prior statements and respond in a more concise manner during a second round of inferential questioning. Lastly,

Gardenia also needs to identify the difference between paraphrased responses as opposed to inferential responses.

Biographical Historical Fiction

Under the genre of biographical historical fiction, Gardenia did a better job of inferring after she read the nativized text *Friends from the Other Side* as opposed to the non nativized text *Coolies*. Four inferential questions were administered for *Friends from the Other Side* and five correct inferential responses were stated and one incorrect response was given. During the first response time, two questions were administered to Gardenia and two correct inferential statements were given. One incorrect statement was stated as well during the first response time. During the second response time, two inferential questions were administered and three inferential responses were reciprocated correctly.

Six total inferential questions for *Coolies* were administered. Out of the six inferential questions administered three correct inferential responses were stated and four incorrect responses were given in return. During the first response time, three inferential questions were administered. In response, one correct inferential statement was given and three incorrect responses were stated. For the second response time period, three inferential questions were asked but two correct inferential statements were generated and one incorrect response was stated. The findings for *Coolies* are significant because Gardenia consistently failed to respond correctly to the following question: *Why didn't the white man help Wong save Shek who was trapped under the snow?* The reason that Gardenia had problems with this question is that it implies that the white man did not help Wong due to his contempt towards Chinese laborers. This is the only question under the genre of historical biographical fiction that implies racial discrimination being exercised by one cultural group upon another cultural group. The other five

inferential questions were explicit and directly stated some form of injustice through cause and effect questions. What this indicates is that English language learners at the intermediate level of language proficiency are more capable of answering explicit inferential meaning questions over questions that are implicit in meaning. In other words the injustice has to be stated explicitly rather than the injustice being implied or hidden within the question.

However, just because English language learners struggle with implicit inferential questioning it does not mean that educators should avoid such questioning. Rather than avoid this form of questioning, the educator should incorporate what the author of this study calls the reflect and rephrase approach. For example, if an English language learner such as Gardenia has difficulty in answering implicit meaning inferential questions the teacher should step back, reflect on the student's response, diagnose the problem, and finally rephrase the question. The manner in which the question is rephrased is imperative so that the student can understand the question. Rather than just asking the question, "*Why didn't the white man help Wong save Shek, who was trapped under the snow?*" The educator could rephrase the question by pulling parts of familiar texts. So, now the modified question would look like the following question: "*You remember the book Friends from the other Side and how Joaquin was helped by Preitita. Why do you think the white person did not help Wong save his brother Shek?*" If this rephrasing did not help, then it is the educator's job to go back and take the same steps and rephrase the question once again. The question can be stated in simpler terms such as *why didn't the man help Wong save his brother?* If rephrasing is not a successful strategy then it would be necessary to discuss this part of the text and negotiate the meaning by going back and studying the main idea and how the main idea really drives the plot forward. Additionally, points of discrimination in the text would have to be identified, justified as discriminatory, and discussed in order to

understand the discriminatory undertones of the text. Once this process is taken, the group at a later date can reconvene and the reflecting and rephrasing process can begin once again.

Interestingly enough, three out of the five subjects in this study struggled with the question that was stated above. Two subjects, Ailine and Yadir, demonstrated that they comprehended the question correctly and were, therefore, capable of articulating the proper response. What is also interesting is that Yadir and Ailine had the highest English proficiency level of the five subjects. Gardenia and Maria had just emerged into the intermediate level of English language proficiency while Carmen was still an early intermediate English language learner.

To conclude, it was clear that students, such as Gardenia, who has recently emerged into the intermediate level of language proficiency have greater difficulty with responding to implicit meaning questions, but on the other side of the spectrum, students who are late intermediate and early advance language learners tend to pick out and understand the implicit meaning in a question and are much more capable of articulating a correct inferential response. Lastly, Gardenia was able use her inferential comprehension more efficiently when she read nativized text. Overall, Gardenia was administered 13 inferential questions when she read nativized texts and answered inferentially correct 15 times and gave one incorrect response. As Gardenia read non nativized text she was asked a total of 16 inferential questions. Thirteen inferential responses were stated and six incorrect responses were given. Clearly, Gardenia is more comfortable with nativized text and demonstrates greater inferential comprehension when exposed to books that share language and cultural elements relevant to her own culture.

Ailine's Results

Ailine was an eight year old second grader with an early advanced English proficiency level. She joined the researcher's class in August 2010. Ailine had been retained in first grade due to her reading difficulties and therefore did not view herself as a prolific reader. As a teacher and a researcher of reading, the author of this study was fascinated by Ailine's reading challenges. Before choosing Ailine for this study, the researcher observed her as she read for different purposes in the classroom. She began to join the researcher for guided reading sessions. The researcher quickly noticed that Ailine was missing strategies that were keeping her from reading at a more advanced level. Ailine needed just a few decoding strategies in order to get her over her reading difficulties. The researcher started to address Ailine's reading difficulties by increasing her sight word vocabulary, teaching her how to use syllables and chunking for decoding multisyllabic words, and how to read with expression when reading within the quotes of the text. These four interventions helped develop her fluency.

In order to develop Ailine's inferential comprehension early in the year, I modeled and taught her explicitly how to use the question and answer relationship strategy. The objective of the QAR strategy is for "students to develop predictive questions as to what they will learn. Students then read and stop at various points to reconsider their original questions. They eliminate ones that are not correct, confirm those that are, and ask further questions about the text. After the reading, they review and confirm those that are accurate" (Guzzeti, 2002, p. 9). By the time Ailine was chosen for this study, she had already been working with me in a guided reading setting where she began to develop the self confidence necessary to become an early fluent reader. The following are Ailine's results from the study.

Fairytales

Ailine demonstrated an extremely high level of inferential comprehension throughout the study. For the nativized text, *The Three Little Pigs: Nacho, Tito, and Miguel* a total of four questions were administered. Four correct inferential responses were reciprocated and one incorrect response was stated. During the first response time two inferential questions were asked and both questions were answered inferentially correct. During the second response time, the same two questions were asked once more and as a result two correct statements were given and one incorrect response was stated.

Ailine performed equally strong when she read the non nativized text *The Three Little Pigs* by Paul Galdone. Ailine was administered a total of six inferential questions and responded inferentially correct with six responses. During the first response time, three inferential questions were asked and three correct inferential responses were stated. During the second response time, three inferential questions were administered and three correct inferential responses were given in return. It is apparent that repeated readings did not yield a greater number of inferential statements that other subjects had been able to produce. This phenomenon can perhaps be attributed to her higher expressive language which allowed her to articulate the correct inferential answers. However, Ailine demonstrated more insecurity with her responses. She lacked the detail that other subjects with a lower English proficiency level provided. She was content with answering quickly and to the point without giving further detail of the elements of text or character motives. She seemed to be self conscious that if she took the risk of expanding upon her responses that she would respond erroneously. Can it be that students at an early advanced proficiency level are less concerned with detail and more concerned with responding to the point? It seems that the questions that were administered by the researcher were responsible for Ailine's dry responses. The questions contained cause and effect and were

evaluative in nature. However, Ailine did not find it important to expand on her responses because there was no need to do so.

Legends

For *La Llorona* Ailine did equally well during the first and second response time period. Ailine was asked a total of four inferential questions and responded with six correct inferential statements. During the first response time, Ailine was administered two questions and three correct inferential statements were given. During the second response time, Ailine was once again administered the same two questions. She was able to respond with three inferential statements. It seems evident that Ailine's background knowledge of the popular Mexican legend had a profound effect on her inferential comprehension which led to her success during both response times. The questions that were asked for *La Llorona* were closed and open response inferential questions. Both questions were answered with a cause and effect response

One thing that changed between the first and second response time to the question, "*Why do you think La Llorona dies at the end of the story?*" was the quality of the responses. Her responses between the first response time and her second response time were very different. During the first response time Ailine implied that Maria (*La Llorona*) had committed suicide due her husband's emotional neglect. However, her inferential response for the same question during the second response time was more literary. Her response mentioned that she died of sadness or as Ailine put it "from a broken heart." This shift in vocabulary was not haphazard or something that Ailine developed. So, how did such a shift in vocabulary occur? After every reading the researcher set ten minutes aside for discussion. During these discussions the researcher addressed comprehension problems. This was also a time to discuss the questions and to model how to respond to questions. It was also an opportunity to expand upon the reasons for choosing

the vocabulary that was implemented when answering these questions. The idea of Maria (La Llorona) dying from a broken heart was derived from the researchers choice of words during the discussion process. Clearly, when Ailine was asked this question again she used the language modeled by the researcher. What this process of discussion and modeling suggests is that if educators' model expected vocabulary (behavior) the subject will attempt to emulate the expected behavior.

For *The Legend of Sleepy Hollow* Ailine did an equally strong job with her inferential comprehension. Overall, Ailine was asked five questions and six inferential responses were stated with one incorrect response. During the first response time, Ailine was administered two inferential questions and two inferential responses were stated with one incorrect response. During the second response time, three inferential questions were asked and four inferential responses were given. Repeated readings had a greater impact on her inferential comprehension as it related to non nativized text as opposed to nativized text.

Ailine did equally well with nativized and non nativized legends. Open inferential and closed inferential questioning was not a problem for Ailine. Because of Ailines familiarity with the legend of La Llorona she was able to state a higher number of correct inferential responses than when she responded to questions after reading *The Legend of Sleepy Hollow*. Clearly, the importance of prior knowledge of culturally relevant stories continues to be a recurring phenomenon in this study. Yadir is the only subject that has demonstrated that prior knowledge is not as important as the ability to implement successful decoding and comprehension strategies.

In relationship to what type of sub genre is appropriate for an early advanced English learner, the informed teacher of reading could generalize that nativized text in legends would be the most appropriate for student such as Ailine. The researcher is not urging educators to focus

only on nativized text during their reading time or that non nativized text, such as *The Legend of Sleepy Hollow*, should be completely omitted from a teachers reading program. Rather, non nativized text should be implemented in the reading process once the student has been exposed to similar nativized text. The objective of this strategy is to teach for the transfer of comprehension strategies between nativized text to non nativized text by comparing and contrasting elements of text. For example, in both these books elements of text could have been transferred from one text to the other. A ghost like element existed in both books. This text element could have been used by the teacher as a comprehension strategy and by the student in order to explain why both characters died at the end of the story. Another text element that both books shared was the failed relationships of the two main characters. Both characters problems arose from such relationships which in turn led to the characters motives: Ichabod's disappearance and Maria's horrific drowning of her children and eventual demise.

Biographical Historical Fiction

Although Ailine did well with both nativized and non nativized text, it was apparent that Ailine performed inferentially stronger when she read non nativized text. For *Coolies*, a total of six inferential questions were administered and eight inferential responses were reciprocated. During Ailines first reading of *Coolies* three inferential questions were administered and three correct inferential responses were stated. During the second response time, three questions were asked and five correct inferential responses were stated. No incorrect responses or non responses were evident. Ailine's inferential comprehension increased with repeated readings of *Coolies* along with continual discussions about the problems that arose from analyzing the plot.

For *Friends from the Other Side*, Ailine performed very well when she was administered the inferential questions. Overall, Ailine was asked a total of six inferential questions; as a result

six inferential responses were given with along with one incorrect response. During the first response time, four questions were administered and four correct responses were stated with one incorrect response being given. During the second response time, two inferential questions were asked and two correct responses were stated.

In conclusion, Ailine performed equally strong when she read nativized and non nativized text. For the nativized text Ailine was asked a total of 14 inferential questions and 16 correct inferential responses were stated and two wrong responses were given. For the non nativized text Ailine was administered 17 inferential questions and 20 correct inferential responses were given with one incorrect response. In general, it can be safely concluded that Ailine favors the non nativized sub genre. Under the non nativized sub genre Ailine committed less comprehension miscues compared to nativized text. However, if the researcher were to ask the following question: “Which genre best suits the comprehension needs of an early advanced speaker of English such as Ailine?” The researcher would be compelled to state that non nativized biographical historical fiction as well as nativized legends is the genre that Ailine needs exposure too in order to develop her inferential comprehension. Additionally, Ailine and Yadir seemed to be more comfortable reading non nativized text. But why is it that both these subjects were capable of performing better with books that were out of their own cultural comfort zone? The researcher believes that the answer rests in the level of language proficiency of both the subjects. According to the *CELDT Performance Descriptors*, it states that students emerging into the early advanced stage of language acquisition “begin to combine elements of the English language in complex, cognitive demanding situations and are able to use English as a means for learning in academic domains” (California English Language Development Test Student Performance Report, 2010-2011).

Conclusions

The primary objective of this study was to find out why English language learners failed to respond or responded erroneously to inferential comprehension questions at different language proficiency levels. The interest in this research began in 2008 with a seven year old second grader named Citlali who was in the researcher's second grade class at the time. The researcher was interested in finding out the reasons for Citlali's comprehension difficulties. This student was an early intermediate English language learner with limited expressive language in English and often responded with one word utterances. When this student was asked inferential questions during read alouds, the researcher noticed that the child did not respond or responded erroneously. There were several possible answers to this phenomenon. Perhaps the child did not have sufficient academic language to translate the question from English to Spanish and back to English and then generate a response in English. It was also possible that the student lacked interest in the text being read or difficulties in responding to inferential questions could have arisen out of Citlali's lack of interest in the questions being asked by the researcher. These contradictions could only be addressed theoretically and proven by the outcomes of this study.

Using Noam Chomsky's innatist language acquisition theory, that all humans are programmed to learn language with minimal support, the researcher realized that the language acquisition device, as Chomsky called it, is the primary engine for acquiring expressive and receptive language. It is the very engine that is capable of developing and enhancing basic interpersonal communications skills and cognitive academic language. Moreover, the language acquisition device is not only responsible for the acquisition of reading, writing, expressive, and receptive language. The language acquisition device is also utilized by English language learners for analyzing and interpreting the social, political, and economic realities that they face

on a day to day basis, specifically as it relates to the Mexican American community in this study. In other words, “the rules that govern language, although not directly taught to young children, are modeled in ways that facilitate acquisition. Children then experiment with language in ways that help them use language in socially acceptable ways. This may vary according to specific social and cultural rules” (Quiocho & Ulanoff, 2009, p. 55). As children grow and socially involve themselves with their families and communities, language variations begin to emerge and are used flexibly depending on the social situation. Mexican American students in particular develop language in a rather predictable but extremely complicated way. Mexican American children with strong ties to Mexican culture develop basic interpersonal communication skills in Spanish. As these children grow older and are exposed to American colonial culture they begin to adopt and combine vocabulary and syntactical structures known as code switching. Code switching, also known as Kalo (Spanglish), remains a non academic dialect that is used flexibly by Mexican Americans in social occasions. How students decide to use Kalo or any derivation of standard American English is governed by who they socialize with in the community. As Kalo emerges so does the non academic English. Eventually, academic language begins to develop at the same time that basic interpersonal communication skills begin to emerge.

In sum, it is the family and community that aides in the in the language acquisition process. Television, with its context embedded and cognitive undemanding nature helps in the development of expressive and receptive English. Siblings model and practice with each other the basic interpersonal communication skills acquired within the school setting and the community. Parents model basic interpersonal communication skills in Spanish and at times might also model Kalo or standard American English. The way in which language is acquired and utilized in the Mexican American community can vary from minute to minute.

The Task at Hand for Educators

English language learners often times set foot in American educational institutions knowing how to speak a non academic primary language, a code switching dialect (Kalo/Spanglish), or are fully bilingual or monolingual. These manifestations of languages are acquired in their communities and school settings. But, what can be done when English language learners speak a non standard primary language? According to Quijano and Ulanoff (2009), basic interpersonal communication skills in the primary language should aid in the development of cognitive academic language proficiency in the primary language. As academic language develops and matures in the primary language, the task of the educator is to begin the transfer academic language to English. This process of transferring academic language skills to the secondary language will be facilitated when students are involved in a maintenance bilingual program. It is in the bilingual classroom where points of language transfer can be explicitly taught by educators. For example, literacy concepts such as true cognates, most consonant sounds with the exception of v, ll, h, j, r, rr, z, ñ, x, and Comprehension skills are transferable between Spanish and English (Colorin Colorado, 2007). Unfortunately, points of language transfer are diminished when English language learners are placed in structured English immersion classrooms. In these settings the primary focus is to develop basic interpersonal communication skills in English and often times at the cost of replacing the primary language. As a result, by not developing academic language in the primary language, what occurs is a delay in the development of cognitive academic language proficiency in English. Here then stands the problem: without developing academic language proficiency in the primary language, academic language transfer to the secondary language is complicated. As a consequence, English language learners do not have a primary academic language to transfer into English. What does this mean

for educators who teach in a non bilingual setting where all subject matter is delivered in the second language? First, it means that educators must work hard to develop interpersonal communication skills and academic language proficiency in English concurrently. Secondly, educators must differentiate reading instruction by providing reading material that matches the English language learners dialect, English language proficiency, and past experiences. Furthermore, educators of English language learners must be aware of cultural and social issues that are transferable between cultures. Cultural concepts that are transferable are moral values and beliefs, religion, oral histories, rituals, and customs. Social concepts that are transferrable between Spanish and English are issues of poverty, social/racial injustice, immigration, incarceration of loved ones and the list goes on. But as mentioned before, the educator of English language learners must be aware and sensitive of the English language learners' social reality and differentiate reading instruction so that students have an affinity with what they are reading. In other words, "The more background knowledge a student has, the more he/she understands" (Cummins, 2001, p. 89). In short, English language learners, specifically Mexican American English language learners, are not an archaic homogenous group. On the contrary, it is a community that is dynamic and always changing and the literature that English language learners are exposed to should emulate the dynamic nature of the Mexican American community (Coronel, 2011).

In summation, educators must differentiate reading instruction by choosing literature that is culturally and socially relevant to English language learners and in return English language learners will negotiate and construct meaning according to how they view the world around them. Therefore, the language acquisition device is in full working order when students use

expressive and receptive language to analyze, interpret, and discuss their world as they read culturally, socially, and politically responsive literature.

Pre and Post Assessment Results

In this portion of the study the researcher will discuss the results of the pre and post assessment (Appendix D) as well as the responses stated after the test questions were administered (Appendix E). When these five subjects were recruited for this study they had to meet certain criteria. First, the subjects had to be early intermediate, intermediate, or early advanced speakers of English. Secondly, they had to be able to decode the reading materials with relative ease. Lastly, they had to have demonstrated difficulties in inferential comprehension.

The five subjects in the study were asked two questions each from the *Basic Reading Inventory*. Carmen, Maria, Gardenia, and Ailine responded inferentially correct to both questions. Yadir, however, answered one question inferentially correct and the other question was administered three different times and was answered incorrectly all three times. Overall, 12 inferential questions were administered and nine correct inferential responses were stated and three incorrect responses were given. The results of the pre test gave me a baseline in terms of the subjects' comprehension development and it was also a strong predictor as to how they would do throughout the study. At first, the researcher thought about dropping a few of the subjects from the study due to their outstanding performance during the pre assessment. However, because of time constraints, the researcher decided to keep the subjects that were initially recruited for the study. As the study came to an end, the subjects were once again assessed with the *Developmental Reading Assessment* in order to compare any upward or downward movement. Carmen was asked four inferential questions and she answered all four

questions inferentially correct. Gardenia, Maria, Yadir, and Ailine all received three inferential questions. However, Gardenia, Maria, and Ailine responded inferentially correct to all three questions. Yadir, on the other hand, responded inferentially correct to two questions and incorrectly to one question. In sum, Yadir continued to have inferential comprehension difficulties before, during, and after the study. During the pre test Yadir was asked a question about zoo animals and what they ate. It is the belief of the researcher that Yadir did not have sufficient background knowledge of the topic to be able to answer the question successfully. On the post test Yadir failed to use evaluative comprehension in order to answer a question related to the author's purpose and the plot of the story. What can be concluded is that Yadir's teacher must build background knowledge of topics unknown to the reader. Yadir's teacher must also teach him how to activate background information and how to relate it to the text. Further, Yadir needs to develop the ability to form and state opinions from the elements of text.

Data Crystallization

At this point of the study the researcher is seeking data crystallization. Data crystallization is the process by which the researcher seeks out recurring patterns in order to address the research question. Once the researcher achieves data crystallization, a theory as to why English language learners fail to respond or respond erroneously to inferential comprehension questions will be developed.

As the researcher coded and tabulated the overall student response to inferential questions (Appendix F) as well as the individual subject responses to inferential questions (Appendix G) it became evident that these five students possessed strong inferential skills as demonstrated by the pre and post test as well as the responses stated during the study. However, a trend began to emerge among four out of the five English language learners. For example,

Carmen, Maria, Gardenia, and Ailine responded to inferential questions equally well or better after reading nativized text.

Carmen, who was an early intermediate English speaker, was asked 12 inferential questions for the nativized texts and responded with 14 correct inferential responses. For the non nativized texts Carmen was asked a total of 15 inferential questions and responded inferentially correct 12 times. Carmen also generated four incorrect responses and one non response for the non nativized texts.

Maria, an intermediate English language learner, was asked 14 inferential questions for the nativized texts and she was able to respond inferentially correct to all 14 questions. But for the non nativized texts she was asked 14 inferential questions and answered inferentially correct to 11 questions and responded incorrectly six times.

Gardenia, also an intermediate English language learner, was asked 13 inferential questions for the nativized texts and answered inferentially correct 15 times and responded incorrect one time. Gardenia did not do as well for non nativized texts: 16 inferential questions were administered and 13 correct inferential responses were stated along with six incorrect responses.

Ailine, who demonstrated the highest English language proficiency level among all five subjects, did well with both nativized and non nativized books. For nativized books, Ailine was administered a total of 14 inferential questions and responded inferentially correct 16 times with only two incorrect responses. Ailine performed equally well with non nativized texts: 17 inferential questions were asked by the researcher and 20 correct inferential responses were stated with only one incorrect response. By looking at Ailine's results it seems that higher

English language proficiency students have the tendency to negotiate and construct meaning more efficiently with both nativized and non nativized texts.

Yadir, an intermediate language learner, defied the pattern of the previous four subjects. Yadir did not perform as well with nativized text. He was asked 13 inferential questions and answered eleven inferential questions correctly with four incorrect responses. For non nativized texts Yadir was asked 16 inferential questions and answered inferentially correct 19 times with only two incorrect responses. Clearly, Yadir performs better with non nativized texts and this sub genre seems to be Yadir's preferred choice in books.

Four of the five subjects were able to use inferential comprehension more efficiently when reading texts that were culturally relevant (nativized texts) as opposed to texts that did not provide social and cultural supports (non nativized texts). Evidently, English language learners at the early intermediate to intermediate language proficiency levels rely heavily on their cultural and social funds of knowledge: findings for early advanced language learners are inconclusive. More research on inferential comprehension is needed on students at the early advanced and advanced levels of English language development but efforts must still be made to generalize why the subjects performed the way they did. The following section in this study explains in more detail the patterns that emerged and the hypothesis that was derived from the study.

Maria, Carmen, Gardenia, and Ailine approached nativized texts with great enthusiasm due to the texts cultural and social elements that triggered prior knowledge and experiences. The non nativized texts did not provide the social and cultural scaffolds that were necessary for the meaning making process for early intermediate and intermediate English language learners. However, Ailine was the exception because of her early advanced language proficiency level. Ailine performed well with both nativized and non nativized texts. What this implies is that

students at the early intermediate and intermediate language proficiency levels should be exposed to books that tap into their cultural, social, and political sensibilities. Careful observation should be taken when early intermediate and intermediate English language learners are involved with culturally responsive literature. While reading culturally relevant literature, the comprehension strategies that early intermediate and intermediate English language learners display should be identified and taught explicitly as they read non nativized texts. Therefore, since English language learners have limited academic language or, sometimes, no academic language in their primary language; the transfer of funds of knowledge from nativized texts to non nativized texts will lead to an increase in inferential comprehension of non nativized texts.

English language learners at the early advanced stage of language acquisition, such as Ailine and Yadir, exhibit skills that Gardenia, Maria, and Carmen lack. Ailine and Yadir, unlike the other subjects, enjoy the ability of using their funds of knowledge in order to construct meaning for both nativized and non nativized texts. Ailine, for example, uses her code switching ability to discuss and infer upon nativized and non nativized texts and Yadir utilizes his strong expressive language to discuss the text. Yadir, however, demonstrated that he was able to use inferential comprehension efficiently as he read biographical historical fiction books but he over used visual cues for both nativized and non nativized texts in his reading of fairytales and legends causing him to state facts from picture cues and not inferences.

Another recurring pattern that emerged was that repeated readings of the same text increased the number of correct responses between the first response time and second response time for Carmen, Maria, and Gardenia. Therefore, lower language proficiency students need repeated readings in order for inferential comprehension to improve. However, repeated readings of nativized texts for Ailine (L-4) and Yadir (an emerging L-4) did not increase inferential

comprehension between the first response time and the second response time, but repeated readings of non nativized texts increased inferential comprehension between the first response time to the second response time for both Ailine and Yadir.

In conclusion, English language learners vary greatly in the manner in which they respond to inferential questions. However, this study has shown that there are predictable patterns that can be capitalized upon by the teacher of reading. First, English language learners at the early intermediate to intermediate level of language acquisition apply inferential comprehension much more efficiently as they read nativized texts. On the other hand, early intermediate and intermediate English language learners performed inferentially poor after reading non nativized texts. There is an exception to this generalization, Carmen, Maria, and Gardenia demonstrated that they could use their inferential comprehension flexibly between nativized and non nativized fairytales. What this means is that familiar characters, settings, and plots scaffold inferential comprehension regardless of the sub genre. Therefore, English language learners inferential comprehension will benefit from reading similar nativized and non nativized stories. The comparing and contrasting of such elements of text should be used as points of transfer for other stories that share similar elements of text. This can be done by carefully crafting and administering questions in which elements of text from one text, such as *Friends from the Other Side*, is utilized to construct questions for the non nativized text. Lastly, repeated readings increased the overall number of correct inferential responses stated by all subjects. All five subjects seemed to gain more by repeatedly reading books that were out of their cultural and social comfort zone. But three out of five subjects benefitted from repeated readings of the nativized text.

Thus, if educators seek to improve the inferential skills of their early intermediate and intermediate English language learners: they need to provide ample time for the rereading of nativized and non nativized texts that share similar characters, settings, and plots. In addition, early advanced English language learners inferential comprehension will fare equally well with nativized and non nativized text. Further, educators should also welcome and utilize the funds of knowledge that students bring to the reading table. These funds of knowledge do not only mean the utilization of prior knowledge and cultural/social experiences but also the freedom to allow students to respond through Kalo (Spanglish/code switching), English, or Spanish.

In essence, it could now be stated that the reason that Citlali failed to respond or responded erroneously to inferential questions was because her reading materials had not been differentiated between nativized and non nativized text. The questions that were administered to Citlali lacked differentiation and meaning for her because they had no connection to any previous text read by her. Her language acquisition device was in good working order. The objective of the language acquisition device was not to find points of language transfer, but rather, its role was to find points in which funds of knowledge could be transferred between nativized and non nativized texts. What was discovered was that cultural, social, and political sensibilities had not been tapped into through culturally responsive literature. In other words, Citlali was cheated from truly enjoying the process of negotiating and constructing meaning.

Chapter V Discussion

The research question being addressed in this study is the following: Why do English language learners at the early intermediate, intermediate, and early advanced levels of English language acquisition fail to respond or respond erroneously to inferential comprehension questions after reading in a small guided reading setting.

The researcher was under the impression that the reason English language learners did not respond to inferential comprehension questions was due to a lack of cognitive academic language proficiency. This point was obvious since most English language learners transfer basic interpersonal communication skills from Spanish to English, but fail to transfer academic Spanish to academic English due to the fact that most English language learners never develop academic language in their primary tongue.

So, if the acquisition of academic English is one factor that hinders the development of inferential comprehension, what else can affect the development of inferential comprehension? In order to address this question the researcher had to develop an overall English language learners inferential comprehension performance hypothesis as well as a hypothesis that relates English language learners inferential performance with the genre that was at the their zone of proximal development. A third hypothesis was necessary; a specific pattern emerged that related an increase in inferential comprehension as a result language proficiency and choice of genre? These three hypotheses will be discussed further in the next three paragraphs.

Overall English Language Learner Inferential Comprehension Performance Hypothesis

The overall English language learner inferential comprehension performance hypothesis will have groundbreaking affects throughout California and wherever English language learners make up the majority of the student population. It will force teachers of reading to reflect upon and re evaluate the kind of literature they present to language learners of all nationalities and ethnic groups. This hypothesis states that English language learners at the early intermediate, intermediate, and early advanced levels of language proficiency tend to respond inferentially correct a greater number of times after reading nativized text and they perform inferentially incorrect a higher number of times after reading non nativized text. In other terms, early

intermediate, intermediate, and early advanced English language learners seem to be more engaged and respond to inferential comprehension questions more efficiently when reading culturally, socially, and politically relevant text than when they read text that is out of their cultural and social comfort zone. For example, for nativized text 70 inferential statements were given and only seven incorrect responses were stated. On the other hand, for non nativized text 75 inferential responses were given and 19 incorrect responses were stated as well as one non response. However, within this hypothesis a unique phenomenon arose. Inferential comprehension improved after multiple readings of the non nativized texts *Coolies* and *The Legend of Sleepy Hollow* but slightly decreased with the non nativized text *The Three Little Pigs* but the high number of comprehension miscues is too great to overlook. While the hypothesis states that culturally, socially, and politically relevant text increases the efficiency of inferential comprehension with early intermediate, intermediate and early advanced English language learners, it also states that inferential comprehension increases with multiple readings of non nativized text. It is at this point where the reflect and rephrase strategy can be implemented in order to increase inferential comprehension with non nativized text. The reflect and rephrase strategy allows the teacher of reading to close the gap between nativized and non nativized text.

English Language Learner Inferential Performance and Genre within the Zone of Proximal Development Relationship Hypothesis

This hypothesis explains how certain genres naturally seem to culturally, linguistically, socially, and politically fit and meet the needs of English language learners with minimal support from the teacher and with great gains in inferential comprehension. For example, English language learners in this study experienced greater success in responding to inferential questions when they read fairytales and legends regardless of whether the subgenre was nativized or non

nativized. They also experienced success when they read nativized biographical fiction due to the subjects' background knowledge on the Mexican American immigration experience.

What can be concluded is that efforts should be made by teachers to expose English language learners to culturally relevant literature. This is literature in which English language learners prior knowledge of their culture, language use, social, and economic reality can readily be transferred between nativized and non nativized texts. The researcher is not advocating that language knowledge and use is the primary focus for the development of inferential comprehension. The researcher believes that the student as a whole must be taken into account. Understanding a student's background and experiences is imperative in differentiating reading instruction. Elements such as poverty, racial discrimination, economic deprivations, and life in the United States as an immigrant child, language barriers, and secondary language manifestations such as Kalo (Spanglish) or academic language should all be considered elements of text. Once again, as stated earlier in this study, Alptekin (2006) mentioned that "L1 inferencing skills are utilized more frequently and efficiently in the L2 when text content and prior knowledge are congruent" (p. 503). Thus, children will inferentially comprehend text as far in as they understand their own reality as a continuously evolving human being within their culture and their relationship to other accommodating or often times belligerent cultures.

Language Proficiency/Genre Choice Inferential Comprehension Increase Relationship Hypothesis

This hypothesis states that students at different language proficiency levels tend to do inferentially better with certain literary genres. This portion of the study is dedicated to explaining which genres and sub genres seem to be most effective in developing inferential comprehension among students with varying language proficiency levels.

Early intermediate English language learners

Students at this language proficiency level seem to gravitate towards literature that they have prior knowledge of. Carmen, for example, did well with nativized and non nativized fairytales because of the similarity between characters, plot, main idea, and setting. Carmen also did well with nativized biographical historical fiction and nativized legends. She was able to experience success with nativized biographical historical fiction because of her prior knowledge of the Mexican American immigrant experience. Carmen also did well with the nativized legend of *La Llorona*. The legend of La Llorona is embedded in the psyche of every Mexican American child and Carmen was able to use her knowledge of the legend to successfully negotiate and construct meaning. At this language level students seek nativized and non nativized texts that share similar characters, setting, plot, and main idea. They also seem to prefer nativized books in which social and cultural relevance can be utilized to negotiate and construct meaning.

Intermediate English language learners

Gardenia, Maria, and Carmen performed inferentially well on the same books. They also had comprehension difficulties on the same books. Gardenia and Maria, like Carmen, did well with nativized and non nativized fairytales. Fairytales seemed to be the genre of choice for lower language proficiency students. This demonstrates that early intermediate and intermediate English language learners do inferentially better with this genre because the texts share similar elements of text. The popularity of the fairytale, *The Three Little Pigs*, provided support in the process of negotiating and constructing meaning. Further, early intermediate and intermediate language learners did inferentially better when they read nativized biographical historical fiction and nativized legends. Again, the importance of prior knowledge, experiences, and similar elements of text assisted in the development of inferential comprehension. However, Yadir, an intermediate and emerging early advanced English language learner, struggled with nativized

stories. Yadir overused visual cues and undermined inferential meaning cues. Where Yadir did well was in biographical historical fiction. Under this genre, Yadir was able to use concepts such as injustice and racial discrimination to negotiate and construct meaning. Yadir demonstrated a heightened sense of right and wrong. Yadir also did inferentially well after reading the nativized version of *The Three Pigs* retold by Paul Galdone. This can once again be explained by the fairytales popularity not because the text contained primary language elements familiar to Mexican American students. For legends, Yadir demonstrated an overuse of literal comprehension for the nativized text. Additionally, Yadir had stated that he had never heard of La Llorona before, therefore, the lack of prior knowledge greatly hindered the meaning making process. Surprisingly, Yadir responded inferentially better after reading the non nativized version of legends.

In conclusion, while Yadir had some difficulty in comprehending nativized text, his meaning miscues are enough to generalize that Yadir is a stronger inferential reader with non nativized text. The question still remains: Why did Yadir have difficulty responding inferentially to the same nativized stories that Carmen, Gardenia, and Maria were so successful with? It is important to go back and understand Yadir's background. Yadir is part Salvadoran and part Mexican. It is quite possible that certain legends are not shared between Mexican and Salvadoran culture which explains his lack of knowledge of La Llorona. Another factor for his poor performance on nativized text can be that he overuses visual cues and fails to understand the story.

It now seems clear that early intermediate and intermediate English language learners consistently seem to perform inferentially better after reading nativized and non nativized fairytales and nativized legends. They also perform inferentially better after reading nativized

biographical historical fiction. From these outcomes, it is becoming ever more important to expose the reality that English language learners are not being challenged to read outside their cultural and social comfort zone. It is also becoming clear that English language learners need greater exposure to informational texts such as biographies, auto biographies, and literature focused on history. The implementation of nativized text and the skills learned from reading nativized text can then be transferred in order to develop inferential comprehension from non nativized text.

Early advanced English language learners

Ailine was the only early advanced subject in this study. The unique and most interesting feature about Ailine is that she demonstrated the lowest decoding skills, aside from Carmen, but had the highest level of inferential comprehension. Ailine did equally well with nativized and non nativized text for fairytales, legends, and biographical historical fiction. Overall, she provided multiple inferentially correct responses for nativized and non nativized text. For the nativized text she was administered 14 questions and 16 correct inferential responses were given with two incorrect responses. For the non nativized text, Ailine was administered 17 questions and stated 20 correct inferential responses and one incorrect response.

To conclude, Ailine, because of her language proficiency level does inferentially strong with nativized and non nativized text. Because of Yadirs emergence into the early advanced stage of language acquisition, his results are the ones that most closely resemble Ailine's results. Ailine, like Yadir, seems to perform, somewhat but not significantly, better with non nativized text.

It can be hypothesized that early advanced language learners are more efficient at inferring from both nativized and non nativized text. With higher language proficiency students,

cultural awareness, social background, linguistic elements, and political issues are applied evenly, as a literary scaffold, between nativized and non nativized text. On the other hand, English language learners at the early intermediate and intermediate levels of English language acquisition perform inferentially superior after reading nativized text but have not learned how to transfer their cultural awareness, social background, linguistic elements, and political understandings to non nativized text.

Limitations and Areas of Future Research

Before discussing the limitations of this study, the researcher will briefly discuss the demographics of the classroom in which the subjects of this study were members of.

First, the study took place in a second grade class of 22 economically disadvantaged students somewhere in southern California. Seventeen of the students were of Mexican descent, one student was Caucasian, three students were of mixed ethnic background, and there was one African American child in the class. Linguistically, the class was made up of 11 English language learners at the early intermediate, intermediate, early advanced and advanced stage of English language acquisition and five students spoke only English at home. Six of the 22 students were not English language learners but were bilingual. Out of the 11 language learners in the classroom only five were chosen to participate in this qualitative study.

One of the limitations of this study is that it would be difficult, but not impossible, to replicate in other regions of the United States, due to the cultural and linguistic reality found in southern California. Careful steps are warranted when attempting to replicate this study with other ethnic, cultural, and linguistic groups. Relevant nativized texts must be chosen accordingly in order to maintain the validity of the study; therefore, the culture of the sample group must be taken into account for the study to be replicated appropriately. For example, this study consisted

of four Mexican American students and one child of mixed Mexican/Salvadoran nationality. Efforts were made to match the subjects' culture and social reality with nativized text. Then, non nativized texts were chosen based on similar elements of text found in the nativized text.

These subjects had unique cultural and social backgrounds that can be mostly found in the southwestern United States. These unique cultural and social elements consist of issues such as undocumented parents and child displacement, a heavy oral story telling tradition, cultural and political persecution by European American colonialism, poverty, and racial and social discrimination. These are elements faced by the Mexican American community that might not be relevant to other Spanish speaking communities. For example, the Puerto Rican and Cuban communities do not face the same problems of immigration and residency as the Mexican American community; therefore, the stigmatism of being an "illegal" does not prevail among Cubans and Puerto Ricans and since such social realities are a distant phenomenon for these communities, the biographical historical fiction text *Friends from the Other Side* might not be congruent with the Puerto Rican and Cuban immigration experience. Furthermore, if nativized texts are chosen with politically left leaning overtones Cuban American children might not identify with such a text. On the other hand, a Puerto Rican subject group might respond more favorably towards such a text due to their colonial relationship to the United States. However, if nativized texts are chosen based on the Cubans and Puerto Ricans yearning to return home some day, it is possible that this study could be replicated as long as the nativized texts are congruent with the cultural, social, political, and linguistic reality of the Cuban and Puerto Rican community. Further, because of the linguistic similarities between Mexican American, Cuban, and Puerto Rican people, it would be interesting to see what the outcomes would look like. Would geographic location affect the outcomes? How would border (Mexican American)

communities perform as opposed to more urban Spanish speaking communities in areas such as Miami or New York? How would first generation and second generation Mexican American students perform in this qualitative study? These are questions that can definitely be answered with the expansion of this study. A cross cultural/nationality comparison and analysis is needed in order to truly validate the researcher's work on inferential comprehension. Generalizations derived from this study are that emerging early advanced and early advanced language speakers perform equally well with nativized and non nativized text while early intermediate and intermediate language learners perform inferentially superior after reading nativized text. Additionally, early language learners also seem to perform inferentially better with certain genres and sub genres. For example, during the course of this study it was discovered that early intermediate language learners tended to do inferentially better with nativized text in general, but when stories were chosen that existed within their culture as well as outside of their culture they did equally well. Therefore, the educator, reading specialist, or administrator should be careful in not over generalizing the results. Careful steps should be taken when trying to apply the findings to every day practice. Knowing the funds of knowledge (Moll et al., 1992) of the sample group or student population is imperative for successful replication of this study. The funds of knowledge determine the way nativized texts are chosen and the nativized text determines how the non nativized text is chosen.

Another limitation to this study was that no other cultural and linguistic sample group was used except Mexican American subjects. However, if the study was replicated based on racial and social discrimination then African American students would be an excellent sample group. How would this distinct cultural linguistic group perform in such a qualitative study? Would a linguistically diverse sample group respond differently to the inferential comprehension

questions? Where would the sample group come from? Would they be urban or rural African American subjects? Also, what would a nativized text look like for African American children? At this point the researcher would find the need to collaborate with colleagues who belong to the respective culture being discussed in order for the research to be carried out in a valid and ethically responsible manner. Further research will be necessary in order to answer these questions.

A further limitation of this study was the socio-cultural reality of the sample students. All 22 students in the class were from working class backgrounds and received free or reduced lunch. Eighteen of the 22 students listened and spoke more than one language at home and all but two students were Mexican American or a combination of Mexican or white. It was obvious that such a sample group would have greater background knowledge of the nativized text from the onset of the study. However, one of the objectives was to figure out whether or not these subjects' would apply their funds of knowledge to nativized and non nativized text. In retrospect, the study would have been more successful if working and working class Caucasian students were allowed to participate. How would they have responded to inferential comprehension questions compared to working class Mexican American students? To make the study more interesting, a comparison could have been done between middle class Caucasian students and working class Mexican American students using the same books that were used in this study. Comparisons between these two social/racial groups would also shed light on whether or not cultural background, social reality, and linguistic elements play a more important role than literacy ability and parent support.

Another limitation was that all the subjects including the researcher are Mexican American. The researcher had to remain extremely objective because of the researcher's

inclined favoritism towards nativized text. It was easy to want to scaffold the student's responses as they answered questions for the nativized text. However, such tendencies were eliminated by immediately writing down the responses on the field jotting sheet and transcribing them onto field notes. Perhaps having a colleague that is not a member of the Mexican American community could have maintained a higher level of objectivity than the researcher. However, objectivity was maintained as Yadir's and Ailine's results demonstrate. Another limitation to this study was that non nativized books were the first to be read during the treatment and were then followed up by nativized text. Possibly, the prior knowledge acquired from the non nativized text could have aided in the deeper comprehension of nativized text. Some of the subjects missed a few days of school and were not able to be part of the discussions that were part of the guided reading process. These subjects had to make up the days that they had missed without the benefit of a small group comprehension discussion. Quite possibly this real life occurrence could have led to lower comprehension of certain text. This limitation, however, was inevitable since this is a qualitative study using ethnographic methods. Therefore, such contradictions such as tardiness and absenteeism are part of everyday life in a classroom environment. A further limitation that could have posed a threat to the internal validity of the study was the post test that was utilized for this study. The post test is the same district mandated assessment that is used for running records. The researcher went to great lengths to secure the appropriate post test. As a result, subjects were never exposed to the post test during the school year. The pre test, which the researcher uses only for intervention purposes, had never been used in the classroom by the researcher. Therefore, the performance of these students on the post test is the result of previous teaching on inferential comprehension. The knowledge of the study by parents could have rendered the study invalid and led to instrument decay. In

order to avoid any scaffolding or discussion of the study at home, the books that were used for the study and the questions that were administered were never disclosed to the parents. By keeping the pre test and post test sealed and not allowing parents to view the questions and reading materials the researcher was able to keep from instrument decay. Lastly, the researcher believes that the sample group could have been more linguistically diverse. Beginning and advanced English language proficient students were no part of the study. The reason for this was that the researcher pulled the subjects from his own class and as a result there were no beginning English language learners. However, the researcher had the opportunity to include an advanced language learner but did not do so because the focus of the study was early intermediate and intermediate language learners. Nevertheless, I believe that the researcher has a responsibility to the teaching community to expand this study to include the five different English proficiency levels found in California classrooms today. The researcher is in the process of carrying out this research and intends in developing a compendium strategies that can be used with English language learners.

Implications for Classroom Teachers

When the researcher began the process of answering the question of why English language learners at the early intermediate, intermediate, and early advanced level of English language acquisition failed to respond or responded erroneously to inferential questions, the researcher formulated a hypothesis. Prior to the adoption of grounded theory, the researcher held the belief that the reason English language learners struggled with inferential questions was due to the underdevelopment of academic language in the primary language. Without the development of academic language in the primary language points of language transfer were minimized. This was a hypothesis that would later be abandoned by the researcher due to the

implementation of grounded theory. The objective with grounded theory was to let the results speak for themselves and from the results develop a hypothesis that could explain why English language learners were having difficulty responding to inferential questioning. The results definitely spoke for themselves. It became apparent that academic language did not explain the comprehension deficiencies found in English language learners. Throughout the course of the study, background cultural knowledge, social contradictions, and language elements of text relevant to the sample group became the elements that determined inferential comprehension performance. In other words, it was the funds of knowledge that early intermediate and intermediate students brought to the table that allowed them to use their inferential comprehension with nativized text in a successful manner. Likewise with emerging early advanced and early advanced English language learners; they were able to use their funds of knowledge more flexibly between nativized and non nativized text. What do these results imply for the teacher of English language learners? Efforts must be made to match reading material with the student's funds of knowledge that they bring from home and their community into the classroom. The importance of providing literature that emulates the cultural, social, and political reality of English language learners is paramount in the quest for developing inferential comprehension. Further, the importance of providing nativized text as a springboard to introducing non nativized text that might share certain literary elements provides an immediate strategy that can readily be applied in the classroom. Of further importance is that English language learners respond very differently to closed and open inferential questions. If problems with open or closed inferential questions occur and the questions have been administered more than once, the researcher proposes the use of the reflect and rephrase strategy. This strategy connects prior knowledge to the question that was responded to erroneously. This scaffold

allows the student to understand the question more fully, thus connecting prior knowledge to the text and drawing a conclusion as the end result. Another implication for teachers and an age old practice is the use of repeated readings. Repeated readings tend to support the development of inferential comprehension by developing an acquaintance with the characters and their doings.

In conclusion, by providing literature that adheres to the interests of English language learners, what the educator is truly doing is breaking away from the shackles that keep him or her in a backwards state of underdevelopment. When teachers begin to look at the funds of knowledge as the basis for the development of communicative and academic language as well as the primary inspiration for responding aesthetically to inferential questions; then, what begins to occur is that teachers cease viewing English language learners through a deficit perspective. They begin using any and every possible element from the English language learners home life and community to differentiate reading instruction. The English language learner is no longer viewed as a hindrance, nuisance, or a threat to the teacher's test scores. He is not viewed as the child with no experiences; for we know that all humans have experiences that are governed by cultural norms and social class. English language learners from within the Mexican American community, when championed for the wealth of social and cultural experiences that they bring into the classroom are validated as unique human beings that in the future will play a decisive role in the well being of the United States.

Appendix A

Annotated Bibliography

Anzaldúa, G. (1997). *Friends from the other side*. San Francisco, CA: Childrens Book Press.

In this story, Prietita is torn between her new friend Carlos and the neighborhood children who do not sympathize with Prietita's new found friend. In this beautifully written story, Prietita helps Carlos and his mother with food, shelter, and keeps a watchful eye on the ominous presence of La Migra. This is a nativized text that the subjects in this study can relate to due to their experiences as new arrivals in the United States. This text should assist students in reading inferentially due to the social and cultural relevance of the text.

Galdone, P. (1970). *The three little pigs*. New York, NY: Houghton Mifflin Company.

Galdone retells this classic tale of the three industrious pigs that strive for independence but their plans are foiled by the big bad wolf. This is a classic retell with minimal deviations from the original story. This non nativized version of the three pigs will give the researcher some insight as to how efficient English language learners read inferentially. This text has no cultural, linguistic, and social supports that English language learners could hook onto.

Hayes, J. (2004). *La llorona/The weeping woman*. El Paso, TX: Cinco Puntos Press.

In this bone chilling Mexican legend, the ever conceited Maria marries the man of her dreams. Those dreams, however, are crushed when Maria finds out that her husband has left her for a wealthy land holding heiress. In a fit of rage, Maria drowns her children in the river. Eventually, Maria dies. But every night, if one hears the bellowing wind, you can hear Maria's cries as she looks for her lost children. It will be interesting to observe how subjects will

respond to this text. Due to the cultural familiarity of this legend, English language learners will be able to apply their prior knowledge and read inferentially.

Irving, W. (2008). *The legend of sleepy hollow*. Nashville, TN: Ideal's Childrens Books.

The classic legend by Washington Irving is retold in a child friendly manner. The legend states that a local teacher, Ichabod Crane, disappears after his encounter with the headless horseman. Others blame his archrival Brom Van Brunt for his disappearance, but no one really knows what happened that unfortunate night. This non nativized text is culturally irrelevant to the subjects. It will be interesting whether or not subjects will use their prior knowledge of legends to read inferentially.

Salinas, B. (1998). *The three little pigs: Nacho, Tito and Miguel*. Houston, TX: Piñata Books.

This is a wonderful retell of the three pigs. In this version the three pigs are Mexican American and they soon leave their mother's home. They soon build their homes, but these homes are full of cultural paintings, posters and colors that reach inside the Mexican soul. In this version, the three pigs and the big bad wolf have Spanish names that Mexican American children can identify with. Eventually, Jose the wolf is defeated by the pigs, and runs away in horror. Due to the cultural and linguistic components that Mexican American children can identify with, it is the hope of the researcher that this nativized text will help scaffold inferential comprehension,

Yin, (2001). *Coolies*. New York, NY: Puffin Books.

This is a brutally honest narrative of the Chinese immigration experience in the United States. The narrative covers the harsh treatment that was endured by Chinese laborers. In this

story, a mother tells her child of her great grandfather's role in the construction of the railroads in the mid 1800s. It is a story of how a man wanted nothing else other than to work in order to help his family back in China. It is a story about how a cultural group has become a part of the American experience. This non nativized text shares similar concepts such as immigration and discrimination with other nativized historical narratives. It will be interesting if the subjects use concepts of immigration and discrimination to read inferentially.

Appendix B

Field Jottings and Descriptive Notes

Name _____ Date _____

Field Jottings	Descriptive Notes
First Reading of Target Text	
Second Reading of Target Text	

Appendix B (Cont.)

Field Jottings and Descriptive Notes

Name _____ Date _____

Field Jottings	Descriptive Notes
Third Reading of Target Text	
Fourth Reading of Target Text	

Appendix C

Subject: Carmen
Transcribed Field Notes

Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

A. Why do you think the wolf kept inviting Miguel places? Jose wanted to eat the pigs.

B. What is your opinion of Jose? Jose wasn't too nice.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

C. Why do you think the wolf kept getting mad with the pigs? Because they did not open the door.

D. Do you think the wolf blew the houses down to find out how strong they were? No, because he wanted to eat the pigs.

Subject: Carmen

Transcribed Field Notes

Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X)

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

A. Why do you think the wolf kept inviting Miguel places? Because he wanted to eat Miguel.

B. What is your opinion of Jose? Jose wasn't too nice. He needed to be nice for he cannot eat the pig.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

C. Why do you think the wolf kept getting mad with the pigs? Because the pig didn't open the door.

D. Do you think the wolf blew the houses down to find out how strong they were? What do you think? No! Explain. The wolf wanted to eat the pigs.

Appendix C (Cont.)

Subject: Carmen

Transcribed Field Notes

Inferential Comprehension Questions Response Sheet

Reading Response #1 (X) #2 ()

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- E. What else might Prietita do to help Joaquin? Explain. She could help him get away
- F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? They didn't want him to take him because they want to play with him.

Non Nativized Text: *Coolies* by Yin

- G. Why were non Chinese workers paid better than the Chinese workers? Because they paid the white people better than the Chinese. Do you believe this was fair to the Chinese workers? No response from subject.
- H. Why didn't the white man help Wong save Shek who was trapped under the snow? For he can get sick.

Subject: Carmen

Transcribed Field Notes

Inferential Comprehension Questions Response Sheet

Reading Response #1 () #2 (X)

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- E. What else might Prietita do to help Joaquin? Explain. She could help him get the papers.
- F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they didn't have papers.

Non Nativized Text: *Coolies* by Yin

- G. Why were non Chinese workers paid better than the Chinese workers? Cause they think they don't work hard. Do you believe this was fair to the Chinese workers? No, because they think they don't work hard but they do work hard.
- H. Why didn't the white man help Wong save Shek who was trapped under the snow? Because he wanted him to work.

Appendix C (Cont.)

Subject: Carmen
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

<p>Book Genre: Legends Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving Nativized Text: <i>La Llorona</i> by Joe Hayes</p>
<p>Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving</p> <p>I. Why do you think Ichabod disappears at the end of the story? He got lost. J. Why do you think Ichabod does not like Brom Bones? Both of them like Katrina. Nativized Text: <i>La Llorona</i> by Joe Hayes</p> <p>K. Why do you think La Llorona dies at the end of the story? Because she tried to get her children and she fell. L. Why do you think La Llorona kills her children? Because he only talked to his children and not Maria.</p>

Subject: Carmen
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X)

<p>Book Genre: Legends Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving Nativized Text: <i>La Llorona</i> by Joe Hayes</p>
<p>Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving</p> <p>I. Why do you think Ichabod disappears at the end of the story? Because he slipped off his seat. J. Why do you think Ichabod does not like Brom Bones? Both of them like the same girl. Nativized Text: <i>La Llorona</i> by Joe Hayes</p> <p>K. Why do you think La Llorona dies at the end of the story? Because she had a broken heart. She had a broken heart because people would tell her that she's different. L. Why do you think La Llorona kills her children? Because the rancher didn't talk to her and she was mad.</p>

Appendix C (Cont.)

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

- M. Why do you think the wolf kept inviting Miguel places? Because for he can eat'em.
- N. What is your opinion of Jose? My opinion is that he's mean and he just wants to eat the pigs.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

- O. Why do you think the wolf kept getting mad with the pigs? Because they didn't let him come in.
- P. Do you think the wolf blew the houses down to find out how strong they were? What do you think? He blew them down so he could eat the pigs.

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

- A. Why do you think the wolf kept inviting Miguel places? For he can eat Miguel.
- B. What is your opinion of Jose? He's mean and he just wants to eat pigs all the time.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

- C. Why do you think the wolf kept getting mad with the pigs? Because he (Pigs) didn't let them (wolf) go in the house.
- D. Do you think the wolf blew the houses down to find out how strong they were? What do you think? He blew them down for he could eat the pigs.

Appendix C (Cont.)

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- Q. What else might Prietita do to help Joaquin, explain? Hide him, to hide him in her house. Why? Because she wants him to be safe.
- R. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they (community) don't want him (La Migra) to get to get his (Joaquin's) mom.
- Non Nativized Text:** *Coolies* by Yin
- S. Why were non Chinese workers paid better than the Chinese workers? Do you believe this was fair to the Chinese workers? They get a little money because they (white bosses) treat them like slaves. They (Chinese laborers) don't get paid more because they (white bosses) treat them bad.
- T. Why didn't the white man help Wong save Shek, who was trapped under the snow? Because the boss, the boss didn't want to help Wong get Shek out of the snow. The boss grabbed his arm and told him to get back to work.

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- E. What else might Prietita do to help Joaquin, explain? She could help him get food.
- F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they didn't want them to take them away.
- Non Nativized Text:** *Coolies* by Yin
- G. Why were non Chinese workers paid better than the Chinese workers? Because they were white people, white people did not want to pay them more money. Do you believe this was fair to the Chinese workers? No, because they get paid more better than the Chinese people.
- H. Why didn't the white man help Wong save Shek, who was trapped under the snow? Because he didn't want to help him. He just told Wong to get back to work.

Appendix C (Cont.)

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

- U. Why do you think Ichabod disappears at the end of the story? Nobody ever saw him again.
- V. Why do you think Ichabod does not like Brom Bones? They both want to marry Katrina.

Nativized Text: *La Llorona* by Joe Hayes

- W. Why do you think La Llorona dies at the end of the story? Because she was reaching for her children and she fell into the water.
- X. Why do you think La Llorona kills her children? Because she was angry towards her kids and her husband. Why? Her husband did not like Maria.

Subject: Maria
Transcription of Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

- I. Why do you think Ichabod disappears at the end of the story? Ichabod could not be found.
- J. Why do you think Ichabod does not like Brom Bones? Ichabod does not like Brom Bones because Ichabod doesn't want him to get married to her (Katrina).

Nativized Text: *La Llorona* by Joe Hayes

- K. Why do you think La Llorona dies at the end of the story? Because she had a broken heart.
- L. Why do you think La Llorona kills her children? Because she was angry towards her kids and the boy (El Ranchero) she was married too.

Appendix C (Cont.)

Subject: Gardenia
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

<p>Book Genre: Fairytales</p> <p>Non Nativized Text: <i>The Three Little Pigs</i> by Paul Galdone</p> <p>Nativized Text: <i>The Three Little Pigs: Nacho, Tito and Miguel</i> by Bobbi Salinas</p>
<p>Nativized Text: <i>The Three Little Pigs: Nacho, Tito and Miguel</i> by Bobbi Salinas</p> <p>Y. Why do you think the wolf kept inviting Miguel places? He (Jose) was just trying to trick (them) to eat him (three pigs).</p> <p>Z. What is your opinion of Jose? He's mean to the pigs.</p> <p>Non Nativized Text: <i>The Three Little Pigs</i> by Paul Galdone</p> <p>AA. Why do you think the wolf kept getting mad with the pigs? He was getting mad because he didn't like them and he wanted to eat him. He seemed nice because he invited him to the fair and pick apples</p> <p>BB. Do you think the wolf blew the houses down to find out how strong they were? What do you think? He didn't, he just wanted to eat them. He just wanted to destroy everything.</p>

Subject: Gardenia
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X) date:

<p>Book Genre: Fairytales</p> <p>Non Nativized Text: <i>The Three Little Pigs</i> by Paul Galdone</p> <p>Nativized Text: <i>The Three Little Pigs: Nacho, Tito and Miguel</i> by Bobbi Salinas</p>
<p>Nativized Text: <i>The Three Little Pigs: Nacho, Tito and Miguel</i> by Bobbi Salinas</p> <p>A. Why do you think the wolf kept inviting Miguel places? He wanted to trick him (Miguel) and eat him.</p> <p>B. What is your opinion of Jose? That he's mean. Tell me more? He's mean because he like doesn't like the pigs. Wolves don't like pigs.</p> <p>Non Nativized Text: <i>The Three Little Pigs</i> by Paul Galdone</p> <p>C. Why do you think the wolf kept getting mad with the pigs? Because they wouldn't open the door.</p> <p>D. Do you think the wolf blew the houses down to find out how strong they were? What do you think? No, because he just wanted to eat the pigs.</p>

Appendix C (Cont.)

Subject: Gardenia
Transcribed Field Notes

Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- E. What else might Prietita do to help Joaquin, explain? Put them in her house because her bed is not so big and not so small and they could get under the bed. She will go somewhere else so Joaquin could still live here.
- F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? I think because they like to play with Joaquin.

Non Nativized Text: *Coolies* by Yin

- G. Why were non Chinese workers paid better than the Chinese workers? Because the non-Chinese workers have been there longer. Do you believe this was fair to the Chinese workers? It's not fair because they worked hard for them.
- H. Why didn't the white man help Wong save Shek, who was trapped under the snow? Because he wanted him to start working but instead of working he wanted to save his brother. If Shek dies, because he wants more workers, he'll die and he won't have enough workers.

Subject: Gardenia

Transcribed Field Notes

Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X)

Book Genre: Biographical Historical Fiction-Immigration

Non Nativized Text: *Coolies* by Yin

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

Nativized Text: *Friends From the Other Side* by Gloria Anzaldua

- CC. What else might Prietita do to help Joaquin, explain? She could buy a little firewood from Joaquin. She could do that. She could give him food too.
- DD. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they wanted Joaquin's family to still live in the United States because Joaquin was nice.

Non Nativized Text: *Coolies* by Yin

- EE. Why were non Chinese workers paid better than the Chinese workers? Because they thought the real Chinese did not work hard but they did. Do you believe this was fair to the Chinese workers? No, because the non Chinese got paid better than the real Chinese and the real Chinese didn't and they worked harder.
- FF. Why didn't the white man help Wong save Shek, who was trapped under the snow? Because one of the boss want him to work.

Appendix C (Cont.)

Subject: Gardenia
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

GG. Why do you think Ichabod disappears at the end of the story? Ichabod could not be found, I think because he was riding a horse and the horse dropped him. He slipped out of the horse.

HH. Why do you think Ichabod does not like Brom Bones? Ichabod does not like Brom Bones because they both like Katrina and if Katrina marries one of the boys they will be mad.

Nativized Text: *La Llorona* by Joe Hayes

II. Why do you think La Llorona dies at the end of the story? Because she didn't know what she was doing, so that's when she started crying. She noticed what she had done. She felt too much bad because she threw her kids in the river.

JJ. Why do you think La Llorona kills her children? Because the man didn't look at Maria and then she threw her children in the river because the man only visited the kids.

Subject: Gardenia
Transcribed Field Notes
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

I. Why do you think Ichabod disappears at the end of the story? I think because he got lost.

J. Why do you think Ichabod does not like Brom Bones? Because both like Katrina.

Nativized Text: *La Llorona* by Joe Hayes

K. Why do you think La Llorona dies at the end of the story? Because she felt bad for her kids and then she got a broken heart.

L. Why do you think La Llorona kills her children? Because she is jealous about them.

Appendix C (Cont.)

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

KK. Why do you think the wolf kept inviting Miguel places? Because when Miguel is out of his house the wolf can eat him.

LL. What is your opinion of Jose? Not so nice and he has better plans to eat the pigs.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

MM. Why do you think the wolf kept getting mad with the pigs? Because they didn't let him in because they knew what would happen.

NN. Do you think the wolf blew the houses down to find out how strong they were? No. What do you think? To eat the pigs up.

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

A. Why do you think the wolf kept inviting Miguel places? For if the wolf goes before the pig he'll eat him up.

B. What is your opinion of Jose? He's not a very nice wolf and he decided what to do with the pig. In the other book he eats them up.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

C. Why do you think the wolf kept getting mad with the pigs? The pigs didn't open the door to the wolf.

D. Do you think the wolf blew the houses down to find out how strong they were? What do you think? No! He blow the house for he could eat the pig and he was angry because they didn't open the door.

Appendix C (Cont.)

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

<p>Book Genre: Biographical Historical Fiction-Immigration Non Nativized Text: <i>Coolies</i> by Yin Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p>
<p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p> <p>OO. What else might Prietita do to help Joaquin? Explain: Give some money. Try to find the people that give the papers.</p> <p>PP. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they'll take them back to Mexico because they don't have papers.</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>QQ. Why were non Chinese workers paid better than the Chinese workers? Because the real Chinese know very little and white people know more because they speak English. Do you believe this was fair to the Chinese workers? It's not fair because they don't get equal stuff.</p> <p>RR. Why didn't the white man help Wong save Shek, who was trapped under the snow? He doesn't care about the Chinese.</p>

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

<p>Book Genre: Biographical Historical Fiction-Immigration Non Nativized Text: <i>Coolies</i> by Yin Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p>
<p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p> <p>E. What else might Prietita do to help Joaquin? Explain: Give him some money and help him get some papers.</p> <p>F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they didn't have papers. Explain: Because if they didn't have papers the Migra will take them.</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>G. Why were non Chinese workers paid better than the Chinese workers? It is because they speak a little bit of English. The bosses, they don't work hard, but they (Chinese laborers) do. They speak a little bit of English that's why they don't get paid good. Do you believe this was fair to the Chinese workers? No! It's not equal. The money is not equal.</p> <p>H. Why didn't the white man help Wong save Shek, who was trapped under the snow? Because he (white boss) wants him (Wong) to work so that the project can be done faster.</p>

Appendix C (Cont.)

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

SS. Why do you think Ichabod disappears at the end of the story? He's kind of like dead. I think he gotten eaten up. Ichabod fell down and he could not be found.

TT. Why do you think Ichabod does not like Brom Bones? They both want to marry the same woman.

Nativized Text: *La Llorona* by Joe Hayes

UU. Why do you think La Llorona dies at the end of the story? She was trying to reach her children and she sunk into the water.

VV. Why do you think La Llorona kills her children? Because she got jealous of her children because her husband only visited the children. That's why she put them in the water.

Subject: Yadir
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X)

Book Genre: Legends

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

Nativized Text: *La Llorona* by Joe Hayes

Non Nativized Text: *The Legend of Sleepy Hollow* by Washington Irving

I. Why do you think Ichabod disappears at the end of the story? Because he got lost, because he slipped and got lost.

J. Why do you think Ichabod does not like Brom Bones? Because they like the same woman.

Nativized Text: *La Llorona* by Joe Hayes

K. Why do you think La Llorona dies at the end of the story? Because she sunk in the water and then just lay down.

L. Why do you think La Llorona kills her children? Because she was jealous of the children because they had more attention.

Appendix C (Cont.)

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

WW. Why do you think the wolf kept inviting Miguel places? For Miguel could come out and for the wolf could eat Miguel up.

XX. What is your opinion of Jose? I don't really like Jose because I don't think it's nice to eat pigs.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

YY. Why do you think the wolf kept getting mad with the pigs? I think because the pigs don't want him to eat him (them) up.

ZZ. Do you think the wolf blew the houses down to find out how strong they were? What do you think? No, because I think he wanted to eat him (the pigs) up.

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

Book Genre: Fairytales

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

Nativized Text: *The Three Little Pigs: Nacho, Tito and Miguel* by Bobbi Salinas

A. Why do you think the wolf kept inviting Miguel places? I think because Jose wanted to trick Miguel for he could tie Miguel up with his brother and eat him. To make churros (chicharrones).

B. What is your opinion of Jose? My opinion of Jose is that he is not doing the right thing to do.

Non Nativized Text: *The Three Little Pigs* by Paul Galdone

C. Why do you think the wolf kept getting mad with the pigs? I think because the wolf said, "Can you come out," and the pig said no.

D. Do you think the wolf blew the houses down to find out how strong they were? What do you think? No, to eat them.

Appendix C (Cont.)

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1(X) #2()

<p>Book Genre: Biographical Historical Fiction-Immigration</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p>
<p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p> <p>E. What else might Prietita do to help Joaquin, explain? To give him food and hide him. She could help get papers... Explain? For he could stay with her (his) mom.</p> <p>F. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? I think they don't want them (La Migra) to find them. Explain? Because their mom tells them not to tell them where they're at.</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>G. Why were non Chinese workers paid better than the Chinese workers? You know how the Chinese doesn't know how to speak English, just the Americans. That's why they (Americans) get more money. Do you believe this was fair to the Chinese workers? Not at all because it's not fair because the Chinese are working hard and the white man is not.</p> <p>H. Why didn't the white man help Wong save Shek, who was trapped under the snow? I think because he didn't like Shek at all.</p>

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1() #2(X)

<p>Book Genre: Immigration</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p>
<p>Nativized Text: <i>Friends From the Other Side</i> by Gloria Anzaldua</p> <p>AAA. What else might Prietita do to help Joaquin? Explain? Help him to not tell everybody where he is for the migra cannot find him.</p> <p>BBB. In a part of the story La Migra is looking for Joaquin and his mom. Why do you think the people in the town did not tell La Migra where Joaquin and his mom were at? Because they wanted Joaquin's family to still live in the United States because Joaquin was nice.</p> <p>Non Nativized Text: <i>Coolies</i> by Yin</p> <p>CCC. Why were non Chinese workers paid better than the Chinese workers? I think because the Chinese don't speak a lot of English and the white people do. That's why they get paid more.</p> <p>Do you believe this was fair to the Chinese workers? No! It wasn't fair because the Chinese get a little bit of money and non Chinese get a lot.</p> <p>DDD. Why didn't the white man help Wong save Shek, who was trapped under the snow? I think because he didn't like him. I think he didn't like him because he was not doing the work.</p>

Appendix C (Cont.)

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1 (X) #2 ()

Book Genre: Legends	
Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving	
Nativized Text: <i>La Llorona</i> by Joe Hayes	
Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving	
EEE.	Why do you think Ichabod disappears at the end of the story? The Headless Horseman trapped Ichabod. Ichabod wanted to hold onto the thing (saddle) and he fell.
FFF.	Why do you think Ichabod does not like Brom Bones? I think because Ichabod and Brom Bones both love the same woman.
Nativized Text: <i>La Llorona</i> by Joe Hayes	
GGG.	Why do you think La Llorona dies at the end of the story? I think she died because el Ranchero ya no la queria, so she killed herself.
HHH.	Why do you think La Llorona kills her children? Because el Ranchero ya no la quiere a ella. El Ranchero only pays attention to her (their) children.

Subject: Ailine
Transcribed Field Jottings
Inferential Comprehension Questions Response Sheet
Reading Response #1 () #2 (X)

Book Genre: Legends	
Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving	
Nativized Text: <i>La Llorona</i> by Joe Hayes	
Non Nativized Text: <i>The Legend of Sleepy Hollow</i> by Washington Irving	
I.	Why do you think Ichabod disappears at the end of the story? I think he ran away! Why? For he could not see Brom Bones and the Headless Horseman.
J.	Why do you think Ichabod does not like Brom Bones? He did not like Brom Bones because he had a lot of horses and almost everything. If Katrina married one of the men one will get mad.
Nativized Text: <i>La Llorona</i> by Joe Hayes	
K.	Why do you think La Llorona dies at the end of the story? Because she has a broken heart.
L.	Why do you think La Llorona kills her children? Because she's jealous. It's because the Ranchero pays attention to the children and not Maria.

Appendix D

Pre and Post Test Results

NR= Non Response IR= Incorrect Response CR= Correct Response

Pre Test- <i>Basic Reading Inventory</i>					Post Test- <i>Developmental Reading Assessment</i>			
	CR	IR	NR	Questions Per Student	CR	IR	NR	Questions Per Student
Carmen	2	0	0	2	4	0	0	4
Gardenia	2	0	0	2	3	0	0	3
Maria	2	0	0	2	3	0	0	3
Yadir	1	3	0	3	2	1	0	3
Ailine	2	0	0	2	3	0	0	3
Total=	9	3	0	11	15	1	0	16

*Two different assessments were used for the pre and post tests in order to determine how efficient and flexible subjects were with inferential comprehension.

Appendix E (Cont.)

Name: Maria

Age: 8

Language Proficiency: L-3

Developmental Reading Level: 24

Pre Test- Basic Reading Inventory: Zoo Work

Question- How does Bob know what to feed the animals?

Answer- He knows because he, maybe he, maybe he read a lot of books about animals.

Question- Why do you think Bob locks the gates to the zoo?

Answer- For no one can go in.

Post Test- Developmental Reading Assessment 2: Missing Sneakers

Question- What do you think Sara learned from losing Sneakers?

Answer- She learned that do never lose your cat.

Question- What do you think is the most important event in the story?

Answer- When she loses the cat.

Question- Why is that part important?

Answer- Because you lose your cat you feel bad.

Name: Gardenia

Age: 8

Language Proficiency: L-3

Developmental Reading Level: 28

Pre Test- Basic Reading Inventory: Zoo Work

Question- How does Bob know what to feed the animals?

Answer- Because he works at the zoo and he has worked for that.

Question- Why do you think Bob locks the gates to the zoo?

Answer- So no one can go in.

Post Test- Developmental Reading Assessment 2: Missing Sneakers

Question- What do you think Sara learned from losing Sneakers?

Answer- She needs to take care of sneakers all the time.

Question- What do you think is the most important event in the story?

Answer- That she found her cat sneakers.

Question- Why is that part important?

Answer- Because your pet is like your child and when you lose your child you feel bad.

Appendix F

Overall Student Response to Inferential Questions

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response		1 st Response	2 nd Response	
CR- 10	CR-12	= 22	CR- 15	CR-14	= 29
IR- 0	IR- 3	= 3	IR- 0	IR- 0	= 0
NR- 0	NR-0	= 0	NR- 0	NR- 0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response		1 st Response	2 nd Response	
CR- 14	CR- 12	= 26	CR-9	CR- 17	=26
IR- 2	IR- 0	= 2	IR- 7	IR- 5	= 12
NR- 0	NR- 0	= 0	NR- 1	NR- 0	= 1
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hollow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response		1 st Response	2 nd Response	
CR- 11	CR- 11	= 22	CR- 9	CR- 11	= 20
IR- 1	IR- 1	= 2	IR- 5	IR- 2	= 7
NR- 0	NR- 0	= 0	NR- 0	NR- 0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response		1 st Response	2 nd Response	
CR- 35	CR- 35	= 70	CR-33	CR- 42	= 75
IR- 3	IR- 4	= 7	IR- 12	IR- 7	= 19
NR- 0	NR- 0	= 0	NR- 1	NR- 0	= 1

Appendix G

Coding Correct, Incorrect, and Non Response to Inferential Questions

Name: Ailine

Age: 9

Language Proficiency: L-4

Developmental Reading Level: 18

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=3	# of questions=3	Total=6
CR-2	CR-2	= 4	CR-3	CR-3	= 6
IR- 0	IR- 1	= 1	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=4	# of questions=2	Total=6	# of questions=3	# of questions=3	To total= 6
CR-4	CR-2	= 6	CR-3	CR-5	= 8
IR- 1	IR- 0	= 1	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hallow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=2	# of questions=3	Total=5
CR-3	CR-3	= 6	CR-2	CR-4	= 6
IR- 0	IR- 0	= 0	IR- 1	IR- 0	= 1
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=8	# of questions=6	Total=14	# of questions=8	# of questions=9	Total=17
CR- 9	CR- 7	= 16	CR-8	CR-12	= 20
IR- 1	IR- 1	= 2	IR- 1	IR- 0	= 1
NR-0	NR-0	= 0	NR-0	NR-0	= 0

Appendix G (Cont.)

Coding Correct, Incorrect, and Non Response to Inferential Questions

Name: Yadir

Age: 8

Language Proficiency: L-3

Developmental Reading Level: 24

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=3	# of questions=3	Total=6
CR-2	CR-1	= 3	CR-3	CR-3	= 6
IR- 0	IR- 2	= 2	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=3	Total=5	# of questions=3	# of questions=3	Total=6
CR-3	CR-3	= 6	CR-3	CR-4	= 7
IR- 0	IR- 0	= 0	IR- 0	IR- 1	= 1
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hallow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total =4	# of questions=2	# of questions=2	Total=4
CR-1	CR-1	= 2	CR-3	CR-3	= 6
IR- 1	IR- 1	= 2	IR- 1	IR- 0	= 1
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=6	# of questions=7	Total=13	# of questions=8	# of questions=8	Total=16
CR-6	CR-5	= 11	CR-9	CR- 10	= 19
IR- 1	IR- 3	= 4	IR- 1	IR- 1	= 2
NR-0	NR-0	= 0	NR-0	NR-0	= 0

Appendix G (Cont.)

Coding Correct, Incorrect, and Non Response to Inferential Questions

Name: Carmen

Age: 9

Language Proficiency: L-2

Developmental Reading Level: 24

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=2	# of questions=3	Total=5
CR-2	CR-3	= 5	CR-3	CR-3	= 6
IR- 0	IR- 0	= 0	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=3	# of questions=3	Total=6
CR-2	CR-2	= 4	CR-0	CR-3	= 3
IR- 0	IR- 0	= 0	IR- 2	IR- 1	= 3
NR-0	NR-0	= 0	NR-1	NR-0	= 1
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hallow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=2	# of questions=2	Total=4
CR-2	CR-3	= 5	CR-2	CR-1	= 3
IR- 0	IR- 0	= 0	IR- 0	IR- 1	= 1
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=6	# of questions=6	Total=12	# of questions=7	# of questions=8	Total=15
CR-6	CR-8	= 14	CR-5	CR-7	=12
IR- 0	IR- 0	= 0	IR- 2	IR- 2	= 4
NR-0	NR-0	= 0	NR-1	NR-0	= 1

Appendix G (Cont.)

Coding Correct, Incorrect, and Non Response to Inferential Questions

Name: Maria Age: 8 Language Proficiency: L-3
 Developmental Reading Level: 24

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=2	# of questions=2	Total=4
CR-2	CR-2	= 4	CR-2	CR-2	= 4
IR- 0	IR- 0	= 0	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=3	# of questions=2	Total=5	# of questions=3	# of questions=3	Total=6
CR-3	CR-2	= 5	CR-2	CR-3	= 5
IR- 0	IR- 0	= 0	IR- 2	IR- 2	= 4
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hallow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=3	# of questions=2	Total=5	# of questions=2	# of questions=2	Total=4
CR- 3	CR-2	= 5	CR-1	CR-1	= 2
IR- 0	IR- 0	= 0	IR- 1	IR- 1	= 2
NR- 0	NR-0	= 0	NR-0	NR-0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=8	# of questions=6	Total=14	# of questions=7	# of questions=7	Total=14
CR-8	CR-6	= 14	CR-5	CR-6	=11
IR- 0	IR- 0	= 0	IR- 3	IR- 3	=6
NR-0	NR-0	= 0	NR-0	NR-0	= 0

Appendix G (Cont.)

Coding Correct, Incorrect, and Non Response to Inferential Questions

Name: Gardenia

Age: 8

Language Proficiency: L-3

Developmental Reading Level: 28

CR= Correct Response IR= Incorrect Response NR= Non Response

<u>Fairytales</u>					
<i>The Three Little Pigs: Nacho, Tito, and Miguel</i> By Bobbi Salinas			<i>The Three Little Pigs</i> By Paul Galdone		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=3	Total=5	# of questions=3	# of questions=3	Total=6
CR-2	CR-4	= 6	CR-4	CR-3	= 7
IR- 0	IR- 0	= 0	IR- 0	IR- 0	= 0
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Biographical Historical Fiction- Immigration</u>					
<i>Friends from the Other Side</i> By Gloria Anzaldua			<i>Coolies</i> By Yin		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=3	# of questions=3	Total=6
CR-2	CR-3	= 5	CR-1	CR-2	= 3
IR- 1	IR- 0	= 1	IR- 3	IR- 1	= 4
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Legends</u>					
<i>La Llorona</i> By Joe Hayes			<i>The Legend of Sleepy Hallow</i> By Washington Irving		
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=2	# of questions=2	Total=4	# of questions=2	# of questions=2	Total=4
CR-2	CR-2	= 4	CR-1	CR-2	= 3
IR- 0	IR- 0	= 0	IR- 2	IR- 0	= 2
NR-0	NR-0	= 0	NR-0	NR-0	= 0
<u>Total</u>					
<u>Nativized Text</u>			<u>Non Nativized Text</u>		
1 st Response	2 nd Response	Total	1 st Response	2 nd Response	Total
# of questions=6	# of questions=7	Total=13	# of questions=8	# of questions=8	Total=16
CR-6	CR-9	= 15	CR-6	CR-7	= 13
IR- 1	IR- 0	= 1	IR- 5	IR- 1	= 6
NR-0	NR-0	= 0	NR-0	NR-0	= 0

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