

**INCIDENCIA DE LAS RUTINAS DE PENSAMIENTO EN EL FORTALECIMIENTO
DE LAS HABILIDADES DE COMPRESIÓN DE LECTURA EN INGLÉS EN
ESTUDIANTES DE GRADO DÉCIMO DEL COLEGIO GIMNASIO LOS PINARES**

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**UNIVERSIDAD DE LA SABANA
FACULTAD DE EDUCACIÓN
MAESTRIA EN PEDAGOGÍA E INVESTIGACIÓN EN EL AULA
MAYO DE 2019**

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Trabajo de grado para obtener el título de Magíster en Pedagogía

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MAYO DE 2019

Tabla de Contenidos

Resumen	8
Abstract.....	9
Introducción	10
Capítulo I:	12
1. Planteamiento del problema	12
1.1. Antecedentes del problema de investigación	12
1.2. Justificación	16
1.3. Contextualización.....	17
1.4. Pregunta de investigación.....	24
1.5. Objetivos	24
Capítulo II	26
2. Marco Teórico.....	26
2.1. Estado del Arte (Antecedentes investigativos)	26
2.1.1. Regional.	26
2.1.2. Nacional	26
2.1.3. Internacional.....	31
2.2. Referentes teóricos	32
Capítulo III	45
3. Metodología	45
3.1. Enfoque	45
3.2. Alcance	45
3.3. Diseño de la Investigación	46
3.4. Población	47
3.5 Categorías de Análisis	48
3.6. Instrumentos de recolección de información	50
3.6.1. Diario de campo docente	50
3.6.2. Rutinas de pensamiento	51
3.6.3. Cuestionario	52

3.6.4. Técnica para la sistematización de los instrumentos.....	52
3.7. Plan de acción	53
3.7.1. Fase I:	55
3.7.2. Fase II	56
3.7.3. Fase III	57
3.7.4. Fase IV	59
3.7.5. Fase V	61
Capítulo IV	64
4. Resultados y análisis de investigación	64
4.1. Resultados o hallazgos	64
4.1.1. Categoría de análisis 1. Rutina de pensamiento: ¿Qué te hace decir eso?	64
4.1.1.1. Prueba de diagnóstica	64
4.1.1.2. Programa de Implementación	65
4.1.1.3. Prueba de salida	66
4.1.2. Categoría de análisis 2. Rutina de pensamiento: Veo, Pienso, Pregunto	67
4.1.2.1. Prueba de diagnóstica	67
4.1.2.2. Programa de Implementación	68
4.1.2.3. Prueba de salida	70
4.1.3. Categoría de análisis 3. Rutina de pensamiento: Semáforo	71
4.1.3.1. Prueba de diagnóstica	71
4.1.3.2. Programa de Implementación	72
4.1.3.3. Prueba de salida	74
4.1.4. Categoría de análisis 4. Rutina de pensamiento: Titular	75
4.1.4.1. Prueba de diagnóstica	75
4.1.4.2. Programa de Implementación	75
4.1.4.3. Prueba de salida	78
4.2. Conclusiones	78
4.3. Recomendaciones.....	80
4.4. Reflexión pedagógica	80

Referencias bibliográficas86

Anexos91

Índice de Gráficas

Gráfica 1 <i>Progression Tests Stages 3 to 9. Years 2014, 2015, 2016. Datos obtenidos del análisis realizado por la dirección académica en 2017</i>	12
Gráfica 2 <i>Progression Tests 2016, resultados componente de lectura, Paper 1 Datos obtenidos del análisis de progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.</i>	13
Gráfica 3 <i>Progression Tests 2016, resultados componente de lectura, Paper 2 Datos obtenidos del análisis de progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018</i>	13
Gráfica 4 <i>Progression Tests 2017, resultados componente de lectura, Paper 1 Datos obtenidos del análisis de progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.</i>	14
Gráfica 5 <i>Progression Tests 2017, resultados componente de lectura, Paper 2 Datos obtenidos del análisis de progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.</i>	14
Gráfica 6 <i>Progression Tests 2018, resultados componente de lectura, Paper Datos obtenidos del análisis de progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.</i>	15
Gráfica 7 <i>Fases de la investigación.</i>	53
Gráfica 8 <i>Resultados prueba diagnóstica de entrada. Habilidad: Deducir el significado de las palabras según el contexto.</i>	65
Gráfica 9 <i>Resultados prueba diagnóstica de salida. Habilidad: Deducir el significado de las palabras según el contexto.</i>	67
Gráfica 10 <i>Resultados prueba diagnóstica de entrada. Habilidad: Reconocer inconsistencias en un argumento</i>	68
Gráfica 11 <i>Resultados prueba diagnóstica de salida. Habilidad: Reconocer inconsistencias en los argumentos</i>	71
Gráfica 12 <i>Resultados prueba diagnóstica de entrada. Habilidad: Entender el sentido implícito en un texto</i>	72
Gráfica 13 <i>Resultados prueba diagnóstica de salida. Habilidad: Entender el sentido implícito en un texto</i>	74
Gráfica 14 <i>Resultados prueba diagnóstica de entrada. Habilidad: Reconocer la actitud y opinión del escritor</i>	75
Gráfica 15 <i>Resultados prueba diagnóstica de salida. Habilidad: Reconocer la actitud y opinión del autor</i>	78

Gráfica 16 *Resultados del cuestionario realizado a las estudiantes*

I.....84

Gráfica 17 *Resultados del cuestionario realizado a las estudiantes*

I.....85

Índice de Tablas

Tabla 1: *Categorías de análisis*.....49

Tabla 2: *Rutinas de pensamiento*.....51

Índice de Imágenes

Imagen 1 *Mapa Ubicación del Colegio Gimnasio Los Pinares*.....18

Imagen 2 *Foto Panorámica Colegio Gimnasio Los Pinares*.....18

Imagen 3 *Grupo 10° en clase de Inglés*23

Imagen 4 *Grupo 10° en clase de Inglés*.....23

Imagen 5 *Grupo 10° en clase de Inglés*.....24

Imagen 6 *Rutina de pensamiento Red Ligh, Yellow Light y estrategias*.....69

Resumen

La presente investigación se llevó a cabo en el Colegio Gimnasio Los Pinares, institución en la cual se han evidenciado resultados poco satisfactorios en las pruebas de Cambridge, específicamente en los Progression Tests. Por lo anterior surgió la necesidad de transformar las prácticas pedagógicas con el fin de favorecer los procesos de desarrollo de la comprensión de lectura de las estudiantes, habilidad en la cual se evidencian los mayores vacíos. La investigación se orientó hacia las habilidades en la comprensión de lectura a nivel inferencial de las estudiantes de 10º, las cuales se fomentaron por medio de la implementación de las rutinas de pensamiento.

Para el desarrollo de esta se utilizó el enfoque cualitativo, basándose en la investigación acción educativa, en la cual se ejecutaron las siguientes etapas de trabajo: inicialmente el problema surgió de la observación del desempeño de las estudiantes durante las clases de inglés y de lo discutido por el equipo docente durante las reuniones de grado, luego de reflexionar sobre el problema encontrado, se procedió al análisis de documentos (resultados pruebas Cambridge de años anteriores) que confirmaban la deficiencia en las habilidades de comprensión lectora inferencial de las estudiantes; de allí se pensó en un plan de acción que consistió en una prueba de entrada por cada habilidad de lectura, un posterior diseño y desarrollo de un programa de intervención con el fin de desarrollar cada habilidad, y finalmente, una prueba de salida para verificar si el plan llevado a cabo fue efectivo. Después de la implementación de cada plan, se reflexionó sobre qué acción había arrojado resultados positivos y cómo mejorar para la implementación del siguiente. Una vez ejecutados todos los pasos, los resultados obtenidos y el proceso se sometieron a la reflexión pedagógica, de donde surgieron resultados, inquietudes y se esperó fomentar el interés por parte de la comunidad docente para continuar investigando sobre este tema en particular.

El objetivo de la investigación fue fortalecer las habilidades de comprensión de lectura inferencial de las estudiantes de 10º, desde cuatro categorías de análisis, entendimiento del sentido implícito, reconocimiento inconsistencias en un argumento, significado de palabras según el contexto y reconocimiento la actitud y opinión del escritor (de acuerdo con el currículo de Cambridge para secundaria, etapa 9). Haciendo de la enseñanza del inglés y la utilización de las rutinas de pensamiento, el medio con el cual se potenció la habilidad lectora a nivel inferencial en las estudiantes.

Palabras claves: habilidades de comprensión lectora, pensamiento visible, rutinas de pensamiento.

Abstract

The current research was carried out at Gimnasio Los Pinares, where poor results in Cambridge exams have been evidenced, especially in the Progression Tests, for this reason there has been an increasing teacher's interest and need to transform teaching practices, with the purpose of favoring students' reading comprehension processes. The focus of this research was 10^o students' inferential reading comprehension skills, which were expected to be developed by means of the implementation of the thinking routines.

For this research the qualitative method was applied, based on the educational action research, which was divided into three stages: Initially, the problem came up after the observation on students' performance during the English classes and what had been discussed in teachers' meetings; after reflecting about the problem found, the analysis of the documents was carried out (results of Cambridge exams of past years), which confirmed that there was a deficiency in the students' inferential reading skills. From this point, a plan was tailored; it consisted of a diagnose test per Reading skill, the design and application of an intervention plan with the purpose of developing the specific reading skill, and, finally, an exit test, to verify if the plan carried out had been effective. A process of reflection followed each stage, in order to determine which strategy had had positive results, and how to improve or make adjustments for the coming stage. After all plans were executed, a pedagogical reflection took place; this reflection made it possible to compile results, arise questions and hopefully it will awaken interest of readers to continue doing research about the issue addressed.

The purpose of the research was to strengthen the reading comprehension skills of the 10^o students, particularly those related to understanding implied meaning, recognizing inconsistencies in arguments, deducing meaning from context and recognizing attitude or opinion of the writer (according to Cambridge's Lower Secondary English as a Second Language Curriculum Framework). In this way, English teaching and the use of thinking routines during the classes would become the means to develop students' inferential reading skills.

Key words: Reading Comprehension skills, Visible Thinking, Thinking Routines

Introducción

La presente investigación nació gracias a la evidente necesidad de innovar en las prácticas pedagógicas implementadas en el Colegio Gimnasio Los Pinares en la clase de Inglés, con el fin de fortalecer y desarrollar la comprensión de lectura de las estudiantes de grado décimo. Particularmente, las habilidades buscaron potenciar en las estudiantes fueron: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor. Estas habilidades, y para el presente proyecto categorías análisis, proceden del currículo de Cambridge (inglés como segunda lengua etapa 9) y, de acuerdo con los resultados obtenidos por en las pruebas Progression Tests, son aquellas que deben ser mejoradas. (Ver anexos 0,1, 0,2, 0,3 0,4 y 0,5).

Para lograr los fines descritos se utilizó el enfoque del pensamiento visible, específicamente las rutinas de pensamiento como estrategia didáctica para abordar y potenciar la comprensión de lectura inferencial de las estudiantes, desarrollando su capacidad de análisis y comprensión de textos complejos.

El presente trabajo muestra el progreso de la investigación organizado por capítulos. De este modo, en el primer capítulo se especifica el problema a estudiar, exponiendo las causas y posibles alternativas para la solución. Una vez, teniendo claridad sobre el problema, se hace posible dar a conocer la pregunta de investigación: ¿Qué incidencia tiene la implementación de las rutinas de pensamiento en el desarrollo de las habilidades de comprensión de lectura: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor; en las estudiantes de 10° del Colegio Gimnasio Los Pinares?,

En el segundo capítulo se establece una contextualización sobre la problemática de estudio, teniendo en cuenta los antecedentes institucionales, locales, regionales, nacionales e internacionales, con el fin de dar claridad y una visión amplia del problema, mostrando a su vez referentes teóricos que apoyen las estrategias utilizadas para el fortalecimiento de las habilidades de comprensión de lectura, a través del pensamiento visible y las rutinas de pensamiento.

En el tercer capítulo, se especifica la metodología de la investigación, señalando el enfoque, el alcance y el diseño, estableciendo las cuatro categorías de análisis que se trabajarán a lo largo de las fases de investigación propuestas. Además, se dará cuenta de los instrumentos de recolección de la información como material indispensable para soportar los hallazgos resultantes por las cuatro categorías de análisis.

En el cuarto capítulo, se encuentra compendiada la información pertinente a los resultados y el análisis de la investigación. Se establecen además conclusiones y recomendaciones que surgen una vez realizado el trabajo de investigación, lo cual, finalmente, resulta en una reflexión pedagógica, en donde se incentiva a la comunidad de docentes a hacer vida en el aula los aportes provenientes de la investigación.

Capítulo I:

1. Planteamiento del problema

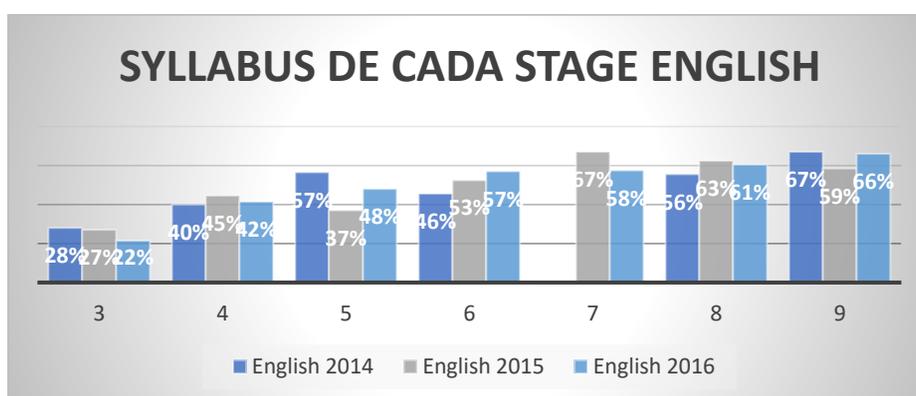
1.1. Antecedentes del problema de investigación:

Los Progression Tests son exámenes anuales diseñados por la Universidad de Cambridge, para el programa CIE de Educación Internacional que se lleva a cabo en diferentes instituciones educativas alrededor del mundo, en los que se pretende evaluar la apropiación de los alumnos de los contenidos desarrollados en cada uno de los grados cuarto a décimo, curricularmente establecidos desde los syllabus de Matemáticas, Inglés y Ciencias Naturales. Particularmente en los Progression Tests de Inglés como segunda lengua se evalúan la comprensión lectora y la composición escrita de las estudiantes.

Los resultados generales para los Progression Tests se clasifican en los siguientes rangos, siendo lo deseable para el grupo estar ubicado en la parte alta en el rango intermedio, el Silver, o en el rango superior, el Gold: Bronze: 0-39% of total marks, Silver: 40-79% of total marks Gold: 80-100% of total marks. (Cambridge Assessment International Education, 2017)

Con referencia al Colegio Gimnasio Los Pinares se ha hecho evidente la necesidad de mejorar los resultados obtenidos en los Progression Tests de inglés, sobre los que, tras un análisis detallado, se dedujo que la deficiencia más grande yace en la capacidad de comprensión de textos en la lengua extranjera. Esto es posible verificarlo al observar los resultados obtenidos en las pruebas Progression Tests de los años 2014, 2015 y 2016 como se exponen a continuación.

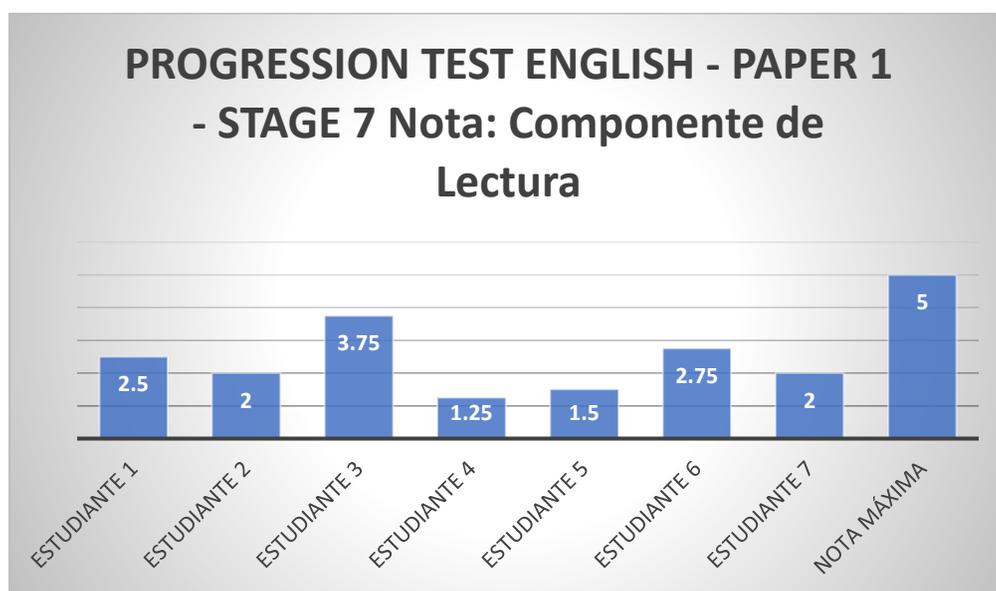
Gráfica 1: Progression Tests Stages 3 to 9. Years 2014, 2015, 2016. Datos obtenidos del análisis realizado por la dirección académica en 2017



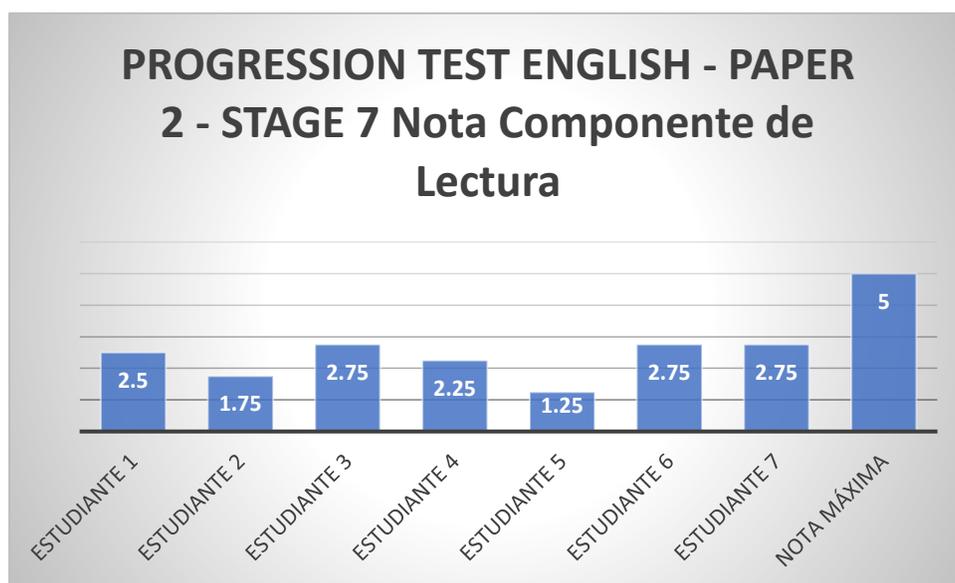
En la gráfica se puede visualizar que, en el ámbito general, las alumnas se encuentran en un rango medio (Silver), cuando lo esperado es situarlas en un rango medio alto o alto (Gold).

Adicionalmente, se puede observar de forma más detallada la falta de habilidades para la comprensión de lectura por parte de las alumnas de décimo grado, al analizar los resultados obtenidos en los Progression Tests de 2016, 2017 y 2018 en el componente de lectura. Lo descrito puede ser contemplado en las siguientes gráficas:

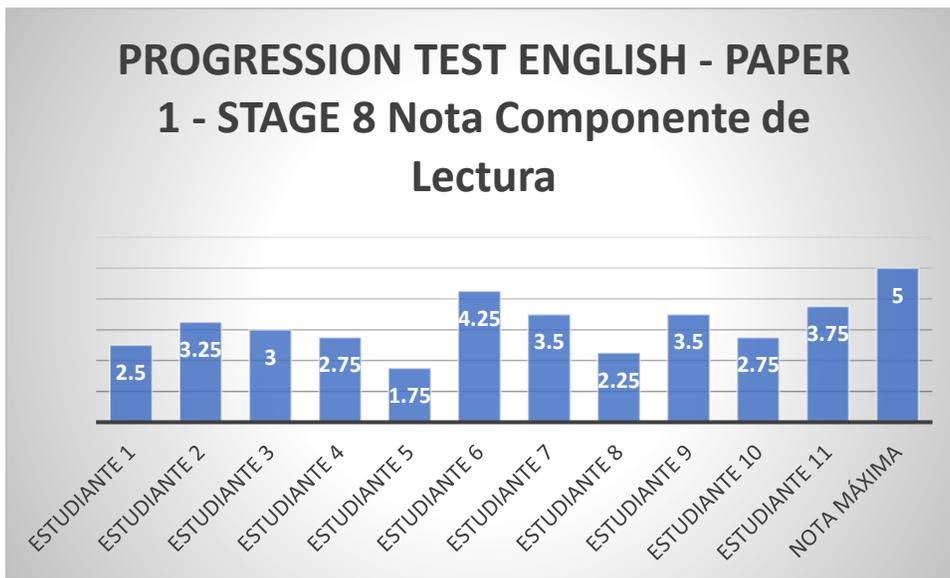
Gráfica 2: *Progression Tests 2016, resultados componente de lectura, Paper 1 Datos obtenidos del análisis de los progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.*



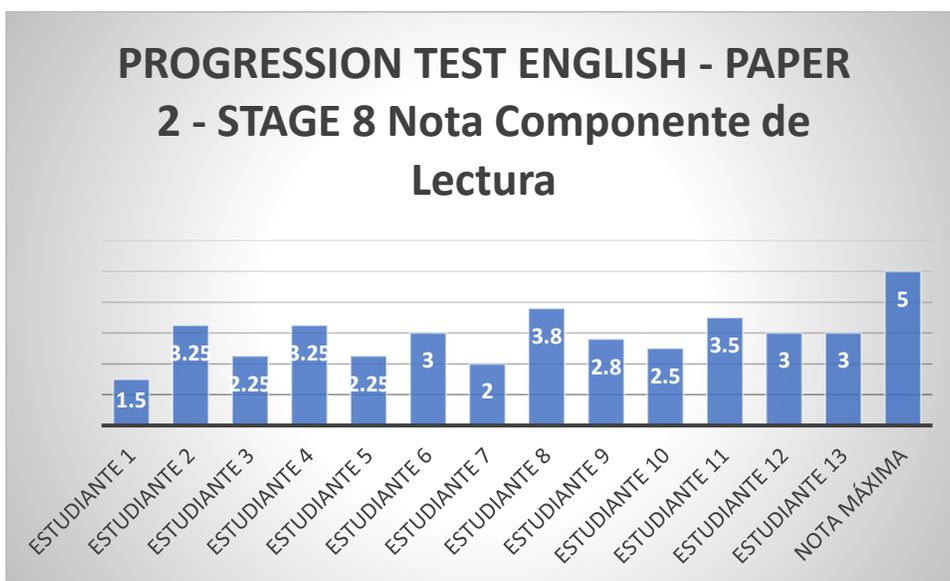
Gráfica 3: *Progression Tests 2016, resultados componente de lectura, Paper 2 Datos obtenidos del análisis de los progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.*



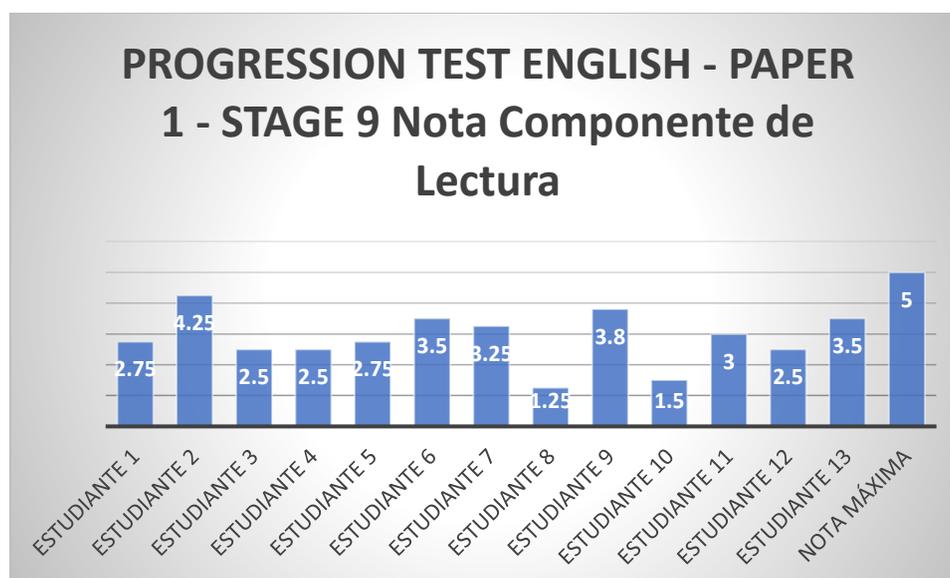
Gráfica 4: Progression Tests 2017, resultados componente de lectura, Paper 1 Datos obtenidos del análisis de los progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.



Gráfica 5: Progression Tests 2017, resultados componente de lectura, Paper 2 Datos obtenidos del análisis de los progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.



Gráfica 6: Progression Tests 2018, resultados componente de lectura, Paper Datos obtenidos del análisis de los progression tests tomados por las alumnas de 10° en los años 2016, 2017 y 2018.



Los datos descritos arrojan que, durante los últimos tres años, las alumnas de décimo han obtenido resultados poco satisfactorios en el componente de lectura, en el cual la mayoría de las estudiantes obtienen notas por debajo de 3,5 (de acuerdo con la escala de calificación de la institución de 0,0 a 5,0, donde se aprueba con 3,0). Como se evidencia, un número significativo de estudiantes obtienen notas por debajo de 2,5, lo que representa una preocupación y consecuentemente la necesidad de buscar alternativas de solución a esta necesidad de aula. (Ver Anexos 0.1)

Es entonces imperante que desde el rol del docente del grado décimo se logre que las estudiantes desarrollen las competencias en la comprensión lectora en Inglés, no sólo con el fin de aprobar un examen internacional, sino, primordialmente porque la lectura es una habilidad necesaria para todas las personas que buscan acceder al conocimiento de forma directa, así, realizar inferencias basados en un texto permite desarrollar el razonamiento y la comprensión, todas estas, facultades necesarias para la vida escolar, profesional y laboral. Teniendo esto en cuenta, el proyecto de investigación buscó contribuir en el desarrollo de las habilidades de comprensión de lectura a nivel inferencial de las estudiantes de 10º.

Al respecto Acea expone:

“Sin el libro y la lectura no podrá concebirse la instrucción. La lectura se ha convertido en una de las fuentes esenciales de divulgación de los conocimientos, el carácter creador se eleva, por eso, la lectura no puede ser eliminada de la vida cotidiana. No es un proceso pasivo, sino eminentemente activo. [...] Con la lectura se ofrecen diferentes alternativas para resolver los problemas, ya que leer es una compleja actividad mental [...] No es solamente reconocer las

palabras y captar las ideas presentadas, sino también reflexionar sobre su importancia” (Lynacy Acea Menéndez, 2014, pág. 27)

1.2. Justificación

El presente proyecto se basó en la pregunta de investigación: ¿Qué incidencia tiene la implementación de las rutinas de pensamiento en el desarrollo de las habilidades de comprensión de lectura inferencial: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor; en las estudiantes de 10° del Colegio Gimnasio Los Pinares?, Siendo la pregunta el punto de partida para la implementación de diferentes prácticas en el aula que favorezcan la potenciación de las habilidades de comprensión de lectura inferencial de las estudiantes.

En el Colegio Gimnasio Los Pinares, ubicado en el barrio El Poblado de Medellín, se han evidenciado resultados poco satisfactorios en las pruebas realizadas por Cambridge en diferentes etapas del proceso escolar: (Progression Tests 2014, 2015, 2016, 2017 y 2018) como se expuso, en las cuales la mayoría de las estudiantes se encuentran en un nivel de desempeño medio o bajo. Estos resultados respaldan lo que se ha observado durante las diferentes clases dictadas en inglés y que ha sido discutido durante las reuniones de las docentes, quienes concuerdan al decir que las estudiantes de 10° no tienen un nivel alto de comprensión de lectura, ya que este se limita a entender la información literal y explícita que se da en un texto, pero que, al enfrentar a las estudiantes a ejercicios de lectura que requieren hacer inferencias, las estudiantes se ven limitadas, y su desempeño es generalmente bajo.

Basados en los resultados obtenidos y tomando como base lo observado por las docentes de las diferentes asignaturas en sus clases, se hace manifiesto que en la institución existe una deficiencia en la comprensión de lectura en inglés de sus estudiantes. De ahí la pertinencia del proyecto y de la implementación de alternativas de solución dentro del aula, con el fin de promover el desarrollo de las habilidades de comprensión de lectura, enfocadas desde las cuatro categorías de análisis expuestas en el documento.

Lo que se pretendía era, mediante la implementación de las rutinas de pensamiento, cuya finalidad es hacer el pensamiento visible, lograr que las estudiantes tuvieran un mejor acercamiento y comprensión de los textos dados en la lengua extranjera (inglés), facilitando su capacidad para entender palabras

desconocidas de acuerdo con el contexto en que se encontraban, determinar la actitud y opinión del autor, encontrar inconsistencias en los argumentos y deducir sentidos implícitos dentro de los textos, es decir, llegar a la comprensión amplia y detallada de un texto dado.

Hacer visible el pensamiento está vinculado a todas las actividades y estrategias que los aprendices llevan a cabo con el fin de lograr una mayor comprensión de los temas, ideas o contenidos abordados en las clases (Ron Ritchhart, 2014). Lo que se busca al hacer el pensamiento visible es concientizar a los estudiantes sobre lo que ellos y sus compañeros piensan, con el fin de fomentar el desarrollo intelectual, madurar las habilidades de pensamiento y procurar una vasta comprensión de los contenidos. En este sentido, las rutinas de pensamiento devienen protocolos sencillos y simples que conllevan a los estudiantes a explorar sus ideas y a desarrollar una actitud abierta y positiva hacia el acto de pensar, siguiendo, en cada una de ellas ciertos pasos que finalmente facilitarán el aprendizaje y la comprensión. (Ron Ritchhart, 2014).

De este modo, mediante el uso de las rutinas de pensamiento dentro de las clases, y más específicamente en las actividades de comprensión de lectura, se puede propulsar la comprensión exhaustiva de textos en la lengua extranjera, en este caso Inglés. Al respecto Ángela Salmon aporta: “Debido a que la comprensión de lectura tiene mucho que ver con el desarrollo del pensamiento y el vocabulario, esta amerita el estudio de mecanismos que promuevan la actividad cognitiva y el desarrollo de vocabulario” (Salmon, 2009). Lo anterior, no es más que un llamado a los docentes a renovar sus prácticas dentro del aula, mediante actividades que impulsen al educando a pensar, y a través de ese pensamiento, promover la comprensión de textos.

1.3. Contextualización

Cuando se habla de contexto educativo, es necesario entenderlo como un todo que se constituye de una serie de aspectos (contexto socioeconómico, cultural y social de la ciudad, del barrio y de las familias) que tienen impacto sobre lo que sucede en la institución educativa y en el aula. Por ende, para alcanzar una perspectiva clara de lo que se estudia en el presente proyecto investigativo, se hace preciso presentar el contexto en donde este se desarrolla.

Contexto local:

El Colegio Gimnasio los Pinares se encuentra ubicado en el barrio El Poblado de la ciudad de Medellín, capital del departamento de Antioquia y segundo centro económico más importante de Colombia, caracterizado por su desarrollo financiero, industrial y cultural. El Poblado se localiza en la Comuna número 14 de Medellín, en la zona sur oriental, ésta es la comuna más extensa de Medellín y la menos poblada.

Imagen 1: Mapa Ubicación del Colegio Gimnasio Los Pinares

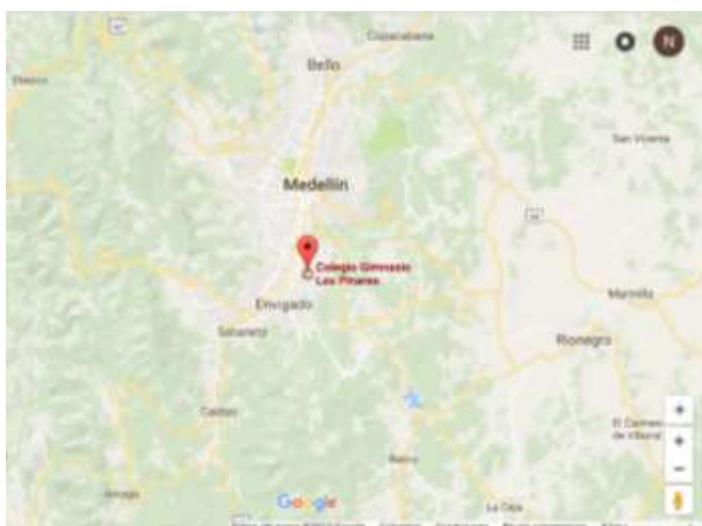


Imagen 1 Sacada de Google Maps

Imagen 2: Foto panorámica Colegio Gimnasio Los Pinares

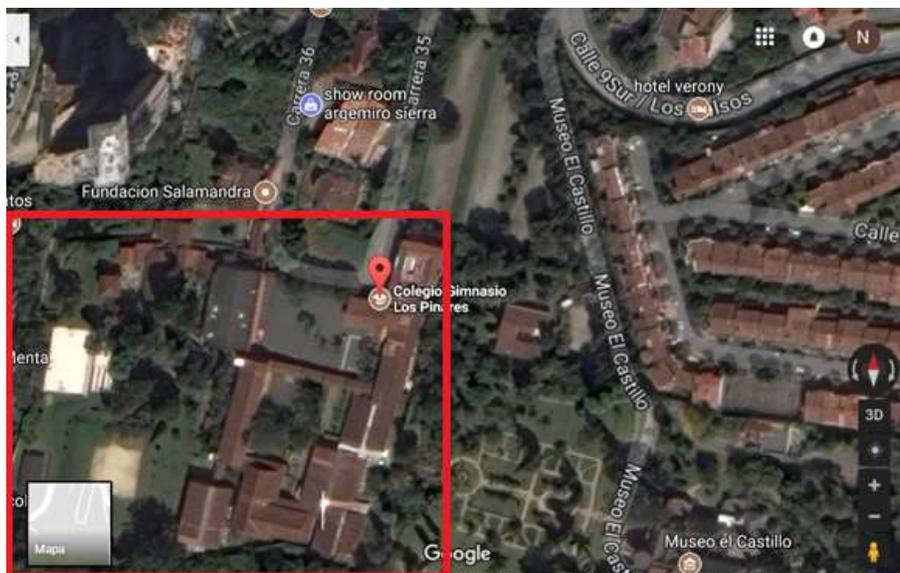


Imagen 2 Sacada de Google Maps

En cuanto a arte y cultura, El Poblado tiene tres centros abiertos al público: La Casa de La Cultura, El Museo el Castillo y el Museo de Arte Moderno. (CAROLINA BARROS MUÑOZ, 2010); esto da una idea de cómo sus habitantes disponen de sitios que facilitan el contacto con la cultura; de ahí que

muchas de las familias de las estudiantes encuentran en este tipo de lugares un espacio para el esparcimiento, dónde compartir tiempo en familia e incitar a sus hijas (estudiantes del grado 10°) al interés por la lectura, el arte y la historia.

Contexto Institucional:

Reseña histórica de la institución: En febrero del año 1965, el Colegio Gimnasio Los Pinares inició su trayectoria educativa. 30 padres de familia ayudaron con la fundación del colegio, buscando por medio de éste educar a sus hijas de forma integral, personalizada, con un enfoque cristiano. El colegio se construyó en un terreno que compraron a Diego Echavarría Misas cerca de El Castillo (el que fuera su casa en ese momento). (MIRAPALTECHO, 2017)

En 1970 se graduaron de bachilleres treinta alumnas que constituyeron la primera generación del colegio. Desde entonces y hasta hoy el colegio ha graduado generaciones de mujeres, muchas de ellas madres de familia, ocupantes de cargos dirigentes y de gran importancia tanto en el sector público como en el privado, caracterizándose primordialmente por su inclinación hacia el servicio de los demás. (MIRAPALTECHO, 2017)

Misión: El colegio busca educar mujeres, en colaboración con los padres de familia, a través de valores cristianos, de un modo integral y personalizado. Fundamentados en un compromiso con la formación humana, el servicio a la sociedad y la excelencia académica, en el marco de la filosofía de la Obra Bien Hecha. (MIRAPALTECHO, 2017)

Visión: Para el 2020 la institución busca consolidar su proyecto educativo fundamentado en tendencias de innovación, privilegiando la investigación, el desarrollo de habilidades y el compromiso social. El colegio se proyecta como institución líder en Colombia, caracterizado por dar a la sociedad mujeres de alto perfil humano, profesional, familiar, con espíritu servicial y coherencia de vida. (MIRAPALTECHO, 2017)

Principios:

1. Concepción cristiana del hombre y de la vida, fidelidad a las enseñanzas doctrinales y morales de la Iglesia Católica.
2. Reconocimiento del valor trascendente del trabajo, eje del crecimiento y perfeccionamiento humano y origen del desarrollo socioeconómico y cultural.
3. Educación personal integral que promueve el desarrollo de las alumnas y el reconocimiento de su dignidad humana.
4. Ejercicio de la libertad responsable, coherencia de pensamiento, palabra y acción.
5. Apertura al saber, educación continua y flexible, con un referente que ilumine y difunda desde la perspectiva cristiana, un pensamiento estructurado en todas las áreas del conocimiento.
6. El objeto de la inteligencia humana es la búsqueda de la verdad, mediante un ejercicio académico riguroso, creativo e interdisciplinario, articulando razón y fe.
7. Apertura al conocimiento del mundo, para enriquecer la tarea educativa, mediante el diálogo entre saberes y el respeto por la discrepancia.
8. Formar personas íntegras, competentes, con valores familiares, afectivos, éticos y sociales.
9. Formación del carácter y desarrollo de la personalidad a través del cultivo de las virtudes y el desarrollo de valores como autonomía, responsabilidad, coherencia, constancia, fortaleza y firmeza de convicciones.
10. Impulsar el conocimiento propio, el autocontrol y el equilibrio emocional como medios de automotivación y liderazgo; el desarrollo del talento social y el optimismo, como medios para comprender los sentimientos de los demás.
11. Fomentar el aprendizaje riguroso de saberes, formar la inteligencia, el criterio y la voluntad, para asumir la coherencia de vida necesaria en la práctica del bien y en la defensa de los valores.
12. Promover un ambiente de afecto y respeto mutuo, de cordialidad, amistad y alegría, en la sana convivencia y la cooperación entre todos.
13. Buscar la adquisición de hábitos de concordia social, de convivencia y cooperación.
14. Desarrollo de competencias comunicativas, como estrategia para enfrentar los retos de las nuevas tecnologías y los cambios de la sociedad.

15. Educar en la convivencia humana y en el amor verdadero, como forma de valorar el papel de cada una en la vida y como camino para salir del egoísmo individualista.
16. Capacitación permanente del equipo docente (centro del quehacer educativo), procurando que su vida académica se asuma como vocación profesional.
17. Trabajar por la unidad familiar y la formación de las familias, como primeros educadores de sus hijas.
18. Dirigir el Colegio mediante un sistema de decisión colegiado.
19. Disponer los medios necesarios para el desarrollo de la investigación, la conservación y cuidado del medio ambiente y la proyección social de toda la comunidad educativa. (MIRAPALTECHO, 2017)

Características físicas: El Colegio Gimnasio Los Pinares es un colegio campestre que dispone de grandes zonas verdes, canchas de fútbol, voleibol, un coliseo con cancha de baloncesto, dos salones de música, dos salas de sistemas, una biblioteca rica en libros y material pedagógico además de 40 computadores prestos para el uso de los y las visitantes. Los salones de clase son amplios, iluminados y equipados con sistema de sonido y video-beam, lo que resulta favorable a la hora de implementar diversas metodologías en las clases de Inglés. Las docentes y estudiantes disponen de dos laboratorios y dos salones de arte. Las salas de profesoras están distribuidas en todos los bloques del colegio. El departamento de inglés, específicamente, dispone de un aula con material didáctico: juegos, textos guías, libros de literatura inglesa (algunos auténticos y otros adaptados a los niveles según em Marco Común Europeo), materiales de audio y video, entre otros, todos disponibles para las docentes de todos los grados para ser utilizados durante las clases, y así, enriquecer las dinámicas de clase y favorecer los procesos de aprendizaje.

Contexto Específico o de Aula:

El grupo con el cual se planea llevar a cabo el proyecto de investigación es 10°A. Este está conformado por 16 estudiantes mujeres, que oscilan entre los 15 y los 16 años. La mayoría de las integrantes del grupo provienen de familias católicas, funcionales, y tienen uno o más hermanos,

además, por fuera de las actividades escolares, practican deportes, aprenden un tercer idioma, aprenden un instrumento musical o pertenecen a diversos tipos de actividades culturales.

Este grupo se caracteriza por las buenas relaciones que existen entre las estudiantes y entre estas y las profesoras. Las estudiantes son comprometidas con su proceso de aprendizaje, trabajan con interés, responsabilidad y motivación, por ende, las clases son dinámicas, las alumnas participan activamente, preguntan cuando tienen inquietudes, son puntuales y se acogen a las normas del colegio y de la clase.

El nivel de inglés de las integrantes de este grupo es alto, se comunican con fluidez tanto de forma oral como escrita, esto obedece al enfoque bilingüe del colegio y a la intensidad horaria semanal de Inglés que es de 6 horas hasta noveno grado, y de 4 horas en décimo, once y doce grado. Además, algunas asignaturas como Arte, Tecnología, Sociales, Global Perspectives, y Ciencias se dictan en la lengua extranjera, por ende, su exposición al inglés es alta.

En lo que respecta al nivel de comprensión de lectura inferencial, en diversas reuniones de las docentes, y tras observar su desempeño a lo largo del curso de inglés, las profesoras del grado acordamos con que se observan falencias; las estudiantes en muchas ocasiones no superan un nivel de comprensión literal y se ven limitadas por la falta de riqueza léxica, e intuir mensajes o información no explícita y asumir la postura del autor son habilidades que se detectan débiles en la mayoría de las estudiantes.

Imagen 3. Grupo 10° en clase de Inglés.



Imagen 4. Grupo 10° en clase de Inglés



Imagen 5. Grupo 10° en clase de Inglés



1.4. Pregunta de investigación

¿Qué incidencia tiene la implementación de las rutinas de pensamiento en el desarrollo de las habilidades de comprensión lectora a nivel inferencial: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor; en las estudiantes de 10° del Colegio Gimnasio Los Pinares?

1.5. Objetivos

General:

Determinar la incidencia de la implementación de las rutinas de pensamiento en el desarrollo de las habilidades de comprensión de lectura: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor; en las estudiantes de 10° del Colegio Gimnasio Los Pinares.

Específicos:

- Identificar la efectividad de la implementación de la rutina de pensamiento “veo, pienso, me pregunto” en el desarrollo de la capacidad de las estudiantes para identificar el sentido implícito de un texto en inglés.
- Establecer relaciones entre la habilidad para reconocer la actitud y opinión del autor en un texto dado y la aplicación de la rutina de pensamiento “titular”.
- Interpretar en qué medida la facultad de las estudiantes para encontrar inconsistencias en los argumentos planteados de una lectura puede ser favorecida tras la implementación de la rutina “semáforo”.
- Relacionar la rutina de pensamiento “qué te hace decir eso” con su incidencia en la destreza para captar el significado de palabras desconocidas de acuerdo con el contexto.
- Proveer conocimientos pedagógicos útiles para los docentes que buscan el mejoramiento de la comprensión de lectura de sus estudiantes.

Capítulo II

2. Marco Teórico

2.1. Estado del Arte (Antecedentes investigativos)

La comprensión de lectura de los estudiantes en edad escolar y universitaria se ha convertido en uno de los objetos de estudio más representativos dentro del campo de la educación, de ahí el advenimiento de numerosas propuestas pedagógicas y proyectos de aula enfocados en el desarrollo de esta habilidad.

A continuación, se hace referencia a algunos trabajos que se han ocupado de plantear soluciones a la problemática que gira en torno a las dificultades en la comprensión lectora y la utilización de las rutinas de pensamiento como propuesta metodológica para el desarrollo de esta habilidad.

Con la intención de ofrecer organización y lógica en el recorrido, se presentan aquellos trabajos desarrollados alrededor del problema, primero desde el ámbito regional, segundo desde el nacional y, finalmente, se presentan algunos estudios realizados en otros países.

2.1.1. Regional.

Si bien la comprensión de lectura es un tema que por años ha interesado y ocupado educadores e investigadores de Medellín y de Antioquia en general, y son numerosos los estudios publicados a este respecto, en el campo específico del desarrollo de la comprensión de lectura mediante la implementación de las rutinas de pensamiento aún no hay estudios publicados. Esto debido a que la metodología propuesta en el proyecto de investigación liderado por David Perkins en la universidad de Harvard “Proyecto Zero” es relativamente nueva y poco explorada en los colegios y universidades de Antioquia.

2.1.2. Nacional

En Colombia no son muchos los estudios y las iniciativas de investigación inspiradas en el pensamiento visible direccionado hacia el desarrollo de la comprensión de lectura, sin embargo, en el departamento de Cundinamarca, específicamente en Bogotá y Chía se han liderado algunos estudios, que si bien no se

enfocan en la lectura en Inglés como lengua extranjera, sí tratan de explicar los efectos de la implementación de las rutinas en el desarrollo de la lectura en la lengua materna o en el desarrollo y aprendizaje del Inglés.

Uno de los primeros estudios se llevó a cabo en Chía en el 2015, esta investigación fue realizada por Diana Cristina García Murillo, quien, preocupada por desarrollar los niveles de comprensión de sus estudiantes de grado prejardín del Colegio Rochester, buscó una forma alternativa de educar, que fuera más allá de la educación tradicional memorística. Es así como Diana Cristina decidió hacer uso de las rutinas de pensamiento “Ver-Pensar-Preguntarse” y “Color, Símbolo e Imagen” para desarrollar el pensamiento y la comprensión de los estudiantes de preescolar. Se destaca de este estudio que al final los resultados arrojados fueron positivos, al respecto García (2015) apunta: “las rutinas de pensamiento lograron desarrollar niveles de comprensión altos en los estudiantes, fomentaron los comportamientos cognitivos y facilitaron la adquisición del inglés como segunda lengua”. (p.10) Con la implementación de estas rutinas los estudiantes demostraron avances significativos en su capacidad para construir afirmaciones, describir, interpretar y elaborar preguntas, además de integrar conocimientos previos, establecer conexiones con su cotidianidad de forma crítica.

A través de este estudio, se puede dilucidar la utilidad de las rutinas de pensamiento cuando se busca desarrollar en los estudiantes la comprensión de lectura. Es posible que, aunque este estudio se enfocó en la lengua materna y en estudiantes de preescolar, sus ideas puedan ser transferibles a la lengua extranjera y la comprensión de lectura inferencial de estudiantes en niveles de escolaridad más avanzada.

Durante el mismo año, una investigadora se interesó por el bajo rendimiento de los estudiantes en las pruebas ICFES en el área de lenguaje, aunado al bajo rendimiento académico, especialmente en la comprensión de lectura de los estudiantes de grado tercero. Con el propósito de mejorar el rendimiento de estos estudiantes y de propulsar los niveles de comprensión de lectura, particularmente la lectura literal, inferencial y crítica, Andrea Chaparro implementó las rutinas de pensamiento: Ver, Pensar y Preguntarse-Preguntas Estrella y ¿Qué te hace decir eso? Los resultados que esta investigación de carácter cualitativo arrojó fueron bastante satisfactorios. Chaparro (2015) así lo describe: “El impacto que generó en los estudiantes fue de gran valor, ya que sus niveles de lectura mejoraron por medio de las rutinas de

pensamiento, y fortalecieron sus procesos de comprensión de lectura a partir de textos base, además de un incremento en su desempeño en otras áreas”. (p. 14) Para la implementación de las rutinas de pensamiento, la investigadora sugiere que se haga de forma dinámica y en diferentes espacios, para evitar que se vuelvan tediosas y repetitivas para los estudiantes. Sin embargo, se hace énfasis en el aporte significativo que estas rutinas pueden ofrecer al desarrollo de la comprensión de lectura, reconociéndolas como “estrategias pedagógicas pertinentes”. (p.107)

Seguidamente, en el año 2016, en la ciudad de Bogotá, se desarrolló un estudio que tenía como objetivo explicar el impacto del uso del texto narrativo y la implementación de las rutinas de pensamiento: Veo, Pienso y me Pregunto y, Color, Símbolo e Imagen, en la comprensión lectora de los estudiantes. Las investigadoras Claudia Patricia Sáenz y Janna Selena Pérez, preocupadas por el bajo nivel de comprensión de lectura de sus estudiantes de cuarto grado, e interesadas por mejorar los resultados en las pruebas estandarizadas nacionales, optaron por la aplicación de las rutinas de pensamiento anteriormente mencionadas y del texto narrativo. Al final de la investigación y evidenciando los resultados obtenidos, Sáenz (2016) reflexiona: “al hacer un uso continuo y reflexivo de las rutinas de pensamiento, estas pueden constituirse en una forma de acercamiento a un verdadero proceso de comprensión de la lectura por cuanto ofrecen estrategias que afianzan la búsqueda de pensamientos más profundos”. (p.111) Durante el proceso de aplicación de las rutinas y con el paso de las sesiones, las investigadoras observaron que los niños incrementaban notoriamente su nivel literal e inferencial, “esto se logró, gracias al avance que tuvieron los niños con relación a la extracción de ideas implícitas de los textos propuestos, las participaciones con cierto grado de propiedad y manejo de vocabulario” (Sáenz, C. & Pérez, J., 2016, pp. 95,96).

Adicionalmente, en el año 2016, un grupo de investigadoras se inquietaron por conocer la percepción que algunos de los docentes de las instituciones educativas de Bogotá tenían en cuanto a la enseñanza de la comprensión de lectura. Las instituciones que participaron en la investigación fueron: Rural el Uval, San Benito Abad, Isla del Sol, Robert Francis Kennedy y Saludcoop Sur, en las cuales se evidenciaba un bajo nivel de comprensión de lectura. De ahí que la investigación realizada buscaba llevar a los docentes a la reflexión acerca de sus prácticas pedagógicas. Además, mediante el diseño, implementación y evaluación de una unidad apoyada en las rutinas de pensamiento, se buscó mejorar los niveles de

comprensión de lectura en los estudiantes y fortalecer, modificar y reevaluar las prácticas docentes. Amórtegui (2016) (p.21). Las investigadoras concluyen que:

“Las rutinas de pensamiento y la aplicación de la unidad de la EpC permiten buscar la significación en la construcción del conocimiento mediante la lectura comprensiva. En la comprensión de lectura son importantes las estrategias de predicción y anticipación porque activan los conocimientos previos y ayudan a desarrollar las habilidades de pensamiento”. (Amórtegui, D., Garavito, S., Granados, L., Guatavita, J., Guerrero, M. 2016 p. 191)

Con el estudio anteriormente descrito, se puede ver cómo, a través de las rutinas de pensamiento, no sólo se fortalece la lectura, sino, se transforman las prácticas docentes, mediante la implementación de nuevas estrategias que favorecen los procesos de enseñanza-aprendizaje.

Posteriormente, en el mismo año en la ciudad de Bogotá, Cundinamarca, la investigadora Nori Emilce Martín buscó fortalecer la comprensión lectora de los estudiantes del grado quinto del Colegio Codema IED por medio de la implementación de una unidad didáctica basada en la enseñanza para la comprensión. La Investigadora emprendió su proyecto investigativo al evidenciar la necesidad de diseñar programas que favorecieran no sólo los resultados en pruebas estandarizadas, sino la formación ciudadanos críticos, reflexivos y competentes en aspectos relacionados con la comprensión lectora en las diferentes áreas del conocimiento. En este sentido, con rutinas de pensamiento como “Antes pensaba, Ahora pienso”; “Pensar, Conversar y Compartir”; “Color, Símbolo, Imagen” y diferentes estrategias de evaluación, se pudo evidenciar progreso no sólo en la habilidad de comprensión de lectura, si no una renovación en las metodologías empleadas por los docentes.

“Los diferentes componentes de la Enseñanza para la Comprensión facilitaron los procesos desarrollados en el aula ya que permitieron: evidenciar las necesidades y fortalezas de los estudiantes con respecto a los procesos de comprensión lectora; realizar una planeación y organización más adecuada de los contenidos programáticos; observar y guiar de manera más adecuada y constructiva los procesos de aprendizaje y en este caso de comprensión lectora; explorar nuevas formas de acceder y construir conocimiento a partir de diferentes recursos didácticos”. (Martín, N. 2016 p.134)

En el 2017, en Chía, un grupo de investigadores se interesaron en fortalecer la comprensión de lectura de los estudiantes y buscaron desarrollar en ellos la apropiación y análisis de los textos leídos, con el fin de obtener mejores resultados en las pruebas SABER. Para estos docentes investigadores, el bajo rendimiento en las pruebas saber está directamente relacionado con los bajos niveles de lectura.

Partiendo de la anterior reflexión, los docentes consideraron oportuno convertir las rutinas de pensamiento en la estrategia para lograr su fin. Medina, Reyes, Vera y Veloza (2017) sostienen que:

“en los procesos de desarrollo de pensamiento, que se constituyeron en el eje de las actividades pedagógicas, se encontró una valiosa herramienta en las “Rutinas de Pensamiento”, pues ellas son versátiles, responden positivamente a la necesidad de motivar a los estudiantes por comprender lo que leen y saber qué hacer con eso, en el contexto de sus vidas diarias”. (Reyes et al. 2017, p. 155)

Los resultados obtenidos al final de esta investigación demuestran que el nivel de motivación de los estudiantes hacia la comprensión de lo que leen, se incrementa por medio de las rutinas de pensamiento, señalan además que, a través de la EPC (enseñanza para la comprensión), se fortalecen los procesos de lectura comprensiva.

Finalmente, en la ciudad de Bogotá en el año 2017, la investigadora Claudia Esperanza Marín se inquietó por descubrir los factores que influyen en la comprensión de lectura de sus estudiantes de primer grado, y consecuentemente proponer una estrategia didáctica que permitiera desarrollar procesos de pensamiento en sus estudiantes, desarrollar la pasión por la lectura y aumentar los niveles de comprensión; esto con el fin de continuar potenciando de la excelencia académica por la cual la institución de ha caracterizado. Es así como, a través de la articulación entre evaluación permanente y rutinas de pensamiento, se buscó una transformación positiva en los procesos de comprensión de lectura.

Tras el desarrollo del proyecto de investigación, Marín llegó, entre otras, a una conclusión particularmente significativa: Marín (2017) “El articular las rutinas de pensamiento (ver, pensar, preguntarse, -antes pensaba –ahora pienso, pensar, juntarse y compartir), con la evaluación continua, permiten posibilitar el mejoramiento de los niveles de comprensión de lectura en los estudiantes del grado primero”. Adicionalmente, se reconoce la incidencia positiva que tienen las rutinas pensamiento en el fortalecimiento de los diferentes niveles de comprensión lectora: literal, inferencial y crítico. Finalmente,

a través de la visibilización del pensamiento, se pueden ver reflejadas las fortalezas y debilidades de los estudiantes, para consecuentemente diseñar planes de mejora más eficaces que atiendan a las necesidades particulares de los mismos.

Este estudio es de interés para la investigación que en el presente trabajo se describe, en tanto que su interés se centra en los niveles de comprensión de lectura: literal, inferencial y crítico; y el tema que interesa en esta investigación es la relación que puede haber entre la implementación de las rutinas de pensamiento y el desarrollo de las habilidades de lectura a nivel inferencial.

2.1.3. Internacional.

Desde el plano internacional se hace pertinente mencionar una investigación que se desarrolló alrededor de las rutinas de pensamiento y la comprensión de lectura, con el fin de determinar el alcance y los resultados que esta arrojó, y de este modo orientar el proyecto que acá se presenta.

En el año 2013 en el estado de Florida, Estados Unidos, Gwyn W. Senokossoff y Joyce C. Fine investigaron la forma de apoyar los procesos de comprensión de lectura de adolescentes con dificultades en la lectura y de un adolescente con síndrome de Asperger. La investigación se titula: “Supporting Teachers of Inclusive Classrooms: Using Visible Thinking (VT) and Writing with Adolescents to Develop Reading Comprehension”. Los autores del estudio señalan que, a pesar del poco tiempo que se invirtió en el desarrollo del proyecto, y de que sólo cuatro estudiantes se ofrecieron a participar en el, las respuestas de los participantes en las rutinas de pensamiento dan cuenta de un progreso significativo en la profundidad de su comprensión. Los investigadores sugieren que, con apoyo continuo, mediante la visibilización del pensamiento, se podría fortalecer aún más. Senokossoff y Fine (2013) (p.42)

Otro estudio llevado a cabo, que, si bien no está relacionado con la comprensión de lectura directamente, sí establece una conexión entre el pensamiento visible y el aprendizaje de una lengua extranjera. La investigación se llevó a cabo en dos centros de primera infancia en Miami, Florida, en donde se aplicaron los principios propuestos en el Proyecto Zero (Project Zero, 2008; Ritchhart & Perkins, 2008) con el fin de revelar la conexión entre las rutinas de pensamiento y el aprendizaje del lenguaje en estudiantes entre 3 y 6 años de edad, cuya lengua materna es el español. El estudio demostró que, a través

de las rutinas de pensamiento, los estudiantes lograron expresar sus ideas en inglés y hacerse conscientes de sus procesos de pensamiento, superando las barreras que su lengua materna y logrando, poco a poco, escalar en el desarrollo y uso del inglés.

Del anterior estudio, cabe resaltar que, a través de las rutinas de pensamiento, el aprendizaje y uso de una lengua extranjera se facilita, lo que repercutirá eventualmente en los procesos de lectura inferencial, en etapas de escolaridad más avanzada. (Salmon A. K., 2008)

2.2. Referentes Teóricos:

2.2.1. Pensamiento Visible:

El concepto de pensamiento visible surge de una investigación desarrollada en la Universidad de Harvard (Ritchart & Perkins 2008; Ritchart et al., 2011), en la cual se estudiaron estrategias por medio de las cuales los estudiantes lograran hacer visible su pensamiento y como consecuencia se hicieran conscientes del mismo, poniendo el pensamiento en el primer plano de toda acción de enseñanza-aprendizaje, convirtiendo las aulas en “culturas de pensamiento”. Según Ritchart, como se cita en (Guzmán, 2014, p.86) “culturas de pensamiento son lugares en donde el pensamiento, tanto individual como colectivo, es valorado, visible y activamente promovido”.

Desde siempre se ha conectado al aprendizaje con los procesos de pensamiento, es claro para todos que sin pensamiento no es posible el aprendizaje, sin embargo, nunca se había hablado o propuesto métodos por medio de los cuales los aprendices pudieran hacerlo visible, “el pensamiento es algo que ocurre al interior, no es visible. El pensamiento se hace visible al nombrarlo y notarlo cuando ocurre” (Ritchart et al., 2014). De acuerdo con Ritchart y Perkins, el pensamiento visible se fundamenta en seis principios básicos: 1. El aprendizaje es una consecuencia del pensamiento: la comprensión y la memoria de los estudiantes se incrementa cuando piensan sobre lo que se aprende. 2. El “buen pensamiento” no es sólo cuestión de habilidades, también de disposiciones: una mente abierta, la curiosidad, el escepticismo, la atención y la imaginación aportan al “buen pensamiento”. 3. El desarrollo del pensamiento es una labor social: existe siempre una interacción y un intercambio entre el individuo y la sociedad. 4. Promover el

pensamiento requiere que se le haga visible: exteriorizar los pensamientos a través de la escritura, el habla y el dibujo mejora las habilidades de pensamiento, además de facilitar la reflexión posterior sobre aquello que se piensa. 5. La cultura del aula de clase determina el aprendizaje y da forma a lo que se aprende: las rutinas, el lenguaje, las expectativas, el tiempo, el lugar, el ejemplo del docente, los patrones de interacción, entre otros, son factores que promueven u obstruyen el ritmo de aprendizaje reflexivo. 6. Las escuelas deben constituir culturas de pensamiento para los docentes: discusiones entre profesionales sobre aprendizaje, pensamiento y enseñanza deben consolidarse como aspectos fundamentales en las experiencias docentes. (Ritchart & Perkins, 2008)

Al hacer el pensamiento visible surgen diversas oportunidades para el aprendizaje, mediante la aplicación de la visibilización del pensamiento los estudiantes desarrollan la capacidad de pensar de diferentes maneras, se devela el pensamiento mismo en acción y se genera una cultura de pensamiento donde todos los integrantes de la clase son agentes activos. (Guzmán, 2014).

A la hora de comprender un texto el pensamiento visible surge como instrumento efectivo que puede, mediante su correcta aplicación, promover el desarrollo de las habilidades lectoras de los estudiantes. Las rutinas de pensamiento, como método para visibilizar el pensamiento se convierten en herramientas valiosas que favorecen e impulsan al estudiante a comprender más y mejor aquello que leen. Guzmán cita en uno de los capítulos el trabajo de Salmon, 2009, (2014, pp.99,100) “el pensamiento visible propone crear culturas de pensamiento en donde el niño está expuesto a pensar más allá de lo obvio. Las rutinas de pensamiento remueven al niño de su zona de confort y lo expone a elevar su pensamiento”. De este modo, la comprensión de lectura del estudiante se incrementa gradualmente al obligar al estudiante a ir más allá del significado literal de los textos, a preguntarse y preguntar sobre el sentido o lo que estos quieren transmitir, a encontrar en ellos los sentidos subyacentes, las intenciones de los autores, las inconsistencias en los argumentos presentados, etc.

2.2.1.1. Rutinas de Pensamiento:

Cuando se busca que los estudiantes hagan visible su pensamiento las rutinas de pensamiento constituyen un instrumento útil y efectivo. Las rutinas de pensamiento son de acuerdo a Angela Salmon (2009) quien es citada por Guzmán “herramientas que se utilizan una y otra vez en cualquier tipo de actividad -lectura, discusión de clase, experimento- para generar algún tipo de pensamiento” (Guzmán, 2014, p.89). Para que las rutinas de pensamiento logren desarrollar en los estudiantes las habilidades o competencias que se pretenden, estas deben tener una intención clara desde el momento de su planeación y deben buscar involucrar el pensamiento y la reflexión de los estudiantes. Estas deben incluir preguntas que inciten al estudiante a participar, a compartir sus propias ideas, a razonar con evidencia, a cuestionar y cuestionarse a sí mismo y a hacer conexiones con sus conocimientos previos.

Las rutinas de pensamiento son una manera de documentar el pensamiento, y de este modo promover en los aprendices el desarrollo de habilidades intelectuales tales como la comprensión de lectura, la argumentación, la reflexión y el pensamiento crítico. En palabras de Ritchart:

“Si sabemos que estamos buscando razonar con evidencia, entonces podemos instar al estudiante a que argumente sus afirmaciones con evidencia...Si la rutina se enfoca en establecer conexiones a través de un pensamiento metafórico, entonces podemos invitar a los estudiantes a ir más allá de las conexiones obvias hacia aquellas que son más sutiles” (Ritchart, R. et al, 2011)

Las rutinas de pensamiento se caracterizan por ser patrones simples y fáciles de incorporar en las prácticas de aula habituales, mediante las cuales se pueden alcanzar fines específicos, tales como, desarrollar la habilidad para preguntar y para preguntarse, promover la discusión entre los estudiantes, dudar de la información dada, establecer comparaciones o patrones, entre otras, y de este modo, hacer a los estudiantes conscientes de su pensamiento. “Cuando las rutinas de pensamiento se usan regularmente y se convierten en parte de los patrones del aula, los estudiantes internalizan mensajes a cerca de qué es el aprendizaje y cómo sucede”. (Ritchart, R. et al, 2011)

Morales y Restrepo (2014) hacen mención de la clasificación que Ritchart propone sobre algunas de las rutinas de pensamiento, quien las divide en tres subgrupos de acuerdo con su intencionalidad:

1. Introducir y explorar ideas: Ver, pensar, preguntar.

2. Sintetizar y organizar ideas: Color, símbolo e imagen; Generar, organizar, conectar, explicar; Conectar, extender, preguntar; Antes pensaba, ahora pienso.

3. Profundizar ideas: Qué te hace decir eso; Círculo de puntos de vista; Oración, frase, palabra.

(Morales, M. & Restrepo, I., 2014)

Las rutinas de pensamiento tienen muchas ventajas, entre otras están el dinamismo que promueven, el hecho de poder ser aplicadas de forma individual o grupal, favorecen las relaciones y la interacción docente-estudiante y entre los estudiantes mismos, pueden ser utilizadas y adaptadas a diferentes niveles o grados, y pueden convertirse en métodos de evaluación formativa eficaces. En lo que respecta a evaluación Morales, M. & Restrepo señalan: “las rutinas de pensamiento facilitaron un proceso de evaluación efectiva, pues se logró visibilizar el pensamiento de los estudiantes de una forma diferente... Una evaluación que tuvo en cuenta los saberes de los estudiantes, sus intereses e inquietudes”. (2014, p. 94). Como herramienta para la evaluación las rutinas de pensamiento ofrecen una variedad de actividades en las cuales los estudiantes pueden dar cuenta de sus procesos de aprendizaje, sus logros y los procesos que llevaron a cabo para obtenerlos, además, pueden manifestar sus inquietudes, vacíos y dificultades, y, de esta manera, iluminar las prácticas del docente, direccionar su acción e influir positivamente sobre los procesos de enseñanza-aprendizaje.

Las cuatro rutinas de pensamiento aplicadas en el desarrollo de la investigación se explican en el cuadro a continuación:

RUTINA DE PENSAMIENTO	DEFINICIÓN	CATEGORÍA
¿Qué te hace decir eso?	“Fomenta la disposición de razonar con evidencia...Se pide a los estudiantes que respalden sus interpretaciones con evidencia” (Ritchart, R. et al, 2011)	Deducir el significado de las palabras según el contexto
Luz Roja, Luz Amarilla	“Se enfoca en la identificación de las ocasiones donde se es escéptico y se hacen preguntas...se trata de estar más consciente de momentos específicos	Reconocer las inconsistencias en un argumento

	que presentan señales de posibles inquietudes sobre la veracidad del asunto que se está tratando”	
Ver, Pensar, Preguntar	“Esta rutina está diseñada para aprovechar la observación intencionada y la mirada cuidadosa de los estudiantes como base para el desarrollo de ideas más profundas, interpretaciones fundamentadas, teorías basadas en evidencia...” (Ritchart, R. et al, 2011)	Entender el sentido implícito de un texto
Titular	“pide a los estudiantes que reflexionen y sintetizen a medida que identifican la esencia... construir comprensión de las grandes ideas...ayuda a los estudiantes a darse cuenta de qué está en el centro del tema” (Ritchart, R. et al, 2011)	Reconocer la actitud y opinión del escritor

2.2.2. Comprensión de Lectura:

La habilidad para comprender textos además de suscitar debates entre expertos y la curiosidad de estudiosos, ha sido también objeto de estudio e interés de un número significativo de docentes e investigadores alrededor del mundo, esto debido a que gran parte del éxito escolar de un estudiante depende de su capacidad, no sólo de decodificar signos para posteriormente traducirlos a sonidos y de comprender el significado de las palabras de forma aislada, sino también de leer, en el sentido completo de la palabra, lo cual implica interpretar el contenido de un texto, interactuar con él para comprenderlo y reflexionar sobre su contenido. Al respecto, Santiesteban, E. y Velásquez, K. nos brindan una definición clara y completa del término “comprensión de lectura”. Así, según ellos, la lectura

“abarca el empleo de estrategias conscientes que conducen en primer término a decodificar el texto; luego, presupone que el lector capte el significado no solo literal de las palabras y las frases, o el sentido literal de las oraciones, de las unidades supraoracionales o del párrafo, o del contenido literal del texto; sino que debe captar el significado, el sentido y el contenido complementario, lo

cual significa, entre otras cosas, el procesamiento dinámico por parte de ese receptor/lector, quien lo desarrolla estableciendo conexiones coherentes entre sus conocimientos y la nueva información que le suministra el texto”. (Santiesteban, E. y Velásquez, K., 2012, pp. 106,107)

Apoyando la definición previa, Balikcioglu, G., Efeb, T. (2016) afirman que la lectura es un proceso que incluye un lector, un texto y un autor, y este proceso comienza con los pensamientos y creencias del autor del texto y termina con la interpretación de las ideas y la interacción entre el lector y el autor.

Teniendo en cuenta lo expuesto, cabe mencionar que existen dos tipos de nivel de lectura, el primero de decodificación y el segundo de comprensión. En este sentido Golder, C. y Gaonac’h D hacen una distinción entre los dos “tipos” de lectura, que puede resultar aclaratoria: al acto de decodificar lo llama competencia de “bajo nivel”, es decir, la capacidad de conectar grafemas y fonemas, al acto de comprender, por su parte, lo llama competencia de “alto nivel”.

“las primeras se basan en un aprendizaje repetitivo (...) En lo que respecta a las actividades de alto nivel, estas recurren a capacidades intelectuales (...): utilizar nuestros conocimientos para construir hipótesis sobre el texto, establecer inferencias para comprender las relaciones entre las diferentes oraciones, etc.” (Golder, C. y Gaonac’h D., 1998, p.10)

Otra clasificación conocida es aquella que divide los niveles de lectura entre nivel literal y nivel inferencial. (Quintero, L., Goyes, A., Forero, E., 2016) definen la lectura literal como aquella que se enfoca en las partes independientes del texto, mientras que la lectura inferencial hace énfasis en las relaciones que se hallan dentro del texto, es decir, la comprensión general y la interpretación.

Una vez entendidos los niveles de lectura a los que puede y debe llegar el estudiante, cabe resaltar que, para llegar a un nivel de lectura competente, el lector (en este caso el estudiante) “requiere de una preparación consciente y dedicada desde el inicio de la vida escolar” (Quintero, L. et al 2016, p.14). Es decir, la competencia lectora es una habilidad que se desarrolla con trabajo arduo, compromiso, persistencia y la intervención de los agentes educativos, quienes desde su saber específico pueden guiar al estudiante hacia el logro de los objetivos trazados.

La comprensión de lectura no sólo es un proceso que se lleva a cabo en la lengua materna, si no en segundos idiomas e idiomas extranjeros. Y tanto el primer caso como el segundo cobran importancia en un mundo globalizado, donde se requiere que los estudiantes y profesionales sean académicamente competentes en más de un idioma. Balikcioglu, G., Efeb, T. (2016) ilustran la importancia de la lectura al afirmar que es una de las habilidades fundamentales que toda persona educada debe tener, no sólo en su lengua materna, si no en un idioma extranjero. También mencionan que la habilidad de comprender textos no es adquirida naturalmente, por el contrario, es aprendida y practicada a través de la instrucción formal y la experiencia.

Particularmente, en el caso de la comprensión de lectura de textos en inglés como segunda lengua, Namjoo y Marzban (2013) afirman que la lectura es una labor compleja, porque requiere no sólo que el lector conozca la gramática y el vocabulario del idioma en que se lee, sino que simultáneamente se hace necesario un proceso de análisis, síntesis y evaluación.

Para acceder a un texto y comprenderlo en profundidad, es decir, para ir más allá de la simple decodificación y dar un paso hacia la comprensión (Golder, C. y Gaonac'h D., 1998) se hace necesario que el estudiante desarrolle un número de habilidades específicas, cada una de las cuales hará posible una mejor interacción entre el lector y el texto; así, desarrollando habilidades inferenciales tales como: el reconocimiento de inconsistencias en argumentos, la deducción de significados de palabras según el contexto y el reconocimiento de la actitud y opinión del autor (nivel inferencial de la lectura propuesto en el currículo de Cambridge (Cambridge International Examinations, 2016), se posibilita una mejor comprensión de lectura, y consecuentemente mayor éxito escolar y académico por parte de los estudiantes.

2.2.2.1. Primera habilidad: Entender el sentido implícito en un texto:

La inferencia de textos o comprensión del sentido implícito puede ser considerada como una de las habilidades más importantes en los procesos de comprensión de lectura. Jouini, K. (2015) la define del

siguiente modo: “la inferencia es la capacidad para sacar deducciones y conclusiones acerca de lo que no está explícito en el texto” y añade:

“La inferencia también es equivalente al proceso de juzgar, razonar, deducir, es decir, sacar conclusiones que no aparecen en el texto, pero que se pueden extraer basándose en la información; o inducir, es decir, extraer o enumerar consecuencias de la información dada”. (Jouini, K. 2015. p.15)

En el proceso de inferencia convergen no sólo el contenido del texto y la habilidad del lector para decodificar signos, por el contrario, en esta habilidad de alta complejidad el estudiante debe también hacer uso de sus conocimientos previos, apoyados de la información que aporta el texto, para encontrar evidencia y posteriormente elaborar significados y deducir información que se encuentra implícita.

Una definición un poco más compleja sobre la lectura inferencial es dada por Raymundo Casas, según el autor

“La inferencia es el proceso lógico mediante el cual obtenemos una conclusión analizando el contenido de ciertas premisas. De lo que se trata es de obtener una conclusión sobre la base de un proceso de razonamiento implicatorio que no siempre se adecúa a las normas rigurosas de la ciencia de la lógica.” (Casas, R. 2004. p.16)

Para comprender mejor el término “lectura inferencial” se hace necesario aclarar los conceptos de información visual e información no visual. La información visual es aquella obtenida en el texto que se lee, aquellos signos que son decodificados en el proceso de lectura y proveen al lector con información puntual y explícita. Por su parte, la información no visual está conformada por todos los conocimientos previos que posee una persona, en este caso el lector, y que le facilitan la comprensión de una lectura.

Consecuentemente, y teniendo claridad sobre estos dos conceptos, se puede en gran parte explicar el fracaso en los procesos de inferencia del siguiente modo: “La inferencia falla cuando se dispone de poca información no visual porque la memoria de producción se ve forzada a trabajar con datos inseguros de la memoria” (Casas, R. 2004. p.22).

De este modo, conocer el lenguaje escrito y saber decodificarlo es solo una condición primaria en los procesos de comprensión de lectura, “la condición suficiente radica en la posibilidad de extraer todos los significados posibles de un texto, globalmente considerado, a partir del conocimiento previo de que

dispone el lector (...) y de las representaciones que posee acerca de una parcela determinada de la realidad” (Molina, S. 2008. p, 173)

2.2.2.2. Segunda habilidad: Reconocer inconsistencias en los argumentos:

En el pasado, cuando hablábamos de qué era leer bien o qué era un buen lector, se pensaba en la capacidad que este tenía para decodificar correctamente los símbolos, y particularmente, el acto de detectar errores se limitaba a la identificación de errores ortográficos o que obstaculizaban la decodificación. Con los nuevos modelos pedagógicos y las nuevas visiones sobre enseñanza y aprendizaje, la comprensión de lectura pasó a ocupar un puesto privilegiado. Desde esta perspectiva, la detección de errores trascendió a la habilidad que el lector tiene para percatarse de inconsistencias que le impiden lograr una óptima comprensión de la intención del texto. (Jaramillo A., Montaña, G., Rojas, L., 2006)

La detección de errores o inconsistencias en los textos no es un campo muy explorado, sin embargo, las investigaciones hechas al respecto demuestran que es una de las habilidades que más difícilmente desarrollan los lectores. Así lo señalan Latorre y Escobar al citar a Otero (1998)

“La detección de inconsistencias se ha investigado de varias maneras, a través de reportes verbales, después de la lectura en la que se solicita a los lectores que subrayen los problemas encontrados en el texto. Por medio del registro de relecturas y tiempos de lectura en los fragmentos que se su ponen problemáticos, la mayoría de los estudios ha demostrado que tanto jóvenes como adultos tienen dificultades para hallar inconsistencias en la lectura” (Latorre, D., Escobar, H., 2010, p. 865)

Existe un método llamado “Paradigma de detección del error” propuesto por Winograd y Johnston, 1982, el cual

“se basa en proporcionar a los sujetos textos que contengan información incoherente, contradicciones textuales o información que contradice el conocimiento de los lectores. Luego se evalúa el monitoreo de la comprensión analizando su habilidad para identificar estas contradicciones y sus acciones posteriores”. (Mazzitelli, C., Maturano, C., y Macías, A., 2007, p. 218)

Reconocer inconsistencias en los argumentos consiste entonces en la habilidad que tiene una persona para enfrentarse a un texto contradictorio, identificando y manifestando la dificultad inmersa en el texto. Para llegar a la conclusión de que un argumento es incongruente o inválido, el lector hace uso de la lógica y de sus conocimientos previos, que le permiten identificar incoherencias en los textos leídos.

Un gran problema que afecta la comprensión de lectura es que, con frecuencia, los lectores ignoran de forma inconsciente o consciente las incoherencias inmersas en los textos, y se conforman con obtener una comprensión general o superficial. Emilio Sánchez afirma al respecto

“conscientemente o no, renunciamos a poner en marcha alguno de los procesos u operaciones en aras de una meta «superior». Por ejemplo, elegimos seguir leyendo, renunciando a conectar unas ideas con otras, simplemente para hacernos una idea de lo que trata el texto; o renunciamos a seguir leyendo y volvemos para atrás mentalmente (recuperando la vieja idea) o físicamente (volviendo a leer el párrafo dudoso)” (Sánchez, 2003, p.202)

De lo anterior es posible deducir que, muchas de las dificultades que el lector experimenta a la hora de comprender lo que lee, parten de la renuncia que este hace a leer de manera esforzada y realmente comprensiva. En otras palabras, “lo habitual es simplificar la meta de la lectura... y sólo ante circunstancias especialmente exigentes, nos comprometemos en una lectura detenida que ha de llevarnos a releer, repensar, reparar y resolver aparentes inconsistencias o contradicciones” (Sánchez, 2003, p.202)

Finalmente, para encontrar el sentido real de lo que se lee o la falta de este, y para evaluar “la consistencia interna del contenido que expresa el texto y su compatibilidad con el conocimiento previo y con lo que dicta el sentido común” (Solé, I., 1992, p.63) es pertinente responder a las siguientes preguntas que propone la autora: “¿Tiene sentido este texto? ¿Presentan coherencia las ideas que en él se expresan... ¿Se entiende lo que quiere expresar? ¿Qué dificultades plantea?”

2.2.2.3. Tercera habilidad: Deducir significado de palabras de acuerdo con el contexto:

Según Yovanoff, Duezbery, Alonzo y Tindal (2005) “La pobreza de vocabulario es generalmente la razón principal que impide lograr extraer significado del texto leído” (como se cita en Guzmán, R., 2014, p.50). Es decir, el vocabulario desempeña un rol fundamental en los procesos de comprensión de lectura, ante la escasez de vocabulario, el texto será difícilmente interpretado por el lector.

De acuerdo con Daniel Cassany “para alcanzar este alto grado de comprensión... es imprescindible que el lector posea notables habilidades y conocimientos lingüísticos, que le permitan descubrir cómo funcionan en cada discurso concreto los diversos elementos léxicos y gramaticales utilizados. Por ejemplo, debe tener conocimiento del significado (denotativo y connotativo) o del valor sociolingüístico (formalidad, especificidad, etc.) de cada palabra usada” (Cassany, D. 2017, p.119)

Sin embargo, Cassany reconoce que para obtener una comprensión profunda de un texto no es necesario conocer el significado de cada una de las palabras allí presentes, por el contrario, y utilizando sus palabras “una de las habilidades de los lectores expertos consiste en poder identificar los vocablos relevantes, en dedicar atención a comprenderlos y en no preocuparse por la comprensión de los que son irrelevantes” (Cassany, D. 2004, p.4) De este modo se hace posible la comprensión de aquello que se lee, además se ahorra tiempo valioso al no tener que recurrir al diccionario cada vez que se encuentra una palabra desconocida; esto sin mencionar que muchas veces no se tiene un diccionario a la mano o su uso sencillamente no es permitido, como lo puede ser el caso de una examen de comprensión de lectura en una lengua extranjera.

Para lograr determinar el significado de una palabra desconocida, Cassany, 2004, propone algunas estrategias: recordar palabras similares a la desconocida o que pertenecen a la misma familia semántica, intuir lo que la palabra quiere transmitir, analizar el contexto, etc. A continuación, se presenta una lista de estrategias desarrolladas por Cassany, 2004, las cuales están organizadas por “orden de eficiencia”:

1. Morfología: se puede analizar la composición morfológica (prefijos, sufijos, lexemas)
2. Por contexto: dentro de un texto una palabra aparece siempre rodeada de otras palabras que están necesariamente relacionadas por un contexto. De este modo es posible hipotetizar sobre el significado de la palabra desconocida.
3. Diccionario: consiste en el último recurso por ser lento, poco práctico y porque su uso es en muchas ocasiones no permitido.

Determinar el significado de las palabras según el contexto es un proceso que puede llevarse a cabo muchas veces de forma natural e inconsciente, esto, si el lector dispone del bagaje y el conocimiento que le permite hacerlo. Solé (1992) menciona un ejercicio de lectura planteado a un grupo de niños que debían leer el cuento del Garbancito y subrayar las palabras que no entendían.

“En el curso de la actividad de lectura, se puso de manifiesto que los niños subrayaban determinadas palabras, y, en ocasiones, posteriormente y sin que hubiera mediado la intervención del profesor, ellos mismos borraban el subrayado porque la lectura les había permitido aventurar un significado coherente para algunas de ellas” (Solé, I., 1992, p.112)

La anterior cita da una clara idea de que los estudiantes tienen conocimientos previos sobre el lenguaje, lo que les sirve de referente y facilitador de la comprensión y deducción del significado de las palabras que pueden desconocer en un texto dado.

2.2.2.4. Cuarta habilidad: Reconocer actitud y opinión del escritor:

“El propósito del autor es la razón que tienen los autores para escribir. Es importante que los estudiantes reconozcan que los textos tienen un propósito y una intención de comunicar” (Ministerio de Educación Guatemala, 2012, p.10). Cuando hablamos de la habilidad de reconocer la actitud y opinión del autor, es necesario tener claro que todo texto se escribe con un propósito, y que los autores tienen posiciones, intenciones y objetivos específicos a la hora de hacer una producción textual, de ahí que gran parte del éxito en la comprensión de lectura recae en la capacidad del lector para identificar la actitud, opinión y propósito de quien escribe.

“Para interpretar un texto, argumentar acerca de la información que comunica, proponer soluciones o hipótesis, es necesario comprender lo que el texto dice. Para eso es importante que el lector identifique el propósito o intención que motivó al autor a escribirlo”. (Ministerio de Educación Guatemala, 2012, p.10)

De lo anterior, podemos concluir que para lograr en los estudiantes el desarrollo de una comprensión de lectura eficaz, es necesario crear en ellos la consciencia de que, tras todo texto existe una intención subyacente, un autor que plasma en él sus opiniones, su sentir y su forma de ver el mundo, y que es necesario develar todo esto con el fin de comprender un texto en su total extensión. Entender un escrito significa “delimitar la orientación argumentativa de cada apartado del discurso y el propósito pragmático global que pretende su autor...identificar la modalidad (actitud, punto de vista) que adopta el autor

respecto a lo que dice (incluidos los usos de ironía, doble sentido, sarcasmo, etc.) —y poder neutralizar los efectos que causa en la comprensión del significado” (Cassany, D. pp. 118-119)

Capítulo III

3. Metodología

3.1. Enfoque

La presente investigación, cuya finalidad es dar respuesta a la pregunta ¿Qué incidencia tiene la implementación de las rutinas de pensamiento en el desarrollo de las habilidades de comprensión lectora: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor; en las estudiantes de 10° del Colegio Gimnasio Los Pinares?, fue orientada desde un enfoque investigativo de tipo cualitativo, siguiendo un proceso inductivo, que partió desde la observación del fenómeno particular: bajo rendimiento de las estudiantes en las pruebas internacionales de Cambridge, para posteriormente generar propuestas de soluciones, partiendo del análisis de los hechos y fenómenos.

Algunas de las características de la investigación cualitativa según Hernández, 2010 son: Su propósito es descubrir, explorar, describir e interpretar y explicar de forma inductiva. Adicionalmente, su diseño metodológico es flexible, es decir, a pesar de seguir un orden lógico, está sujeto a modificaciones de acuerdo con las necesidades que van surgiendo. El conocimiento en la investigación cualitativa es atravesado por el sujeto, sus características sociales y personales. La realidad no es exterior al sujeto. Conjuntamente, la objetividad en la investigación cualitativa se logra mediante la transparencia del investigador, la transferibilidad, la consistencia y la triangulación teórica. Este tipo de investigación percibe la realidad como dinámica y cambiante, de acuerdo con la subjetividad de los individuos y su contexto. Finalmente, existe una relación estrecha entre el sujeto y el objeto de estudio, la realidad no se percibe como ajena al sujeto que la estudia.

3.2. Alcance

El alcance de esta investigación es de tipo descriptivo- explicativo, ya que su objetivo es establecer la incidencia de la aplicación de las rutinas de pensamiento en el desarrollo de las habilidades de

comprensión de lectura en Inglés: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor, en las estudiantes de 10° del Gimnasio Los Pinares. Según Hernández, 2010 “En esta clase de estudios el investigador debe ser capaz de definir, o al menos visualizar, qué se medirá (qué conceptos, variables, componentes, etc.) y sobre qué o quiénes se recolectarán los datos (personas, grupos, comunidades, objetos, animales, hechos, etc.)” (Hernández, 2010, p.80). Como es posible observar, la definición de Hernández obedece a lo que se plantea en la presente investigación. Es, además, de tipo explicativo, ya que busca dar explicación a la relación entre dos variables, en este caso la comprensión de lectura en lengua extranjera y las rutinas de pensamiento.

Con este estudio se buscó aportar en la transformación de las prácticas pedagógicas en los procesos de enseñanza-aprendizaje de la lengua extranjera con el fin de fortalecer la comprensión de lectura en Inglés de las estudiantes.

3.3. Diseño de la Investigación

La investigación que se llevó a cabo en el presente estudio fue Investigación acción, cuya finalidad es resolver problemas cotidianos en el aula y lograr transformaciones en prácticas pedagógicas específicas. Mediante la investigación acción se conduce al docente a un proceso de reflexión que repercutirá en sus prácticas. “lo fundamental en la investigación – acción es la exploración reflexiva que el profesional hace de su práctica, no tanto por su contribución a la resolución de problemas, como por su capacidad para que cada profesional reflexione sobre su propia práctica, la planifique y sea capaz de introducir mejoras progresivas” (Bausela, 1998, p.1)

La elección del tipo de investigación que en el presente proyecto se lleva a cabo surge del propósito de la investigación: transformar las prácticas educativas en la enseñanza de la lengua extranjera mediante la implementación de las rutinas de pensamiento, para desarrollar la comprensión de lectura de las estudiantes. De ahí que el proyecto surgió de un proceso de reflexión y observación por parte del docente,

quien, al encontrar un problema latente en su aula, busca, mediante la exploración teórica, la práctica y la reflexión, encontrar soluciones y nuevas propuestas.

De lo anterior surge una reflexión sobre la importancia del campo de la investigación, particularmente en el de la I.A., cuyo desarrollo supone esfuerzos y sacrificios por parte de todos los agentes que intervienen. Sin embargo, es menester generar una cultura investigativa en todas las instituciones educativas de todos los niveles, ya que sólo mediante la práctica de esta se podrá lograr la transformación en las prácticas que se vienen reproduciendo en el aula de manera infructuosa a lo largo de la historia. Al respecto Martínez aporta:

“Al analizar el pensamiento pedagógico de los profesores en ejercicio, sus creencias y actitudes, se percibe una cierta “esclerosis” del pensamiento y la rutina de diferentes estereotipos poco flexibles y bastante resistentes al cambio, que se apoyan en una reproducción acrítica de la tradición profesional.” (Martínez, 2000)

En este orden de ideas, Latorre cita a Bartolomé (1986) quien “señala algunos elementos clave que permiten delimitar el significado de este proceso: Intenta que el cambio introducido sea asimilado e incorporado a la organización educativa. Lo que supone un cambio en la cultura de la institución que asimila el cambio. Esta incorporación debe alcanzar una cierta duración temporal. Procura la extensión de la innovación a otras áreas del currículo. Desarrolla, en fin, en la institución educativa la capacidad de resolver sus propios problemas.” (Latorre, 2003)

De este modo, lo que se pretende a través de la investigación acción es generar transformaciones profundas y que perduren, cambios que impacten no sólo el aula de clase, si no que tenga repercusiones curriculares transversales y a nivel de institución.

3.4. Población

La población que se intervino en el presente proyecto de investigación fueron 16 estudiantes de 10° grado. Jóvenes entre 15 y 16 años caracterizadas por su interés y motivación hacia el aprendizaje, con un nivel de inglés alto, participativas, con disposición hacia el aprendizaje y el trabajo en equipo, lo que

facilita la implementación de las rutinas de pensamiento como estrategia pedagógica para desarrollar la comprensión de lectura de las estudiantes.

El grupo de estudiantes, a pesar de ser inquietas e interesadas por el aprendizaje, y de tener un nivel de inglés competente debido a que estudian en un colegio bilingüe, en el que gran parte del currículo se dicta en la lengua extranjera, ha demostrado dificultades en sus niveles de comprensión de lectura a nivel inferencial; este problema se ha observado no sólo en la asignatura de inglés, si no en las demás asignaturas, y los resultados obtenidos en las pruebas internacionales dan cuenta de esta falencia.

Para el desarrollo de la investigación en el grupo, se envió la autorización con consentimiento informado a los padres de familia de las estudiantes del grupo, quienes al firmarlo permitieron la participación de sus hijas en la investigación.

3.5. Categorías de Análisis

Las categorías de análisis provienen de la pregunta y de los objetivos de la investigación, los cuales buscaron, a través de las rutinas de pensamiento, fortalecer la comprensión de lectura de las estudiantes; de este modo se establecieron como categorías las siguientes cuatro habilidades de lectura: deducir el significado de las palabras según el contexto, reconocer las inconsistencias en un argumento, entender el sentido implícito de un texto y reconocer la actitud y opinión del escritor. Con el fin de dar solución a la deficiencia de las estudiantes en las ya mencionadas habilidades de lectura, se aplicarán una rutinas de pensamiento que se emplearán para el fortalecimiento de las cuatro habilidades: En la tabla presentada a continuación se nombran y describen las categorías y las rutinas de pensamiento a implementar en cada una de éstas.

Tabla 1: Categorías de análisis

CATEGORÍA	DEFINICIÓN	DESCRIPCIÓN	RUTINA DE PENSAMIENTO
1. Deducir el significado de las palabras según el contexto	Færch, C., Haastrup, K., & Phillipson, R. (1984), citados por Fernandez, P. y Mena, F. (1997) la definen como la capacidad para hacer una “conjetura informada” sobre el significado de palabras desconocidas o poco familiares.	Reconocer el significado o extraer un sinónimo de palabras desconocidas, a través del contexto en el cual se encuentran inmersas.	¿Qué te hace decir eso?
2. Reconocer las inconsistencias en un argumento	De acuerdo con Mazzitelli, C., et al. (2007) es la habilidad que tiene el lector para identificar contradicciones inmersas en el texto, información incoherente o que contradice el conocimiento del lector.	Reconocer la veracidad o falsedad de una sentencia o argumento dado, a través del análisis de evidencias dadas en el texto.	Semáforo
3. Entender el sentido implícito de un texto	Según Jouini, K. (2015) “la inferencia es la capacidad para sacar deducciones y	Deducir o extraer información que se encuentra implícita dentro del texto utilizando la	Ver, Pensar, Preguntar

	conclusiones acerca de lo que no está explícito en el texto”	información o evidencia dada en el mismo.	
4. Reconocer la actitud y opinión del escritor	De acuerdo con el Ministerio de Educación de Guatemala (2012), todo texto se escribe con un propósito, y en él se refleja la postura, objetivos e intenciones de los autores, de ahí que, para lograr la comprensión efectiva de un texto, se hace necesario que el lector sepa identificar estos aspectos en el texto que se lee.	Identificar dentro de un texto la opinión o actitud del autor, analizando el lenguaje utilizado.	Titular

3.6. Instrumentos de recolección de información

Con el objetivo de recopilar la información necesaria para el análisis de la información, y teniendo en cuenta que la presente investigación tenía un enfoque cualitativo, los instrumentos de recolección de información utilizados fueron:

3.6.1. Diario de campo docente

El diario de campo se hizo con el propósito de promover, a través de una descripción detallada de las clases, la reflexión continua sobre las actividades que se llevaron a cabo, las respuestas y actitudes de las

estudiantes, aquello que se logró o que quedó pendiente en lo relacionado al desarrollo de las cuatro habilidades de lectura, el éxito o fracaso de las rutinas de pensamiento implementadas, las inquietudes que surgen, etc. (Ver anexo 6)

3.6.2. Rutinas de pensamiento

Las rutinas de pensamiento desarrolladas en las clases, como estrategia para promover la comprensión de lectura de las estudiantes, fueron fuente valiosa de información y posterior análisis. Las rutinas de pensamiento empleadas y posteriormente analizadas fueron: (Ver Anexo 8)

Tabla 2: Rutinas de pensamiento

RUTINA DE PENSAMIENTO	DEFINICIÓN	CATEGORÍA
¿Qué te hace decir eso?	“Fomenta la disposición de razonar con evidencia...Se pide a los estudiantes que respalden sus interpretaciones con evidencia” (Ritchart, R. et al, 2011)	Deducir el significado de las palabras según el contexto
Luz Roja, Luz Amarilla	“Se enfoca en la identificación de las ocasiones donde se es escéptico y se hacen preguntas...se trata de estar más consciente de momentos específicos que presentan señales de posibles inquietudes sobre la veracidad del asunto que se está tratando”	Reconocer las inconsistencias en un argumento
Ver, Pensar, Preguntar	“Esta rutina está diseñada para aprovechar la observación intencionada y la mirada cuidadosa de los estudiantes como base para el desarrollo de ideas más profundas, interpretaciones fundamentadas, teorías basadas en evidencia...” (Ritchart, R. et al, 2011)	Entender el sentido implícito de un texto

Titular	“pide a los estudiantes que reflexionen y sintetizen a medida que identifican la esencia... construir comprensión de las grandes ideas...ayuda a los estudiantes a darse cuenta de qué está en el centro del tema” (Ritchart, R. et al, 2011)	Reconocer la actitud y opinión del escritor
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3.6.3. Cuestionario

Como Hernández lo define “Un **cuestionario** consiste en un conjunto de preguntas respecto de una o más variables a medir. Debe ser congruente con el planteamiento del problema e hipótesis” (Hernández, 2010. p. 217). Se pretende con el cuestionario obtener información sobre la percepción de las estudiantes de su proceso de desarrollo de las cuatro competencias de comprensión de lectura y sobre cómo perciben la utilidad o efectividad de las rutinas de pensamiento como medio para desarrollarlas. (Ver anexo 4)

3.6.4. Técnica para la sistematización de los instrumentos

A través de una matriz se sistematizó la información obtenida en los instrumentos aplicados. Por medio de esta matriz fue posible construir de forma objetiva el análisis de los datos arrojados. (Ver anexo 25)

3.7. Plan de acción

La investigación se desarrolló en 5 fases, a través de las cuales se obtuvieron los datos necesarios para ser analizados de forma objetiva

Gráfica 7. Fases de la investigación.

FASE 1: Validación de los Instrumentos

FASE DOS: Estrategia 1

CATEGORÍA DE ANÁLISIS: *Deducir el significado de palabras según el contexto*

RUTINA DE PENSAMIENTO: *¿Qué te hace decir eso?*

OBJETIVO: Desarrollar en las estudiantes la habilidad para deducir el significado de palabras según el contexto a través de la implementación de la rutina "¿Qué te hace decir eso?"

1. Prueba de entrada: Fecha 2018 Agosto Semana 3
2. Implementación 1, 2 y 3 de rutina de pensamiento : Fecha 2018 Agosto Semanas 4 y 5.
3. Prueba de Salida: Fecha 2018 Septiembre Semana 2
4. Reflexión sobre la implementación de la rutina y su incidencia en la habilidad de lectura.

FASE TRES: Estrategia 2

CATEGORÍA DE ANÁLISIS: *Reconocer inconsistencias en los argumentos*

RUTINA DE PENSAMIENTO: *Luz roja, Luz amarilla*

OBJETIVO: Desarrollar en las estudiantes la habilidad para reconocer inconsistencias en los argumentos a través de la implementación de la rutina "Luz Roja, Luz Amarilla"

1. Prueba de entrada: Fecha 2018 Septiembre Semana 3
2. Implementación 1, 2 y 3 de rutina de pensamiento: Fecha 2018 Septiembre Semana 3 4 y 5
3. Prueba de salida: Fecha 2018 Septiembre Semana 5
4. Reflexión sobre la implementación de la rutina y su incidencia en la habilidad de lectura.

FASE CUATRO: Estrategia 3

CATEGORÍA DE ANÁLISIS: *Entender el sentido Implícito de un texto*

RUTINA DE PENSAMIENTO: *Ver, Pensar, Preguntar*

OBJETIVO: Desarrollar en las estudiantes la habilidad para entender el sentido implícito en un texto a través de la implementación de la rutina "Ver, Pensar, Preguntar"

1. Prueba de entrada: Fecha 2018 Octubre Semana 1
2. Implementación de rutina de pensamiento 1, 2 y 3 : Fecha 2018 Octubre Semana 3, 4 y 5.
3. Prueba de salida: Fecha 2018 Noviembre Semana 1
4. Reflexión sobre la implementación de la rutina y su incidencia en la habilidad de lectura.

FASE CINCO: Estrategia 4

CATEGORÍA DE ANÁLISIS: Reconocer la actitud y opinión del escritor

RUTINA DE PENSAMIENTO: Titular

OBJETIVO: Desarrollar en las estudiantes la habilidad para reconocer la actitud y opinión del autor a través de la implementación de la rutina "¿Qué te hace decir eso?"

1. Prueba de entrada: Fecha Noviembre Semana 2
2. Implementación de rutina de pensamiento: Fecha Noviembre semana 3 4 y 5
3. Prueba de salida: Fecha Noviembre semana 5
4. Reflexión sobre la implementación de la rutina y su incidencia en la habilidad de lectura.

FASE SEIS: Triangulación de la información y Reflexión

3.7.1. Fase I:

Validación de los instrumentos

El proceso de validación de los instrumentos de recolección de información estuvo a cargo de la directora académica del Colegio Gimnasio Los Pinares, Ingeniera Química de la Universidad Pontificia Bolivariana, Especialista en Gerencia de la Universidad Pontificia Bolivariana y Máster en Dirección de Centros Educativos del Centro Universitario Villanueva.

Los instrumentos de recolección de información fueron enviados a la directora académica, quien validó su pertinencia y confiabilidad. También gracias a algunos comentarios y sugerencias realizados, se hicieron algunas mejoras a los formatos. (Ver Anexo 10)

Los instrumentos que se validaron fueron las pruebas diagnósticas de entrada y de salida de cada habilidad; esta validación se hizo con el fin de valorar la objetividad de los mismo, y que en realidad se evaluara, en un principio el nivel de apropiación de las estudiantes de cada habilidad, y, después de la aplicación de las rutinas de pensamiento, si la prueba de salida podía dar cuenta de la incidencia de dichas rutinas en las habilidades de comprensión de lectura.

En general las apreciaciones fueron positivas, resaltando la pertinencia de las habilidades que se buscaban desarrollar y la pertinencia de las estrategias que se aplicaron con el fin de lograr este objetivo

3.7.2. Fase II

Estrategia 1

CATEGORÍA DE ANÁLISIS: *Deducir el significado de palabras según el contexto*

RUTINA DE PENSAMIENTO: *¿Qué te hace decir eso?*

PASOS: Prueba diagnóstica, implementación de estrategia y prueba de salida.

Prueba diagnóstica:

La prueba fue diseñada con el fin de determinar el nivel de comprensión de lectura de las estudiantes, específicamente en la habilidad de determinar el significado de las palabras según el contexto (Ver anexo 11). Una vez aplicada la prueba se analizaron los resultados, los cuales arrojaron información valiosa sobre la necesidad de fortalecer esta habilidad, ya que como lo muestra la tabla, las estudiantes tenían dificultades a la hora de determinar el significado de palabras desconocidas o poco familiares.

Implementación de la estrategia: Rutina de pensamiento “Qué te hace decir eso”

Se invirtieron cinco sesiones de clase en la implementación de la estrategia (Ver anexos 12 y 13). En un primer momento se explicó a las estudiantes en qué consistía la rutina y cómo esta podría ser aplicada a la habilidad de lectura específica que se pretendía desarrollar. La explicación se realizó a través de un blog creado por la profesora de la asignatura (<https://natigonzalezc.wixsite.com/literarywonders>), con el fin de introducir a las estudiantes y hacerlas conscientes de los procesos que se llevan a cabo en la comprensión de lectura, específicamente en las diferentes formas como pueden determinar el significado de palabras poco familiares o desconocidas según el contexto, las estudiantes visitaron el blog, leyeron y

exploraron su contenido y visitaron los links con algunos videos explicativos sugeridos, la docente acompañó y resolvió inquietudes.

En las siguientes dos sesiones de clase las estudiantes leyeron el capítulo 1 del Libro “To kill a Mockingbird” de Harper Lee, del cual debieron extraer palabras desconocidas. Una vez terminada la lectura las estudiantes seleccionaron 5 de las palabras que resaltaron y trataron de determinar su significado, explicando cómo llegaron a esta definición (o sinónimo) por medio de la rutina de pensamiento ¿Qué te hace decir eso? (Ver anexo 12)

En las dos siguientes clases, las estudiantes leyeron la historia “The Black Cat” de Edgar Allan Poe. De esta historia extrajeron tres palabras desconocidas y sobre ellas aplicaron la rutina. (Ver anexo 13)

Se logró evidenciar, mediante la aplicación de esta rutina, que las estudiantes al detenerse y considerar el contexto y las razones para determinar el significado de ciertas palabras llegan a hacer relaciones lógicas y por ende aciertan en determinar, o al menos acercarse, al significado de estas.

Prueba de salida:

Al terminar la implementación de la estrategia las estudiantes fueron evaluadas con una prueba similar a la realizada en el momento de entrada (Ver anexo 14), con el fin de determinar el progreso o desarrollo de la habilidad de lectura trabajada. Los resultados obtenidos en la prueba de salida fueron satisfactorios, mostrando la utilidad y pertinencia de la rutina de pensamiento “que te hace decir eso” en la comprensión de lectura de las estudiantes, particularmente a la hora de descifrar el sentido de las palabras desconocidas.

3.7.3. Fase III

Estrategia 2

HABILIDAD: *Reconocer inconsistencias en los argumentos*

RUTINA DE PENSAMIENTO: *Luz roja, Luz amarilla*

PASOS: Prueba diagnóstica, implementación de estrategia y prueba de salida.

Prueba diagnóstica:

El objetivo al aplicar esta prueba fue diagnosticar el nivel de las estudiantes en la habilidad de lectura: detectar inconsistencias en los argumentos (Ver anexo 15). Los resultados obtenidos en esta prueba fueron analizados y la información obtenida señaló la necesidad de trabajar para fortalecer esta habilidad en las estudiantes, ya que, si bien los resultados no fueron bajos en su totalidad, estos podían ser mucho mejores, teniendo en cuenta el nivel de inglés de las estudiantes y las aspiraciones del colegio en lo que respecta a los resultados en las pruebas internacionales.

Implementación de la estrategia: Rutina de pensamiento “Semáforo”

Para el desarrollo de las actividades se utilizaron varias sesiones de clase (Ver anexo 16). En un primer momento se introduce a las estudiantes el tema o habilidad de lectura a desarrollar: “Finding Inconsistencies in Arguments” a través de la presentación de una infografía. Una vez entendido el objetivo y el concepto, las estudiantes hicieron un corto ejercicio tipo IELTS de manera grupal, en este debían determinar si algunas de las sentencias dadas eran ciertas, falsas y si el texto no presentaba la información requerida para determinarlo.

Durante la segunda sesión las alumnas fueron divididas en parejas, a cada pareja se le entregó un ejercicio tipo IELTS, en el cual deberían determinar, de acuerdo con un texto previamente leído, si las sentencias dadas eran falsas, verdaderas o no si no había información para llegar a una respuesta. Para el desarrollo de esta actividad, las estudiantes hicieron uso de la rutina de pensamiento “Traffic Lights”, lo que les ayudó a determinar con mayor seguridad las respuestas, ya que la rutina conlleva al análisis y a la evaluación de la información contenida en el texto.

Para la actividad número tres, las estudiantes fueron divididas en grupos de tres. A cada grupo se le asignó una comprensión de lectura (todas diferentes), sobre la cual debían extraer 5 preguntas, cuyas respuestas fueran verdadero, falso o incierto. El criterio para la creación de estas preguntas fue que tuvieran un grado de dificultad que exigiera procesos de pensamiento y comprensión detallada del texto.

Finalmente, una vez las estudiantes terminaron la actividad previamente descrita, intercambiaron sus comprensiones de lectura junto con las preguntas que diseñaron. Cada grupo debía leer el texto, responder a las preguntas diseñadas por las compañeras, haciendo uso de la rutina de pensamiento “Traffic Light” y por último debieron calificar el nivel de dificultad de las preguntas creadas por sus compañeras y dar sugerencias para mejorar las preguntas que requirieran algún ajuste.

Prueba de salida:

Una vez culminada la fase de implementación de las estrategias, se hizo una prueba diagnóstica de salida (Ver anexo 17), para verificar si las estudiantes habían mejorado en la habilidad de lectura trabajada gracias a la implementación de la rutina de pensamiento “Traffic light”. Como la tabla muestra, sí hubo mejoría en los resultados, sin embargo, la diferencia entre la prueba de entrada y de salida no fue tan dramática como en la categoría anterior.

Se puede entonces concluir que la rutina sí impactó positivamente en el desarrollo de la habilidad de lectura: reconocer inconsistencias en los argumentos, sin embargo, puede considerarse la posibilidad de aplicar otra rutina que pueda impactar de forma más contundente y eficaz, teniendo en cuenta el grado de complejidad y el nivel de análisis que requiere la habilidad de lectura específica en las estudiantes; esto debido a que los resultados en la prueba diagnóstica de salida no mostraron un cambio tan evidente en comparación con las demás rutinas y sus respectivas habilidades de lectura..

3.6.5.4. Fase IV

Estrategia 3

CATEGORÍA DE ANÁLISIS: *Entender el sentido Implícito de un texto*

RUTINA DE PENSAMIENTO: *Ver, Pensar, Preguntar*

PASOS: Prueba diagnóstica, implementación de estrategia y prueba de salida.

Prueba diagnóstica:

Se aplicó la prueba diagnóstica de entrada (Ver anexo 18) con el fin de determinar el nivel en el cual las estudiantes se encontraban en lo referente a la capacidad para entender el mensaje implícito en un texto. La tabla muestra que las estudiantes no tienen esta habilidad muy desarrollada, ya que los resultados obtenidos son en su mayoría bajos, oscilando entre notas de 1,0 a 3,0. Sin embargo, algunas estudiantes obtuvieron nota de 4,0. Se espera que, con la implementación de la rutina, el desempeño de las estudiantes mejore, dando cuenta de avance en el desarrollo de la habilidad de lectura

Implementación de la estrategia: Rutina de pensamiento “Ver, Pensar, Preguntar”

Durante dos semanas se aplicó la rutina de pensamiento en tres actividades de lectura diferentes (Ver anexo 19). En un primer momento se explicó a las estudiantes la rutina que se implementaría, el propósito de la misma y algunas técnicas para entender el sentido implícito de un texto. Se dividió el salón en grupos de 4 estudiantes. A cada grupo se le dio un texto descriptivo de un crimen y por medio de la rutina de pensamiento (See, Think, Wonder) las estudiantes discutieron las evidencias dadas y llegaron a la resolución del caso. Una vez resuelto el caso, cada grupo compartió su solución con otro grupo. A través de la discusión y la información obtenida en la rutina de pensamiento, las alumnas buscaron llegar a un acuerdo final sobre quién fue el responsable del asesinato. Finalmente se compartió con todo el grupo a las conclusiones que se llegaron y se dio la solución del caso.

Posteriormente, en parejas las estudiantes leyeron los párrafos de apertura de la historia “The gift of the Magi” de O. Henry. Por medio de la rutina de pensamiento See, Think, Wonder, las estudiantes trataron de determinar el sentido implícito que estos párrafos contienen. Se abrió espacio para la discusión y para compartir las respuestas de las estudiantes. Finalmente, las estudiantes leyeron la historia completa y analizaron si sus inferencias resultaron ser ciertas o no.

Para la aplicación número tres, en parejas las estudiantes fueron asignadas tres párrafos sobre los cuales deberían aplicar la rutina de pensamiento (por cada uno). Una vez leídos y reflexionados, las estudiantes recibieron unas preguntas de inferencia relacionadas con cada párrafo, y sobre ellas debían responder si las inferencias presentadas eran válidas basadas en los párrafos, o si no era posible inferir la información dada de los párrafos.

Prueba de salida:

Al terminar la implementación de la estrategia (rutina de pensamiento “See, Think, Wonder”) se aplicó la prueba de salida (Ver anexo 20), la cual dio cuenta de un evidente progreso de las estudiantes en la habilidad de lectura sobre la cual se trabajó. La mayoría de las estudiantes obtuvieron nota por encima de cuatro, y únicamente dos estudiantes reprobaron el examen. Si se establece una comparación entre el examen de entrada y el de salida, es posible afirmar que la rutina influyó positivamente la habilidad de lectura de las estudiantes de once grado.

3.6.5.5. Fase V**Estrategia 4**

HABILIDAD: *Reconocer la actitud y opinión del escritor*

RUTINA DE PENSAMIENTO: *Titular*

PASOS: Prueba diagnóstica, implementación de estrategia y prueba de salida.

Prueba diagnóstica:

La prueba aplicación de la prueba diagnóstica de entrada (Ver anexo 21) tenía como objetivo determinar la habilidad de las estudiantes para reconocer la opinión y actitud del autor. Como es posible visualizar en la tabla, las estudiantes tenían dificultades en esta habilidad de lectura, sin embargo, de acuerdo a las notas obtenidas, se evidencia que las dificultades no son tan marcadas, ya que cinco de las 15 estudiantes evaluadas obtuvieron nota de 4.0, y 7 obtuvieron nota de 3.0 (que, si bien no es una nota sobresaliente, se entiende como logro obtenido con el mínimo porcentaje necesario). Tres estudiantes obtuvieron 2.0 como nota en este examen.

Implementación de la estrategia: Rutina de pensamiento “Titular”

La rutina de pensamiento “Titular” se aplicó en tres veces con tres textos diferentes y en diferentes sesiones de clase (Ver anexo 22).

Para empezar con la primera clase de implementación de la rutina, se explicó a las estudiantes en qué consistía la rutina de pensamiento “Headline”, cómo aplicarla y el propósito de la misma, es decir, cómo esta podría contribuir en el desarrollo de la habilidad de lectura sobre la cual se estaba trabajando.

A continuación, se procedió a hacer entrega a las estudiantes de una fotocopia que contenía tres pasajes para los cuales debieron crear un titular, seguidamente las estudiantes respondieron algunas preguntas relacionadas con el tono, actitud y propósito del autor (por cada uno de los fragmentos o pasajes).

Para la segunda implementación de la rutina, con el propósito de centrar a las estudiantes en el trabajo que se venía realizando, se empezó la clase haciendo un repaso sobre lo que las estudiantes recordaban sobre la rutina de pensamiento, la habilidad de lectura que se estaba trabajando y la conexión entre ambas.

Posteriormente, las estudiantes recibieron un poema llamado “Death of a Naturalist”. En primer lugar, debían predecir el contenido del poema al leer el título. Después de leer rápidamente el texto, buscaron en el diccionario (monolingüe) la definición de las palabras desconocidas. (Por ser un poema, el lenguaje es altamente sofisticado y complejo además de no ofrecer un contexto claro, de ahí la imposibilidad de deducirlo del contexto). Algunas estudiantes escogidas al azar leyeron en voz alta las 4 estrofas del poema.

En parejas las alumnas analizaron cada estrofa y definieron el propósito de las mismas, finalmente cada pareja asignó a las estrofas (cada una) un titular que respondiera al propósito y tono del autor. Para cerrar la sesión, se compartió con todo el grupo el resultado de la rutina, es decir, los titulares creados por las parejas.

Finalmente, en el tercer y último momento de aplicación de la rutina, se entregó a las estudiantes un taller sobre el cual trabajarían de forma individual. Este consistía en dos poemas a los cuales las estudiantes debían asignar un “Titular” por cada uno, y a continuación debían responder sobre el tono del autor y el

propósito o mensaje que se deseaba transmitir en ambos poemas. Las estudiantes trabajaron durante la clase y al final se compartieron en el grupo las respuestas e interpretaciones de las estudiantes.

Prueba de salida:

Una vez culminada la implementación de la estrategia (rutina de pensamiento “Titular”), se administró la prueba diagnóstica de salida (Ver anexo 23). Al analizar los resultados arrojados en ésta, se evidencia un progreso significativo de las estudiantes en la habilidad de lectura trabajada. El avance se verifica al considerar que, de las quince estudiantes evaluadas, cuatro obtuvieron la nota máxima (5.0), una estudiante obtuvo 4.5 y ocho estudiantes obtuvieron 4.0, únicamente dos estudiantes obtuvieron nota de 3,0 y una obtuvo 2.5, siendo esta la nota más baja.

Capítulo IV

4. Resultados y análisis de investigación

4.1. Resultados y hallazgos

Los resultados de la investigación se organizan a partir de lo hallado en cada uno de los momentos (Prueba diagnóstica, Implementación de la rutina de pensamiento y Prueba de salida) de las 4 categorías de análisis: Deducir el significado de palabras según el contexto, Reconocer inconsistencias en los argumentos, Entender el sentido Implícito de un texto y Reconocer la actitud y opinión del escritor.

4.1.1. Categoría de análisis I: Deducir el significado de palabras según el contexto

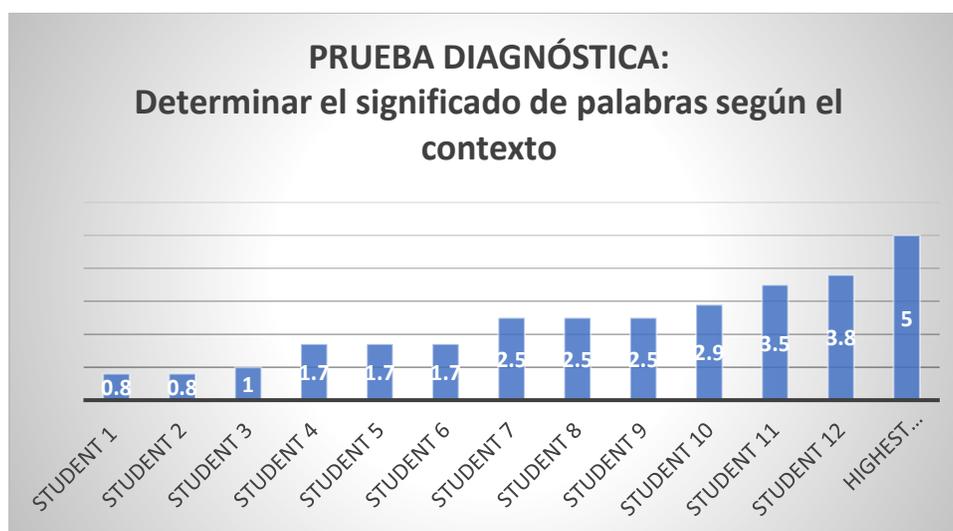
4.1.1.1. Prueba diagnóstica.

Para determinar el nivel de las estudiantes en la categoría de análisis “Deducir el significado de las palabras según el contexto”, fue necesaria la aplicación de una prueba diagnóstica de entrada (ver anexo 11), en la cual fue posible identificar el porcentaje de estudiantes que presentaban dificultades con esta habilidad de lectura.

Como se puede observar en la gráfica, de doce estudiantes evaluadas, diez no pasaron la prueba, es decir, el 83% de las estudiantes presentaban dificultades a la hora de reconocer el significado de palabras poco familiares dentro de un texto.

La importancia de mejorar en esta habilidad radica en que, como Daniel Cassany afirma, en el proceso de desarrollar la comprensión de lectura, se hace imprescindible que el conocimiento lexical del estudiante sea extenso, ya que de este depende la profundidad con la que el estudiante ha de entender un texto dado.

(Cassany, D., p.119)



Gráfica 8: Resultados por preguntas Prueba Diagnóstica, Categoría I

4.1.1.2. Implementación de la rutina de pensamiento: ¿Qué te hace decir eso?

De acuerdo con Ritchart, R., las rutinas de pensamiento llevan al estudiante a razonar y a argumentar sus respuestas y afirmaciones con evidencia (Ritchart, R. et al, 2011). Particularmente la rutina ¿Qué te hace decir eso? busca que el estudiante desarrolle argumentos fundamentados “ayuda a los estudiantes a identificar las bases de su pensamiento al pedirles que elaboren a partir del pensamiento que está detrás de su respuesta. Esta rutina aparentemente sencilla [...] fomenta la disposición de razonar con evidencia” (Ritchart, R., et al, 2011), en este caso con el fin de sustentar su elección sobre el posible significado o definición de una palabra desconocida, de ahí la elección de esta rutina para promover en los estudiantes el desarrollo de esta habilidad de lectura, tan necesaria a la hora de comprender textos en la lengua extranjera (inglés).

Para la implementación de la rutina de pensamiento, se destinaron varias sesiones de clase en las cuales, partiendo de ciertos textos, las estudiantes debían hacer uso de la rutina para determinar posibles definiciones o sinónimos de las palabras desconocidas.

En un primer momento, se explicó a las estudiantes la rutina, su funcionamiento y el objetivo de la misma, además se compartieron con ellas algunas técnicas para deducir significado de palabras según el contexto, para este propósito la docente creó un blog: <https://natigonzalezc.wixsite.com/literarywonders> sobre el cual se trabajó durante la primera sesión de clase. En el blog, además de la explicación de la rutina, al final las estudiantes debían, de un número de frases, determinar el significado de las palabras

subrayadas, argumentando su respuesta por medio de la rutina. Al final se hizo una puesta en común sobre las respuestas a las que las estudiantes llegaron.

Seguidamente, para la primera aplicación de la rutina de pensamiento, se asignó a las estudiantes la tarea de leer los primeros capítulos del libro “To Kill a Mockingbird” de Harper Lee, de los cuales debían extraer palabras que les fueran poco familiares o desconocidas. Una vez llevada a cabo esta primera actividad, las estudiantes debieron seleccionar algunas de las palabras que habían señalado en un primer momento, y sobre ellas debían sacar una definición o un sinónimo, acompañado de la rutina de pensamiento ¿Qué te hace decir esto? Este ejercicio dio resultados bastante positivos, ya que las estudiantes, al estar llamadas a considerar varios aspectos como el contexto en el cual se encontraba inmersa la palabra, el tono y tema general del libro, y más aún, ante la necesidad de argumentar su respuesta, hicieron un trabajo exhaustivo que las llevó a encontrar sinónimos o definiciones bastante aproximadas a lo que la palabra original significaba.

Del mismo modo, en la segunda aplicación de la rutina, con el cuento “The Black Cat” de Edgar Allan Poe, el cual presenta un uso de vocabulario bastante complejo, las estudiantes por medio de la aplicación de la rutina lograron llegar a definiciones muy aproximadas de palabras con alto grado de dificultad.

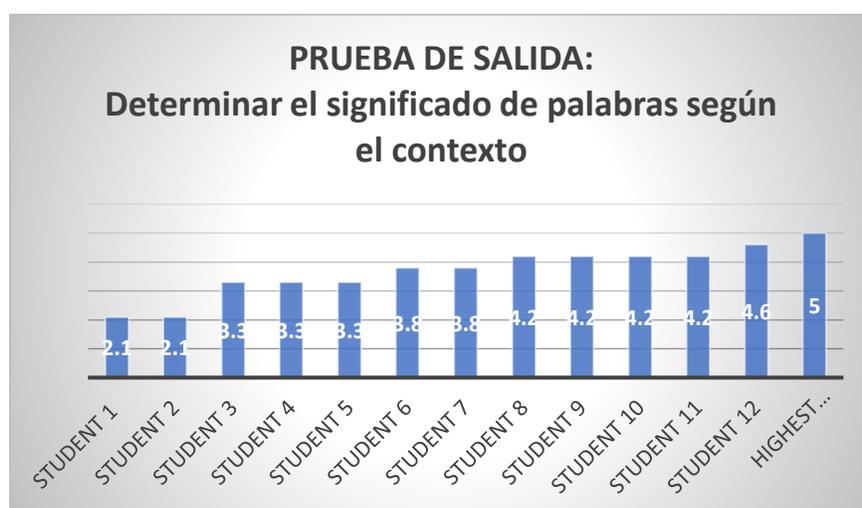
De lo anterior cabe afirmar que la rutina de pensamiento si es efectiva, debido a que esta conduce a una evaluación detallada del texto, el contexto de la palabra y el tono general del texto. Las estudiantes, al verse en la necesidad de argumentar su respuesta, se ven llamadas a leer con detenimiento y buscar evidencias que soporten sus respuestas, lo que sin duda conlleva a mayores aciertos y mejor comprensión del texto en general.

4.1.1.3. Prueba de salida.

Una vez implementada la rutina de pensamiento durante varias sesiones de clase y con diversos textos auténticos en la lengua extranjera, se aplicó la prueba de salida similar a la aplicada en el diagnóstico de entrada (ver anexo 14), esto con el fin de determinar y verificar si las estudiantes lograron desarrollar y en qué porcentaje, la habilidad de lectura trabajada (categoría de análisis I).

La gráfica indica que, de las doce estudiantes evaluadas, diez pasaron la prueba. Lo que se traduce en un 83% de estudiantes que aprueban, versus un 17% que no obtiene nota por encima de 3.0 (mínimo necesario para aprobar).

Se puede afirmar entonces que, y los resultados dan cuenta de esto, a través de la rutina se pueden crear en los estudiantes hábitos de reflexión y evaluación de la información que pueden favorecer la comprensión de lectura. Solé afirma que la capacidad de los estudiantes para determinar el significado de una palabra puede convertirse en un hábito natural e inconsciente, si el lector dispone de las herramientas que le permiten lograrlo. (Solé, 1992)



Gráfica 9: Resultados por preguntas Prueba de Salida, Categoría I

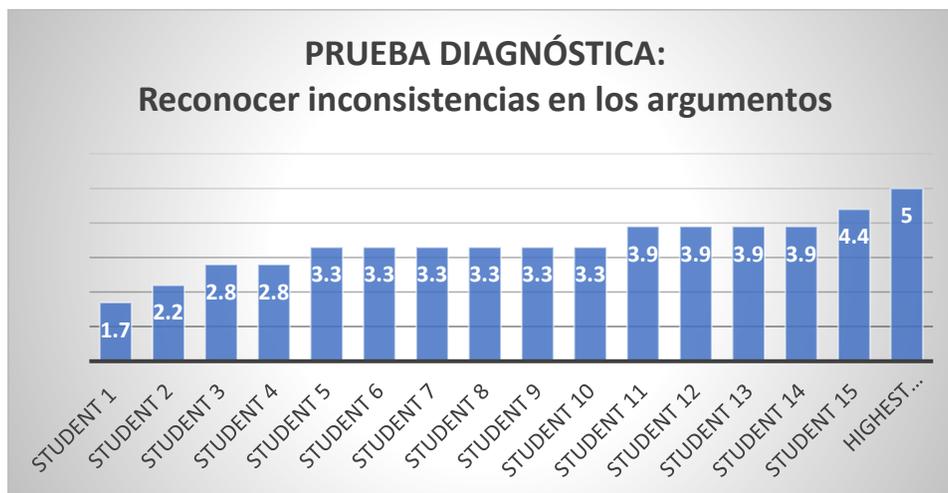
4.1.2. Categoría de análisis II: Reconocer inconsistencias en los argumentos

4.1.2.1. Prueba diagnóstica.

Para la categoría de análisis II (Reconocer inconsistencias en los argumentos), se inició con una prueba de entrada (ver anexo 15), cuyo objetivo era determinar el nivel de apropiación de las estudiantes en esta habilidad de lectura. La tabla a continuación muestra que, de las 15 estudiantes evaluadas, cuatro estudiantes obtienen nota por debajo de 3.0, lo que equivale al 26.6666% del total. Sin embargo, un gran número de estudiantes (6) obtienen nota de 3.3, es decir, el 40 % de las estudiantes, lo que constituye un resultado aceptable, sin embargo, que puede ser sujeto de mejoras ya que lo que se pretende es que las estudiantes desarrollen de forma sobresaliente la comprensión de lectura de textos en la lengua extranjera.

Cabe resaltar que, como Latorre afirma, los estudios realizados alrededor de esta habilidad de lectura demuestran que es una de las más problemáticas, ya que tanto jóvenes como adultos presentan gran dificultad a la hora de detectar inconsistencias en los argumentos. (Latorre, D., Escobar, H., 2010, p.865).

De lo anterior se puede concluir que trabajar con los estudiantes para mejorar su capacidad para reconocer inconsistencias en los argumentos representa un reto de alta complejidad, de ahí que la elección de la rutina y la aplicación de la misma juegan un rol decisivo en este proceso.



Gráfica 10: Resultados por preguntas Prueba Diagnóstica, Categoría II

4.1.2.2. Implementación de la rutina de pensamiento: Semáforo

En el primer encuentro entre las estudiantes y la rutina, se explicó a las estudiantes, a través de una infografía, la utilización de la rutina y el objetivo particular de la misma (ayudar a incrementar la capacidad de determinar inconsistencias en argumentos dados en un texto en lengua extranjera). Además, se compartieron con ellas algunas estrategias para determinar la veracidad, falsedad o ausencia de evidencia para llegar a una determinación, de un argumento o sentencia dada. En esta línea de ideas, las rutinas, en este caso “Semáforo”, se convierte en aliada en la búsqueda de desarrollar procesos de pensamiento, ya que esta dirige al aprendiz a cuestionarse a sí mismo y lo que le es dado, invita a hacer conexiones con conocimiento previos, y, a través de ella se pueden compartir ideas y se incita a la participación dialógica en la cual el texto es evaluado minuciosamente para soportar con evidencia la respuesta que se da.

**TRUE FALSE
NOT GIVEN**

● Finding inconsistencies ●

TIPS

What do TRUE, FALSE and NOT GIVEN mean?

- If the text agrees with or confirms the information in the statement, the answer is **TRUE**
- If the text contradicts or is the opposite to the information in the statement, the answer is **FALSE**
- If there is no information or it is impossible to know, the answer is **NOT GIVEN**

TOP 6 Tips

1. Ignore anything you already know about the topic and don't make assumptions.
2. Identify any words that qualify the statement, for example, some, all, mainly, often, always and occasionally. These words are there to test if you have read the whole statement because they can change the meaning.
3. Don't skim and scan the text to find the final answer. You will have to read the appropriate part of the text very carefully.
4. Don't look for words that exactly match those in the statements. You should also look for synonyms.
5. If you can't find the information you are looking for, then it is probably not given.
6. YES/NO/NOT GIVEN questions are slightly different because they deal with opinion. TRUE/FALSE/NOT GIVEN questions deal with facts.

<https://www.elteduker.com/2021/5/04/27/true-false-not-given-tips/>

the
THINKING
routine

Red Light, Yellow Light



- What are the **red** lights here? What things stop you in your tracks because you doubt their truth or accuracy?
- What are the **yellow** lights here? What things give you doubt if they are true and accurate or not?

This routine was developed by the author, adapted, and refined by the author. It is a trademark of the author. For more information, visit www.elteduker.com.

PIKTOCHART

Imagen 6: Rutina de pensamiento Red Light, Yellow Light y estrategias.

Para la primera aplicación de la rutina, se hizo un ejercicio tipo IELTS (true, false, not given), el cual consistía en un texto que a continuación tenía un número de frases, sobre las cuales las estudiantes debían determinar si eran verdaderas (Verde), falsas (Rojo) o no dadas (Amarillo). Este primer ejercicio fue de gran dificultad, principalmente porque las estudiantes tienden a dar por falso muchas de las informaciones que no han sido dadas en el texto. Otra de dificultad bastante marcada que presentan las estudiantes es su incapacidad para apartarse de aquello que puedan saber o que de lo que la lógica dicta a la hora de dar respuestas a este tipo de ejercicios, respondiendo basadas en sus conocimientos y no en el texto mismo.

En un segundo momento se trajo al aula un ejercicio similar al anterior (tipo IELTS), pero en este caso las estudiantes trabajaron en parejas, a la instrucción se sumó que debían, si determinaban que la respuesta era verdadera, resaltar con verde en el texto el lugar donde la encontraron, lo mismo con las falsas, debían subrayar con rojo de dónde sacaron la información para llegar a la conclusión; entendiendo que el amarillo da cuenta de información ausente, tan sólo debían colorear el semáforo con amarillo y responder con “not given”. El ejercicio de aplicación de la rutina “semáforo”, sumado al trabajo colaborativo y dialógico, resultó ser efectivo, lo que se comprueba con el número de respuestas correctas obtenidas por las estudiantes y los argumentos que dieron sobre sus respuestas a la hora de compartir con el grupo una vez finalizado el ejercicio.

En la implementación número tres de la rutina las estudiantes fueron divididas en grupos de tres. A cada grupo se le asignó una comprensión de lectura, sobre la cual debían extraer 5 preguntas, cuyas respuestas fueran verdadero, falso o incierto. El criterio para la creación de estas preguntas fue que tuvieran un grado de dificultad que exigiera procesos de pensamiento y comprensión detallada del texto. Las estudiantes trabajaron durante un bloque e intentaron crear preguntas de rigor y calidad. Después de crear las preguntas, los tríos intercambiaron sus comprensiones de lectura junto con las preguntas que diseñaron. Cada grupo debía leer el texto, responder a las preguntas diseñadas por las compañeras haciendo uso de la rutina de pensamiento y finalmente debieron calificar el nivel de dificultad de las preguntas diseñadas.

A través de este ejercicio, se ejercitaron procesos de pensamiento de las estudiantes, además, con el apoyo de la rutina de pensamiento “Semáforo” las alumnas sopesaron evidencia, analizaron la información dada y lograron (con cierta dificultad en ocasiones) llegar en su mayoría a la respuesta correcta. La rutina facilita el análisis la información que se da en el texto, de este modo, las estudiantes pueden categorizarla y tomar decisiones con mayor certeza.

4.1.2.3. Prueba de salida.

El objetivo de la aplicación de la prueba de salida (ver anexo 17) fue verificar la eficacia de la aplicación de la rutina de pensamiento “Semáforo” en el desarrollo de la habilidad de lectura particular

que durante esta fase se trabajó. La prueba de salida arrojó los siguientes resultados: de las quince estudiantes evaluadas, catorce ganaron la prueba con nota equivalente o superior a 3.0, es decir que el 93% de las estudiantes aprobaron, de las cuales cinco obtuvieron nota equivalente o por encima de 4.0, comparado con un 73% de aprobadas en la prueba diagnóstica de entrada.

De la información anterior es posible concluir que hubo un incremento en el número de estudiantes que aprobaron, lo que significa una mejora en la habilidad de lectura “Reconocer inconsistencias en los argumentos”, sin embargo, la diferencia entre la prueba de entrada y la de salida no fue tan marcada, ni arrojó los resultados que se esperaban (un alto número de estudiantes con resultado sobresaliente). De lo previamente expuesto surgen dos propuestas: aplicar en futuras ocasiones diferentes rutinas que puedan resultar más pertinentes para los objetivos específicos y requerimientos de la habilidad de lectura trabajada a lo largo de esta fase, o aplicar “Semáforo” durante un período de tiempo más prolongado, que permita a los estudiantes desarrollar a cabalidad esta habilidad, o, por el contrario, comprobar que no es lo suficientemente eficaz para el objetivo que se plantea.



Gráfica 11: Resultados por preguntas Prueba de Salida, Categoría II.

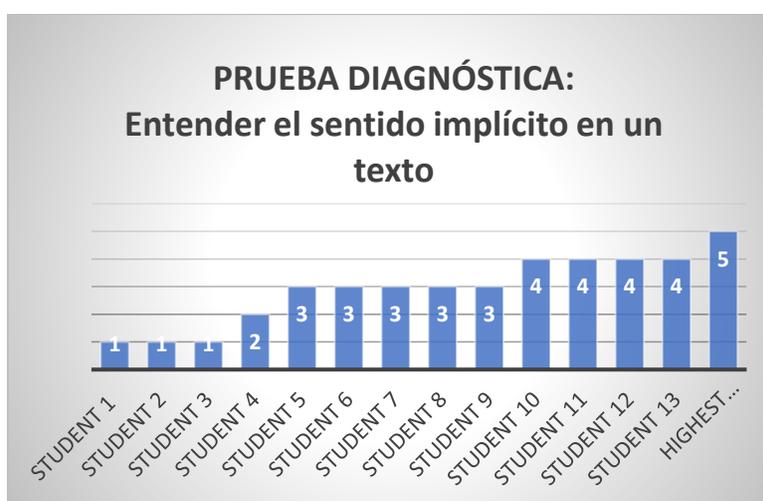
4.1.3. Categoría de análisis III: Entender el sentido Implícito de un texto

4.1.3.1. Prueba Diagnóstica.

La prueba de entrada de la categoría III consistió en un examen en el cual se evaluó en las estudiantes su capacidad para comprender el mensaje implícito en textos en la lengua extranjera (ver anexo 18). Los

resultados que la tabla muestra dan cuenta la necesidad de trabajar sobre esta habilidad de lectura, ya que el 30.8% de las estudiantes no lograron aprobar la prueba, y el 38.46% aprobaron con la nota mínima requerida (3.0), lo que demuestra la existencia de falencias y una gran posibilidad de mejora.

Entender el sentido implícito de un texto constituye una importante destreza en la lectura, ya que esta es una vía para potenciar habilidades esenciales en los procesos de pensamiento, tales como juzgar, deducir y razonar. (Jouini, K., 2015). De ahí la importancia de darle prioridad y trabajar con las estudiantes con el fin de, a través de la rutina de pensamiento “Ver, Pensar, Preguntar” favorecer esta habilidad.



Gráfica 12: Resultados por preguntas Prueba Diagnóstica, Categoría III

4.1.3.2. Implementación de la rutina de pensamiento: Ver, Pensar, Preguntar

Previa a la primera implementación, se introdujo a las estudiantes la rutina de pensamiento “Ver, Pensar, Preguntar”, que, según Morales y Restrepo (2014) sirve para explorar ideas, o si se quiere una definición más detallada “...está diseñada para aprovechar la observación intencionada y la mirada cuidadosa de los estudiantes como base para el desarrollo de ideas más profundas, interpretaciones fundamentadas, construcción de teorías basadas en evidencias...” (Ritchart, R., et al, 2011); y se discutió sobre su aplicación y posible utilidad a la hora de deducir el sentido implícito en un texto. Las estudiantes participaron y expresaron sus dudas o inquietudes al respecto de la aplicación de la misma, las inquietudes fueron resueltas y de este modo se dispuso al grupo para empezar con la implementación de la rutina.

Una vez se aclaró el objetivo de las siguientes sesiones de clase, se dividió el salón en grupos de 4 estudiantes. A cada grupo se le asignó un texto descriptivo de un crimen (misterio no resuelto) y por medio

de la rutina de pensamiento elegida, las estudiantes discutieron las evidencias dadas y llegaron a la resolución del caso, es decir, determinaron quien fue el perpetrador del crimen. Posteriormente cada grupo compartió su solución con otro grupo. A través de la discusión y la información obtenida en la rutina de pensamiento, las alumnas llegaron a un acuerdo sobre quien cometió el crimen. Finalmente, se compartió con el grupo la respuesta al acertijo y se explicó el por qué.

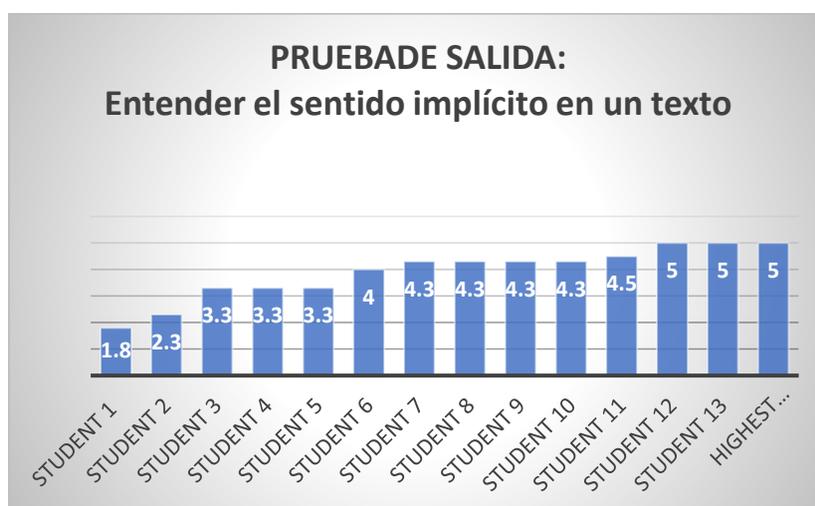
A continuación, en la segunda implementación de la rutina de pensamiento “Veó, Pienso, Pregunto” se dividió el grupo en parejas. Las estudiantes leyeron los párrafos de apertura de la historia “The Gift of The Magi” de O. Henry. Por medio de la rutina de pensamiento las estudiantes trataron de determinar el mensaje implícito que estos párrafos podían contener. Se abrió espacio para la discusión y para compartir las respuestas de las estudiantes. En la siguiente sesión de clase, se leyó la historia completa y las estudiantes pudieron verificar si la información que infirieron era o no cierta. De la discusión grupal se pudo verificar que, de hecho, las estudiantes lograron extraer información acertada sobre la historia, que en un principio no estaba explícita en el texto. Con la aplicación de la rutina, se observa en las estudiantes mayor conciencia sobre la necesidad de detenerse a analizar, evaluar evidencia y reflexionar meticulosamente el contenido de los textos.

En la última etapa de implementación de la rutina, un documento que contenía tres párrafos fue asignado a parejas de trabajo. Una vez leídos y reflexionados, las estudiantes recibieron unas preguntas de inferencia relacionadas con cada párrafo, y sobre ellas debían responder si las inferencias presentadas eran válidas o verdaderas basadas en los párrafos, o si no era posible inferirlas de la información proporcionada en los párrafos. Una vez concluido el ejercicio, el grupo compartió sus respuestas y cómo las rutinas las condujeron a las respuestas seleccionadas. El ejercicio deja ver que, con la aplicación y apropiación de la rutina, los procesos de análisis de la información dada en un texto son cada vez más eficientes y minuciosos, resultando en una mejor comprensión global y específica de los textos en lengua extranjera.

4.1.3.3. Prueba de salida.

Con la prueba de salida (ver anexo 20) se puede visualizar el efecto positivo que la aplicación de la rutina tuvo sobre la capacidad de las estudiantes para abordar un texto y entender el sentido implícito que este busca comunicar. El 84.6% del total de las estudiantes aprobaron, 61,5 % con nota equivalente o superior a 4.0.

Estableciendo una comparación entre los resultados derivados de la prueba de entrada y los obtenidos en la prueba de salida, se hace posible aseverar que hubo un incremento o mejora en la habilidad de las estudiantes, resultado de la aplicación de la rutina de pensamiento “Ver, Pensar, Preguntar” y la consecuente generación de hábitos reflexivos y de evaluación de la información dada en un escrito, lo que se traduce en mayor comprensión. Es decir, las estudiantes han mejorado, gracias a la rutina de pensamiento “Ver, Pensar, Preguntar”, en su capacidad para razonar e inferir (extraer información que no aparece en el texto) y de inducir (enumerar consecuencias o resultados de acuerdo a una información dada). (Jouini, K., 2015)

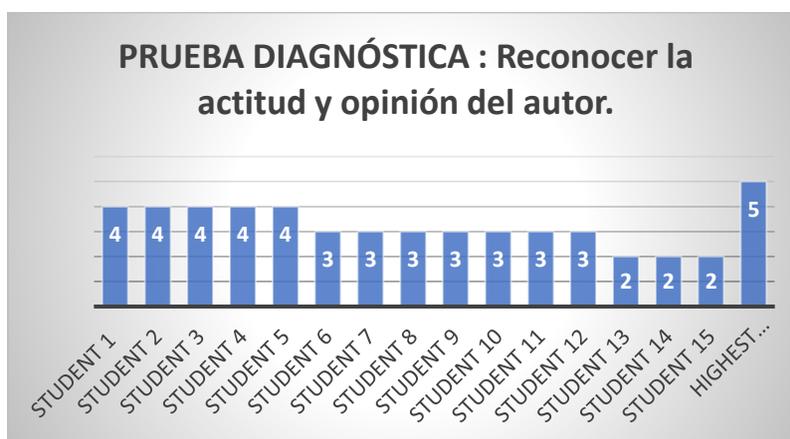


Gráfica 13: Resultados por preguntas Prueba de Salida, Categoría III.

4.1.4. Categoría de análisis IV: Reconocer la actitud y opinión del escritor

4.1.4.1. Prueba de diagnóstica.

De acuerdo con lo manifestado por el Ministerio de Educación de Guatemala (2012), para comprender un texto en su totalidad se hace necesario que el lector identifique “el propósito o intención” que motivaron al autor a escribirlo. A través de una evaluación de comprensión de lectura aplicada a las estudiantes, cuyo enfoque era reconocer la opinión y actitud del autor (ver anexo 21), se pudo detectar la necesidad de trabajar para fomentar la competencia de las estudiantes para reconocer la posición, intención y objetivos que el autor tuvo a la hora de hacer su creación literaria. Como se puede advertir en la tabla, el porcentaje de estudiantes que reprobaron la evaluación es del 20%, lo que no constituye una cifra muy alta, sin embargo, de las estudiantes evaluadas, el 46,666% obtuvieron la nota mínima para aprobar. De ahí que se consideró pertinente aplicar una acción que favoreciera a las estudiantes en el desarrollo de esta habilidad, con el fin de fomentar la competencia general en comprensión de lectura de textos en lengua extranjera.



Gráfica 14: Resultados por preguntas Prueba Diagnóstica, Categoría IV.

4.1.4.2. Implementación de la rutina de pensamiento: Titular

La rutina de pensamiento “Titular” fue la elección para promover la habilidad trabajada en esta fase, ya que, como Ritchart asevera: “al pedir a los estudiantes que resuman aquello que saben hasta el momento [...] utilizando un titular, los docentes están enviando un mensaje que prestar atención a las grandes ideas es esencial para la comprensión”. De ahí que con un objetivo claro: reconocer la actitud y opinión del

autor, y un medio para llegar a ello: rutina de pensamiento “Titular”, se facilita a los estudiantes el proceso y por ende la comprensión.

Para comenzar con la implementación de la rutina. Se dio una explicación de la misma a las estudiantes, sumada a algunas técnicas que pueden ser utilizadas a la hora de reconocer la actitud y opinión del escritor. Para empezar, se presentó a las estudiantes un video explicativo sobre tono, opinión, actitud y propósito del autor: <https://www.youtube.com/watch?v=pYFbRam2jUE>. Las estudiantes tomaron nota de la información que consideraron relevante.

Subsecuentemente, por medio de un taller en parejas, las estudiantes hicieron uso de la rutina de pensamiento “Titular” para ayudarlas a determinar la actitud, opinión o intención del autor. Se compartieron y discutieron algunos titulares y se hizo un breve conversatorio sobre hasta qué punto estos ayudaron a comprender mejor el texto desde la perspectiva de quien lo escribe (autor). Pregunta a la cual las estudiantes respondieron de forma muy positiva, argumentando que, por medio del Titular, se vieron en la necesidad de condensar en pocas palabras la esencia del texto, y por ende, comprender la intención y contenido esencial del mismo, de igual forma, al tener la tarea de crear un titular, las estudiantes prestan especial interés al vocabulario utilizado por el autor, los adjetivos empleados y las expresiones, de ahí se hace posible inferir su propósito y el tono.

Para el segundo momento de implementación de la rutina, la docente hizo un breve repaso sobre lo que las estudiantes recordaban sobre la rutina de pensamiento, la habilidad de lectura que se estaba trabajando y la conexión entre ambas. Posteriormente, las estudiantes recibieron un poema llamado “Death of a Naturalist” de Seamus Heaney, y basado en él, las estudiantes siguieron las siguientes instrucciones:

- ✓ Predecir contenido al leer el título y compartir sus predicciones.
- ✓ Sin leer minuciosamente el texto, buscar en el diccionario (monolingüe) la definición de las palabras desconocidas. (Por ser un poema, el lenguaje es altamente sofisticado y complejo además de no ofrecer un contexto claro, de ahí la imposibilidad de deducirlo del contexto).
- ✓ Algunas estudiantes asignadas debían leer en voz alta las 4 estrofas del poema.
- ✓ En parejas analizar cada estrofa y tratar de definir el propósito de las mismas.
- ✓ Compartir con el grupo los resultados de su análisis de cada estrofa.

- ✓ Las estudiantes deben asignar a cada estrofa un titular que responda al propósito que el autor tiene y el tono que emplea con cada uno de ellos.
- ✓ Compartir con todo el grupo el resultado de la rutina

Una vez llevada a cabo esta actividad, se percibe cómo la rutina lleva a las estudiantes a evaluar cuidadosamente el contenido del texto, concentrarse en el vocabulario y principalmente en los adjetivos, para determinar el todo que el autor emplea en su escrito. Se observa un alto nivel de comprensión del poema (de alta complejidad) al compartir los titulares, los cuales respondían al tono y propósito del autor del poema en cada una de sus estrofas.

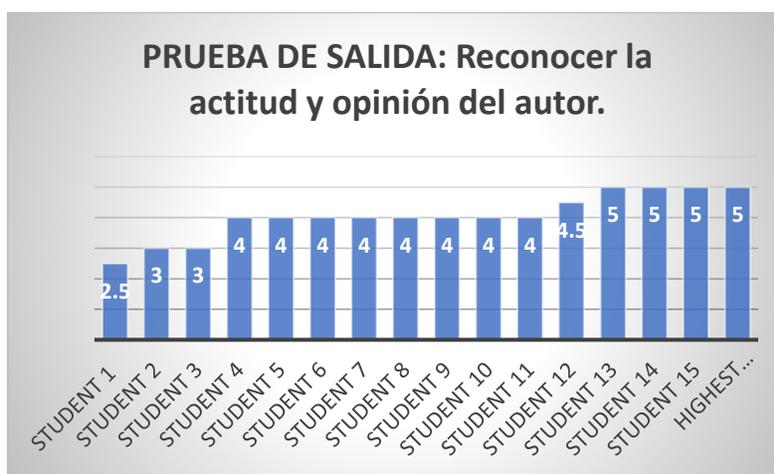
Para concluir con la última aplicación de la rutina, se inicia la clase preguntando a las estudiantes sobre la habilidad de lectura que se había estado trabajando durante las pasadas sesiones de clase y sobre la rutina de pensamiento implementada, también se preguntó sobre el propósito de la rutina de pensamiento y la aplicación de la misma. Las estudiantes participaron activamente y dieron cuenta del proceso llevado a cabo los últimos días. A continuación, se hizo entrega a las estudiantes de un taller que consistía en dos poemas a los cuales debían en un primer momento asignar un titular, y a continuación debían responder sobre el tono del autor y el propósito o mensaje que deseaban transmitir en ambos poemas.

A pesar de ser un trabajo de lectura exigente ya que se trata de interpretar poesía, al leer las respuestas de las estudiantes y el titular que le dieron a cada poema, se percibe un grado de comprensión competente. La mayoría de las estudiantes entendieron el sentido general de ambos textos.

Las estudiantes trabajan con interés y compromiso durante las sesiones de clase que se implementó la rutina con diferentes textos. Todas participaron, preguntaron y se interesaron por obtener buenos resultados y de que sus respuestas fueron correctas, aunque las actividades no fueran evaluables. Con el paso del tiempo y la implementación de las rutinas se ve un grupo más competente en la lectura de textos auténticos en lengua extranjera

4.1.4.3. Prueba de salida.

Una vez aplicada la rutina de pensamiento como medio para elevar la competencia de las estudiantes en esta destreza de lectura particular, se llevó a cabo una prueba de salida, comparable a la administrada en el diagnóstico de entrada (ver anexo 23), con el objetivo de determinar si las estudiantes lograron mejoras en sus procesos de análisis de la información dada en un texto, enfocadas a reconocer la actitud y opinión del autor. Los resultados obtenidos demuestran que, de hecho, sí se lograron resultados positivos, ya que como se evidencia en la tabla a continuación, una estudiante obtuvo nota de 2.5, lo que equivale al 6.666% del total, del mismo modo, dos estudiantes aprobaron con la nota mínima requerida (3.0), es decir el 13,33%, comparado con un 46,666% en la prueba de entrada. 9 estudiantes obtuvieron notas sobresalientes de 4 y 4.5, y finalmente 3 estudiantes (20%) lograron un excelente resultado, que corresponde a 5.0. Lo que da cuenta de la efectividad de la rutina a la hora de generar procesos de pensamiento y análisis que permiten develar la opinión y tono del autor de cierta pieza literaria.



Gráfica 15: Resultados por preguntas Prueba de Salida, Categoría IV

4.2. Conclusiones

- La implementación de la rutina de pensamiento “¿Qué te hace decir eso?” es una estrategia que facilita el desarrollo de la habilidad de lectura *deducir el significado de palabras según el contexto*, debido a que lleva a las estudiantes al análisis exhaustivo de la palabra y del contexto en el cual

esta se encuentra inmersa y que afecta el sentido de la misma, con el fin de dar una explicación coherente y lógica al significado o sinónimo que las estudiantes eligen para la palabra.

- A través de la aplicación de la rutina de pensamiento “Semáforo” es posible fortalecer la habilidad de lectura *encontrar inconsistencias en los argumentos*, puesto que, al localizar información específica en el texto y visualizar la comprensión del mismo haciendo uso de los colores del semáforo, las ideas expuestas son más comprensibles y se posibilita determinar si hay inconsistencias, lo que conlleva a decidir si la información es falsa o no ha sido dada, o si, por el contrario, las sentencias dadas son verdaderas.
- Las estudiantes pueden mejorar significativamente en su habilidad para *entender el mensaje implícito en un texto* al emplear la rutina de pensamiento “Veo, Pienso, Me pregunto”. Mediante el análisis al que la rutina conlleva y los cuestionamientos sobre el contenido del texto que surgen a través de ella, las estudiantes pueden comprender no sólo aquello que está explícito, sino que también logran trascender y dilucidar su sentido implícito.
- *Reconocer la actitud y opinión del autor* en las actividades de comprensión de lectura en la lengua extranjera resulta una tarea compleja en muchas ocasiones, sin embargo, con la rutina de pensamiento “Titular”, las estudiantes prestan especial atención al lenguaje utilizado y al tono para lograr resumir en un titular la esencia del texto, lo que se traduce en la percepción de la intención del autor, su opinión y su actitud.
- Dar cumplimiento a los objetivos planteados para la investigación fue posible, dado que las rutinas de pensamiento implementadas incidieron positivamente en el fortalecimiento de las habilidades de comprensión de lectura: *deducir el significado de palabras según el contexto, encontrar inconsistencias en los argumentos, entender el mensaje implícito en un texto y reconocer la actitud y opinión del autor.*

4.3. Recomendaciones

La elección de la rutina de pensamiento a implementar con el fin de reforzar una habilidad de lectura específica debe ser minuciosa, estudiada y analizada concienzudamente por el docente antes de su aplicación, dado que no todas las rutinas son efectivas como herramientas que apoyan el desarrollo todas

las habilidades de lectura; de ahí que se debe conocer a fondo el propósito de cada una de ellas. Asimismo, debe ser empleada en diversas ocasiones y con diversos textos, evaluando la misma habilidad, para comprobar su efectividad y crear además hábitos de análisis y evaluación de la información en los estudiantes, lo que, en consecuencia, resulta en el fortalecimiento de la comprensión de lectura de forma duradera.

En la enseñanza de la lengua extranjera, y, más específicamente en el trabajo realizado con el fin de desarrollar la comprensión de lectura de textos auténticos en la lengua extranjera, se hace fundamental traer al aula textos de interés, pertinentes y significativos para los estudiantes, lo que, conjuntamente con la aplicación de las rutinas de pensamiento, deriva en mejoras significativas en la comprensión de lectura.

Para lograr un impacto positivo en los procesos de aprendizaje de los estudiantes, las rutinas de pensamiento deben convertirse en prácticas que perduren en el tiempo, de este modo se lograrán transformar los procesos de pensamiento, análisis y apropiación de la información, para hacer del aprendizaje un proceso significativo.

Para lograr en los estudiantes una real motivación y apropiación de las rutinas, es menester, en un primer momento, explicarles y crear conciencia sobre su utilidad, los propósitos de estas y su aplicabilidad en los diferentes procesos de enseñanza-aprendizaje.

Con la habilidad de lectura *encontrar inconsistencias en los argumentos*, se sugiere explorar otras rutinas de pensamiento que puedan resultar más efectivas, porque, si bien la implementación de la rutina *Semáforo* dio resultados favorables a la hora de potenciarla, pueden existir otras rutinas que impacten de forma más contundente esta habilidad particular.

4.4. Reflexión pedagógica

La reflexión que se lleva a cabo una vez terminado el proceso de investigación, es la etapa en la cual el investigador se enfrenta con toda la información, experiencias, resultados y datos obtenidos, y reflexiona sobre ellos para dar vía a nuevos conocimientos, cuestionamientos y abrir la puerta a nuevas investigaciones.

“La I-A integra conocimiento y acción. Conocer y actuar forma parte de un mismo proceso de indagación. El conocimiento deviene tanto del rastreo que realiza el docente frente a la problemática que ya diagnosticó y que quiere profundizar para decidir las mejores acciones

posibles, como del conocimiento que proviene después de la acción, en la situación de reflexión”.

(Abero, L, Berardi, L, Capocasale, A, García, S, Rojas, R., 2015, p.139)

Categoría de análisis 1:

La rutina de pensamiento “¿Qué te hace decir eso?” se convierte en una herramienta útil que hace posible el fortalecimiento de la habilidad de lectura “Deducir el significado de palabras desconocidas según el contexto”

Para lograr efectividad de la rutina de pensamiento, esta debe ser clara para las estudiantes, su aplicación y el propósito de la misma deben ser comunicados efectivamente a las alumnas.

De una selección concienzuda de la rutina de pensamiento depende el éxito de la misma en el logro del objetivo que se propone.

Particularmente la rutina elegida para esta categoría invita a la reflexión, el análisis del contexto en el cual la palabra se encuentra inmersa, la aplicación de la lógica y del conocimiento que se tenga de la lengua extranjera (categoría gramatical de la palabra, tipo de texto que se lee, palabras que preceden y siguen a la palabra “problema”).

Las actividades aplicadas y la rutina de pensamiento implementada durante las mismas ayudaron a las estudiantes a reflexionar sobre las palabras y el contexto en el cual se encuentran inmersas, de este modo, se hace posible mejorar la comprensión general del texto y de sus detalles e información específica.

Visualizar el pensamiento y la comprensión ayuda en la generación de hábitos reflexivos y de evaluación de la información, lo que afecta positivamente la comprensión de lectura, y consecuentemente los resultados obtenidos en las pruebas que evalúan esta habilidad.

Categoría de análisis 2:

A través del proceso que se ha llevado a cabo desde el inicio de la implementación de las estrategias (Rutinas de pensamiento), se ha evidenciado el desarrollo de las habilidades de comprensión de lectura de las estudiantes. Sin embargo, con la categoría de análisis número dos (Reconocer inconsistencias en los

argumentos), los cambios entre los resultados de la prueba de entrada y la de salida no fueron tan dramáticos como en la categoría anterior.

Existen varios factores que pudieron influenciar en los resultados; primeramente, esta habilidad (Reconocer inconsistencias en los argumentos) es de complejidad alta, requiere habilidades de pensamiento y análisis probablemente más profundas que la categoría anterior. Además, tras el proceso que se ha venido llevando a cabo, es posible que las alumnas sean más conscientes, exhaustivas y cuidadosas a la hora de leer un texto en la lengua extranjera, por tanto, sus resultados tienden a ser cada vez más altos. Finalmente, se puede considerar la posibilidad de pensar en otras rutinas de pensamiento que puedan resultar más efectiva para fortalecer esta habilidad específica de lectura. Es posible explorar otras alternativas, teniendo en cuenta que existe gran variedad de rutinas de pensamiento, y varias de ellas pueden ser incorporadas para esta habilidad particular. Sin embargo, es importante reconocer que hubo cambios favorables en los resultados, lo que demuestra un grado de progreso por parte de las estudiantes.

La rutina de pensamiento “Traffic Light” impacta en la medida que conlleva a las estudiantes a evaluar y considerar la información que se presenta en un texto, además de incentivarlas a observar cuidadosamente el lenguaje utilizado y la información que puede estar ausente

Categoría de análisis 3:

Es muy alentador ver el proceso que las estudiantes han tenido a lo largo de la implementación de las acciones. En la categoría número 3: inferir el sentido implícito en un texto, se confirma cómo, a través de la correcta implementación de una rutina de pensamiento (en este caso Veo, Pienso, Pregunto”), las estudiantes logran incorporar procesos de análisis, reflexión y evaluación de la información dada en un texto, lo que inexorablemente conlleva a una mejor comprensión del mismo.

Si se establece una comparación entre los resultados obtenidos en la prueba diagnóstica de entrada y la prueba diagnóstica de salida, se puede determinar que la rutina influyó de forma positiva la forma como las estudiantes abordan un texto y extraen información que no está explícitamente dada, pero que a través del análisis puede ser inferida con certeza.

Es importante, además, mencionar que las estudiantes poco a poco han empezado a entender el propósito y el valor de las rutinas. Ellas mismas han comentado cómo a través de ellas han empezado a incorporar procesos de análisis que antes no tenían. Ahora son más conscientes de qué se espera de ellas y cómo deben abordar los textos. Además, dependiendo el tipo de pregunta o la habilidad evaluada, toman ciertas rutas de análisis del texto que les favorece y ayuda a encontrar la respuesta correcta.

Cabe aclarar que no se busca preparar a las estudiantes para una prueba únicamente, por el contrario, se pretende desarrollar en ellas hábitos y rutinas que sean aplicables y transferibles a otras áreas del saber y en otros momentos de su vida. Sin embargo, para propósitos de la investigación que se lleva a cabo, son las pruebas las que dan cuenta de los progresos obtenidos.

Categoría de análisis 4:

Después de la aplicación del examen diagnóstico de entrada, las rutinas de pensamiento durante varias sesiones de clase, y finalmente la prueba diagnóstica de salida, es posible llegar a las siguientes conclusiones:

A las estudiantes tener la necesidad de crear un “Headline”, se ven obligadas a evaluar cuidadosamente el texto, prestar especial atención al vocabulario utilizado por el autor, los adjetivos empleados y las expresiones, para poder inferir su propósito y el tono.

La rutina de pensamiento motiva a leer con especial atención y evaluar todos los aspectos de los textos, lo que conlleva a una mejor comprensión de los mismos.

En los tres textos aplicados durante la implementación de las rutinas, se observa un alto nivel de comprensión por parte de las estudiantes, esto se evidencia al compartir las rutinas “Titulares”, los cuales respondían al tono y propósito de los autores de los diferentes textos analizados.

Sorprende gratamente que, a pesar de no ser actividades evaluativas o sujetas a una nota, las estudiantes trabajaron con interés y compromiso a lo largo del proceso. Con el paso del tiempo se ve un grupo más competente en la lectura de textos auténticos en lengua extranjera, comprometidas con su proceso de aprendizaje y desarrollo de las diferentes habilidades de lectura.

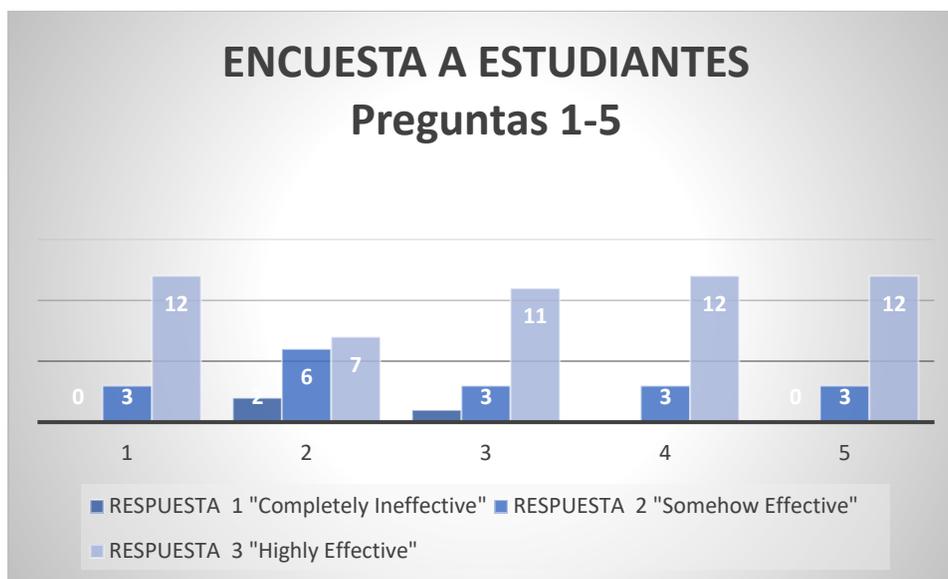
Acompañar a los estudiantes en sus procesos de aprendizaje implica, además de un privilegio, una gran responsabilidad por parte de los docentes, quienes, desde su qué hacer, tienen el poder de impactar positivamente dichos procesos y de hacer del aula un espacio de aprendizaje significativo, donde los contenidos y las habilidades desarrolladas tienen aplicabilidad en el día a día de los estudiantes y perduran en el tiempo.

En el caso de la comprensión de lectura, la manera como se direcciona a los estudiantes en el fortalecimiento de las diferentes habilidades toma gran importancia, ya que es a través de la práctica direccionada y del trabajo continuo, que se podrá realmente llevar al estudiante a un grado de alta eficiencia y de apropiación de su capacidad para comprender un texto.

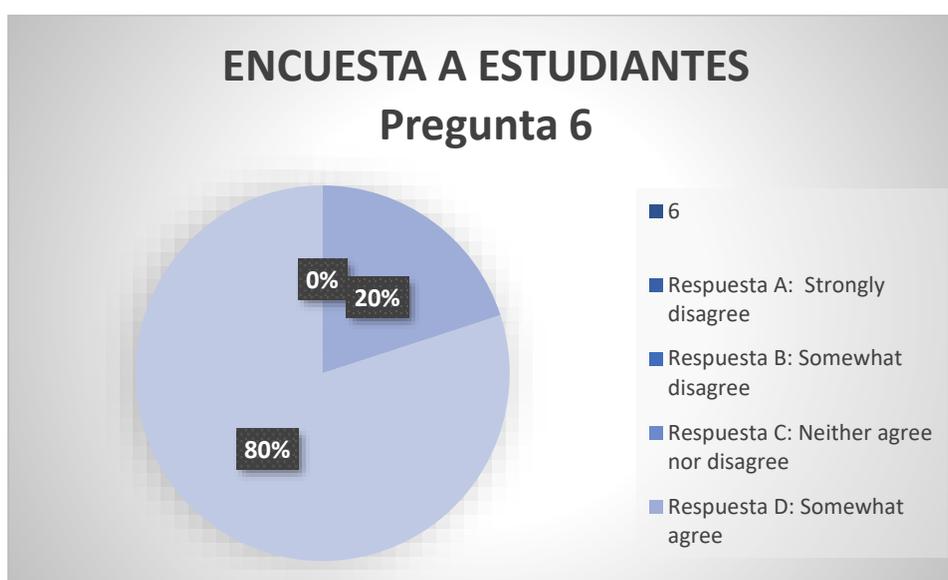
A lo largo del trabajo de investigación realizado, y específicamente, a través de la aplicación de las rutinas de pensamiento, pude evidenciar cómo, al llevar al estudiante a un nivel de reflexión profundo y de escrutinio de la información dada en los textos, y, ante la necesidad de argumentar las decisiones y el porqué de las respuestas, es posible alcanzar mejores niveles de comprensión de lectura (en este caso de textos en la lengua extranjera).

Lo que deriva de mi trabajo investigativo y de los resultados obtenidos en éste, es la certeza de que, mediante la aplicación constante e intencional de las rutinas de pensamiento y la selección acertada de las mismas, se lleva al estudiante a leer los textos concienzudamente, con un propósito específico y una idea clara que lo que se pretende al realizar la lectura, además de generar en ellos patrones de reflexión y estrategias sobre cómo abordarlos, que incidirán positivamente en los niveles de comprensión de lectura.

Del mismo modo, es gratificante encontrar apertura y posteriormente aceptación sobre la utilidad y aplicabilidad de las rutinas de pensamiento por parte de las estudiantes, quienes, después de un cuestionario aplicado al final del trabajo investigativo (Ver anexo 9), manifiestan haber entendido el propósito de las mismas y haber observado los resultados positivos que su aplicación pueden arrojar.



Gráfica 16: Resultados del cuestionario realizado a las estudiantes



Gráfica 17: Resultados del cuestionario realizado a las estudiantes

Por último, la presente investigación conlleva a la consideración de que la labor apenas inicia, las rutinas de pensamiento son un campo poco explorado, más aún en la enseñanza - aprendizaje de la lengua extranjera. Es esta, entonces, una invitación a continuar con la tarea investigativa, que se traducirá en herramienta útil para los docentes y todos aquellos que busquen incursionar en la aplicación de las mismas en sus aulas de clase.

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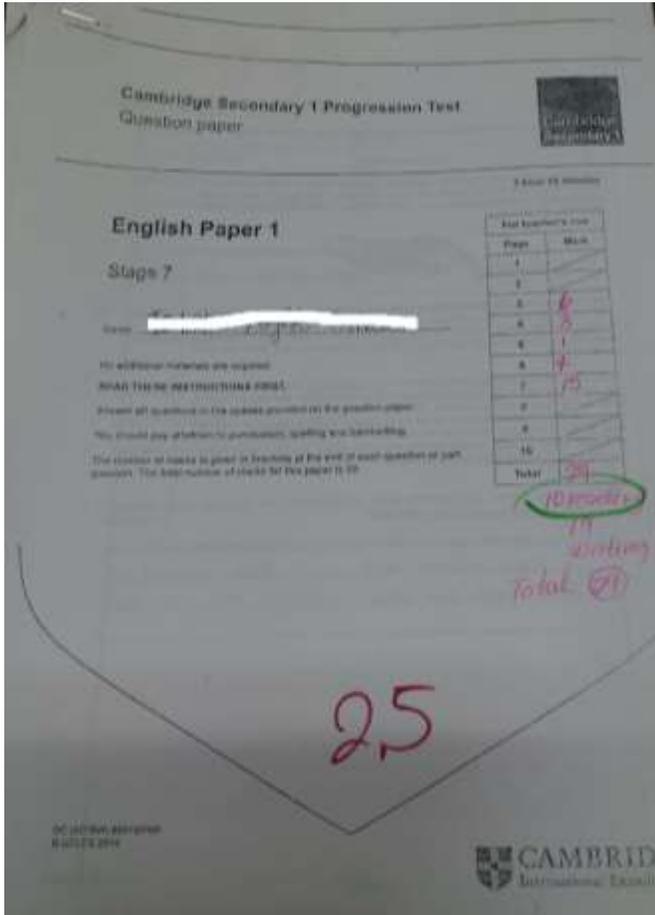
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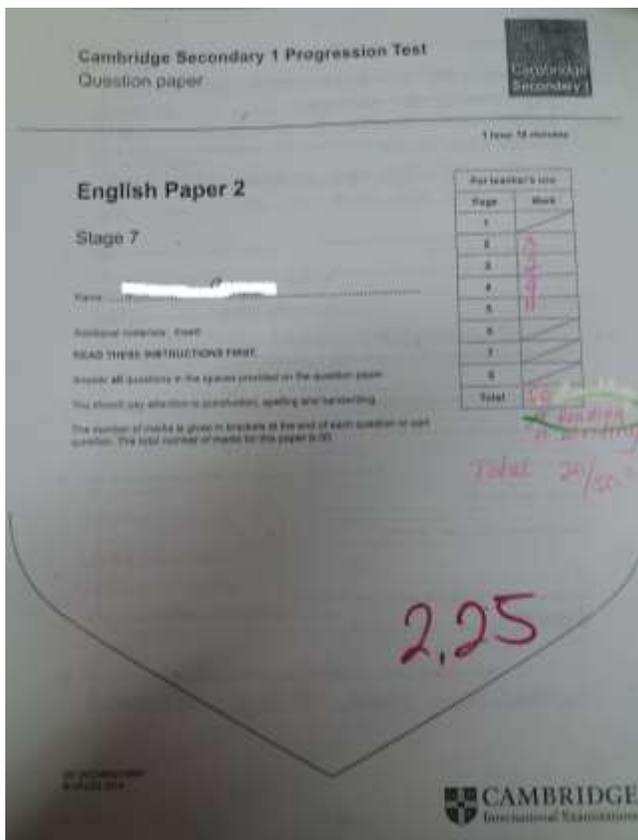
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ANEXOS

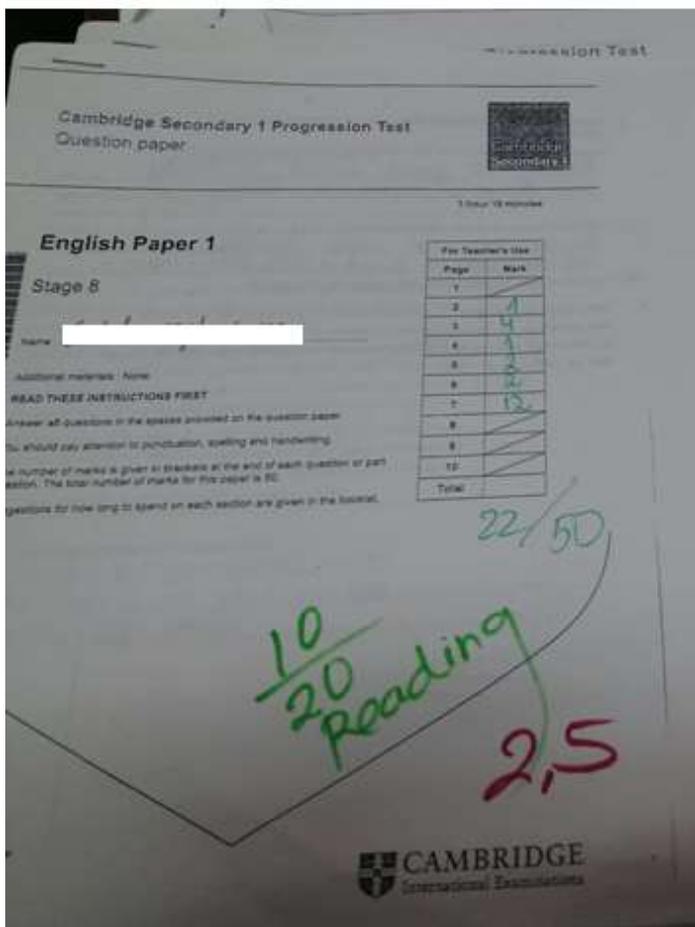
Anexo 0.1. Cambridge Secondary 1 Progression Test. Stage 7.



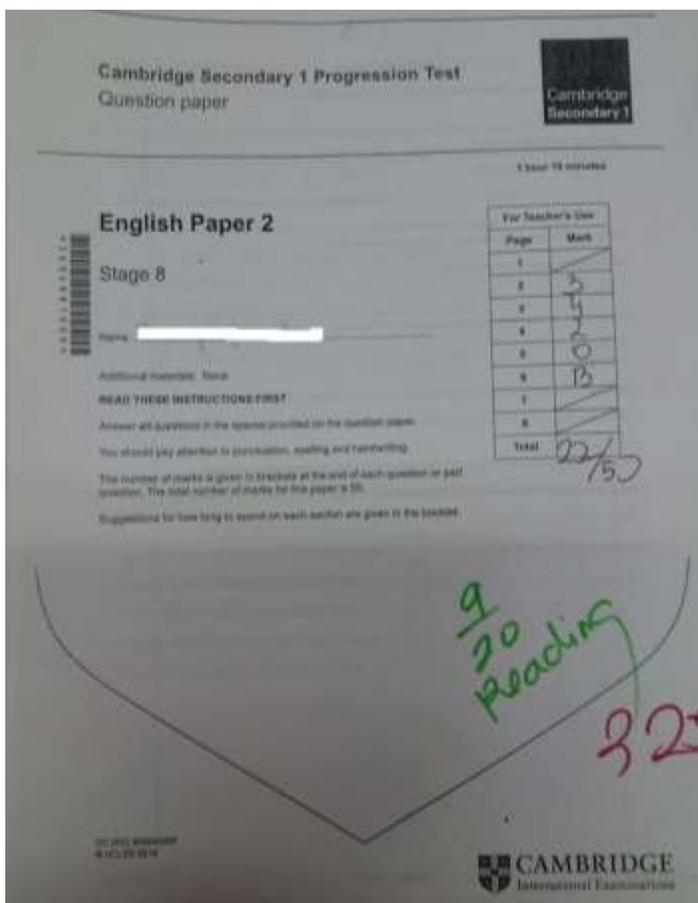
Anexo 0.2. Cambridge Secondary 1 Progression Test. Stage 7



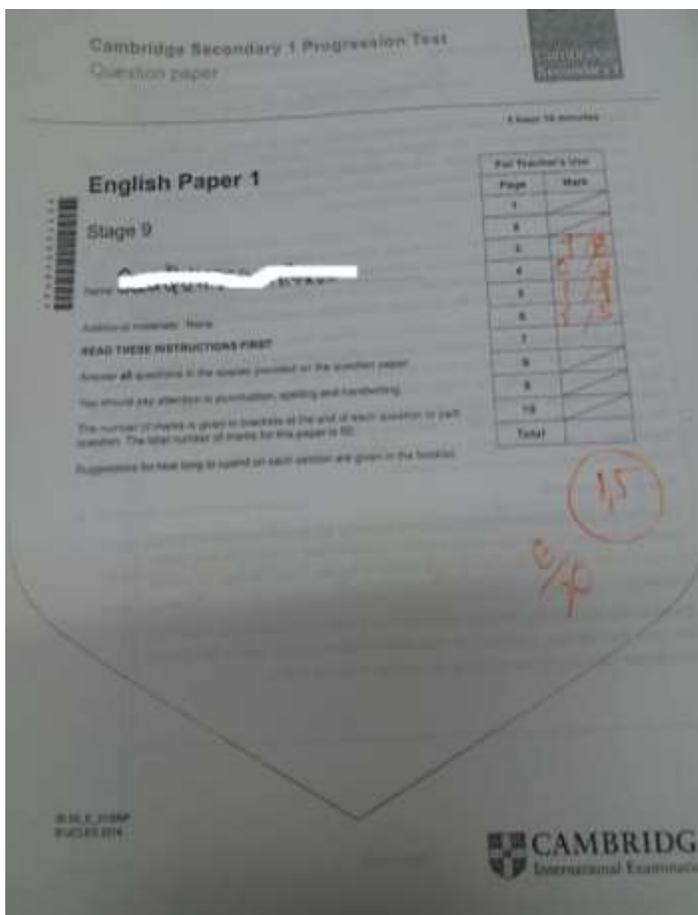
Anexo 0.3. Cambridge Secondary 1 Progression Test. Stage 8



Anexo 0.4. Cambridge Secondary 1 Progression Test. Stage 8



Anexo 0.5. Cambridge Secondary 1 Progression Test. Stage 9



ANEXO 6: Diario de Campo

"Diario de Campo"

1. OBSERVACIÓN NÚMERO:

- Fecha:
- Lugar: Colegio Gimnasio Los Pinares-
- Actividad: Clase de
- Grupo o persona observada: 11°A
- Hora de observación:
- Observador: Natalia González Cano

2. Registro de observación: descripción de lo que sucede, tal como ocurre; es no se hacen apreciaciones, juicios o interpretaciones. Tener muy presente, la objetividad, la síntesis, la claridad y el orden de la exposición.

3. Interpretación: análisis, interpretación y/o reflexión de lo observado.

ANEXO 7: Pruebas diagnósticas de entrada y de salida.

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba entrada: Determining meaning of words according to the context.</u>		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **entitle:** I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.

Definition: _____

2. **usurp:** Though Joseph was the true king, his uncle **usurped** the throne and was now ruling the land quite cruelly.

Definition: _____

3. **candid:** When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid** opinion was that it would drive away customers.

Definition: _____

4. **magnanimous:** The **magnanimous** judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.

Definition: _____

5. **acquiesce:** Angela did not want to go to the party. She wanted to study for the exam, but her sister

nagged her so much that Angela finally **acquiesced** and agreed to go.

Definition: _____

6. **grievance**: The workers wrote an anonymous letter to their boss in which they expressed their **grievances**: long working hours, low pay, and dangerous working conditions.

Definition: _____

7. **seize**: The police officer **seized** the firework from the underage children.

Definition: _____

8. **deprive**: The students were angry that the principal **deprived** everyone of prom because of the actions of a few individuals.

Definition: _____

9. **ascertain**: Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain** the truth.

Definition: _____

10. **compulsory**: Bruce did not want to help clean up the trash by the river, but the principal told him that since he chose to skip classes on Friday, his participation in the event would be **compulsory**.

Definition: _____

11. **enumerate**: When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated** a list long enough to quiet Bobby.

Definition: _____

12. **prohibitive**: I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.

Definition: _____

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<i>Prueba salida: Determining meaning of words according to the context + Thinking Routine</i>		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.

Definition: _____

2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.

Definition: _____

3. **indiscriminate**: You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.

Definition: _____

4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.

Definition: _____

5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the **spontaneous** urge to go on a bike ride, but the urge passed as suddenly as it came.

Definition: _____

6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is **derived**.

Definition: _____

7. **lofty**: He wanted to climb the **lofty** coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.

Definition: _____

8. **arduous**: John tried to catch his breath for a minute before he attempted the **arduous** climb up the peak of the mountain.

Definition: _____

9. **exuberant**: Janice loved the fast paced, **exuberant** feeling of the market during the holiday season.

Definition: _____

10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her **imperious** nature.

Definition: _____

11. **decline**: I am disappointed that Kyle **declined** our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?

Definition: _____

12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was **brazen** enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.

Definition: _____

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba entrada: Finding inconsistencies in the arguments.</u>		

Taken from: <http://www.ielts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

Scientists have long been working with the objective of helping blind people see. Although they have not yet realized that dream, they have certainly made a great deal of progress.

The new experiment named Artificial Retina Project has already tasted some success. Some of the participants can now differentiate cups from plates and grass from concrete footpaths. They can also sort dark socks from lighter ones, distinguish doors and windows, identify some letters of the alphabet and see where people are.

The increasing visual ability of the participants is quite encouraging, despite the fact that they are not yet able to come up with details of the objects they 'see'. Scientists involved in the project believe that by further developing the technology they will be able to help blind people to read, write and recognize faces.

In the artificial retina procedure, a sheet of electrodes is implanted in the eye. The blind person wears glasses fitted with a tiny camera. The belt-pack video processor translates the images captured by the camera into patterns of light and darkness. The video processor directs each electrode to transmit signals representing an object's contours, brightness and contrast. These signals then pulse along the optic neurons into the brain.

True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The scientists working on the Artificial Retina Project hail from countries such as the UK, Mexico and Europe.
2. The Artificial Retina Project allows blind people to read, write and recognize faces.
3. The electrodes implanted in the eyes transmit signals into the brain.
4. Lack of sufficient funding is the main problem faced by the Artificial Retina Project.

Taken from: <http://ielts-up.com/reading/true-false-not-given-3.html>

Is there such a thing as Canadian English? If so, what is it?

The standard stereotype among Americans is that Canadians are like Americans, except they say 'eh' a lot and pronounce 'out and about' as 'oot and aboot'. Many Canadians, on the other hand, will tell you that Canadian English is more like British English, and as proof will hold aloft the spellings colour and centre and the name zed for the letter Z.

Canadian does exist as a separate variety of British English, with subtly distinctive features of pronunciation and vocabulary. It has its own dictionaries; the Canadian Press has its own style guide; the Editors' Association of Canada has just released a second edition of *Editing Canadian English*. But an emblematic feature of *Editing Canadian English* is comparison tables of American versus British spellings so the Canadian editor can come to a reasonable decision on which to use... on each occasion. The core of Canadian English is a pervasive ambivalence.

Canadian history helps to explain this. In the beginning there were the indigenous people, with far more linguistic and cultural variety than Europe. They're still there, but Canadian English, like Canadian Anglophone society in general, gives them little more than desultory token nods. Fights between European settlers shaped Canadian English more. The French, starting in the 1600s, colonised the St Lawrence River region and the Atlantic coast south of it. In the mid-1700s, England got into a war with France, concluding with the Treaty of Paris in 1763, which ceded 'New France' to England. The English allowed any French to stay who were willing to become subjects of the English King.

At the time of the Treaty of Paris, however, there were very few English speakers in Canada. The American Revolution changed that. The founding English-speaking people of Canada were United Empire Loyalists – people who fled American independence and were rewarded with land in Canada. Thus Canadian English was, from its very beginning, both American – because its speakers had come from the American colonies – and not American, because they rejected the newly independent nation.

Just as the Americans sought to have a truly distinct, independent American version of English, the loyalists sought to remain more like England... sort of. These were people whose variety of English was already diverging from the British and vice versa: when the residents of London and its environs began to drop their r's and change some of their vowels people in certain parts of the United States adopted some of these changes, but Canadians did not.

Directions: Do the following statements agree with the information given in Reading Passage?

For question 5-9 choose

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

5. Canadian English is considered more like British English by Canadians.

6. According to the second paragraph, Canadian English is pretty similar to British, with some minor differences.

7. The St Lawrence River was colonised by Canadians in 1600.

8. Canadian English is considered neither American nor not American.

9. The fifth paragraph states that many English-speaking countries adopted changes in pronunciation.

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba salida: Finding inconsistencies in the argument + Thinking Routine</u>		

Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine “Red light, Yellow light” to help you analyze and decide.

The Quest for Beauty

Question 1

While skin bleaching is a long-standing cosmetic staple across Sudan, a newer craze is sweeping the nation. Many young women are turning to prescription pills in order to gain weight, and hopefully gain the curvaceous figures they see as the standard of beauty. Away from the regulation of trained pharmacists, fattening pills are illegally dispensed by the same small shops which sell topical bleaching creams and

other popular beauty fixes. Sold individually, in small bags and emptied sweet containers, they are completely devoid of any information about medical risks.

1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills.

Question 2

It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imithal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known.

Question 3

Pills are often rebranded and given catchy street names which allude to their effects. From *The Neighbours' Shock* to *Chicken Thighs* and *My Mama Suspects*, the clinical name of pills are forgotten and replaced by promises of a bigger bottom, shapely thighs and a belly that will have your mother concerned that you might be pregnant. Tablets range from standard appetite stimulants to allergy medicines containing the steroid hormone, cortisone. The side-effects of taking cortisone are now a cash cow for pill peddlers. It is known to slow the metabolism, increase appetite, trigger water retention and create extra deposits of fat around the abdomen and face.

3. Promoting the clinical name of the pills helps the sellers to focus on the weight gaining aspects associated with them.

Question 4

(This question is again from paragraph three, so take a look at it again above)

4. Those selling the pills are making more money on them than other types of pills.

Question 5

Using unregulated steroids without supervision can damage the heart, liver, kidneys and thyroid, says Dr Salah Ibrahim, Head of the Pharmacists' Union in Sudan. He explains that cortisone is a naturally occurring hormone in the body, helping to regulate vital bodily functions. But when a man-made, concentrated version enters the body in the form of pills or topical bleaching creams, the brain gives the

body a signal to stop production. If a user suddenly stops taking the substance, their major organs can spiral into dysfunction.

5. The body's cortisone production will eventually return to normal once a person stops taking the pills.

Question 6

Young women in Sudan are dying from kidney and heart failure caused by sudden steroid withdrawal, medical professionals say. Fatalities are especially common among new brides, who traditionally undergo a month of intense beautification prior to their wedding day and then abruptly stop using fattening pills and steroidal bleaching creams. Their deaths are put down to sudden organ failure.

6. Intense usage in the month after marriage followed by sudden withdrawal is resulting in a high death rate for newlywed women.

Question 7

Yet these horrifying beauty trends continue to gain traction. Prescription pill abuse is taking off in Sudan's conservative society, partly because it lacks the social stigma and pungent, giveaway odor of alcohol and cannabis. University students flock to buy the potent painkiller Tramadol, which is sold for 20 Sudanese pounds (\$1; 80 pence) per pill. Some of Khartoum's roadside tea-sellers are even known to drop the painkiller in a cup of tea, upon a coded request.

7. Sudanese society does not view the abuse of prescription pills as negatively as it does other drugs such as alcohol and cannabis.

Question 8

Awareness campaigns have so far had very little impact. Dr Ibrahim, Head of the Pharmacists Union, has made numerous appearances on national television to warn of the dangers of prescription pill abuse. At university level, pharmacists are taught vigilance and trained to act in keeping with ethics and pharmaceutical law. But in a country where pharmacists and doctors are paid very little, the temptation to sell pills to illegal vendors is overwhelming for some. "Last time I went to the beauty shop I go to for my creams, the shop owner brought out a chocolate box full of different fattening pills," says Ms Ahmed, the Khartoum student. "Girls are too scared to ask pharmacists and doctors about the pills they buy from beauty shops, for fear of being publicly shamed."

8. Awareness campaigns are becoming common on national television.

Question 9

(This question is again from the above paragraph, so take a look at it again)

9. The low pay of doctors and pharmacists contributes to the problem of weight pill abuse.

Question 10

Police may arrest traders and block smuggling routes, but the profits for rogue pharmacists keep growing regardless. Fattening pills are poured into the black market, deemed to be the lesser evil. Sudan isn't the only African society where being overweight is a symbol of prosperity and power, boosting the "marriageability" of young women. But in this country, it embodies an ideal. It defines the ultimate Sudanese woman - full-bodied and light-skinned - epitomising beauty and coveted as a wife. The iconic status of Nada Algalaa, a Sudanese singer whose looks are widely praised and emulated, is testament in itself. For some women, it is an ideal to be acquired by any means necessary.

10. Being overweight is a sign of prosperity and power throughout African countries.

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba entrada: Understanding implicit message in a text</u>		

Taken from: **Roell, Kelly. "Practice Your Inferencing Skills With This Worksheet." ThoughtCo, Mar. 8, 2018, [thoughtco.com/inference-practice-3211294](https://www.thoughtco.com/inference-practice-3211294).**

Directions: Read the following text and answer the questions.

On Being Found Guilty of Treason

Robert Emmet

Born in 1778, died in 1803; became a leader of the United Irishmen, and in 1803 led an unsuccessful rising in Dublin; escaping to the mountains he returned to Dublin to take leave of his fiancée, Sarah Curran, daughter of an orator, and was captured and hanged.

MY LORDS:—What have I to say why sentence of death should not be pronounced on me according to law? I have nothing to say that can alter your predetermination, nor that it will become	1
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<p>me to say with any view to the mitigation of that sentence which you are here to pronounce, and I must abide by. But I have that to say which interests me more than life, and which you have labored (as was necessarily), your office in the present circumstances of this oppressed country) to destroy. I have much to say why my reputation should be rescued from the load of false accusation and calumny which has been heaped upon it. I do not imagine that, seated where you are, your minds can be so free from impurity as to receive the least impression from what I am going to utter—I have no hopes that I can anchor my character in the breast of a court constituted and trammled as this is—I only wish, and it is the utmost I expect, that your lordships may suffer it to float down your memories untainted by the foul breath of prejudice, until it finds some more hospitable harbor to shelter it from the storm by which it is at present buffeted.</p>	
<p>Was I only to suffer death after being adjudged guilty by <i>your</i> tribunal, I should bow in silence, and meet the fate that awaits me without a murmur; but the sentence of law which delivers my body to the executioner, will, through the ministry of that law, labor in its own vindication to consign my character to obloquy—for there must be guilt somewhere: whether in the sentence of the court or in the catastrophe, posterity must determine. A man in my situation, my lords, has not only to encounter the difficulties of fortune, and the force of power over minds which it has corrupted or subjugated, but the difficulties of established prejudice: the dies, but his memory lives. That mine may not perish, that it may live in the respect of my countrymen, I seize upon this opportunity to vindicate myself from some of the charges alleged against me. When my spirit shall be wafted to a more friendly port; when my shade shall have joined the bands of those martyred heroes who have shed their blood on the scaffold and in the field, in defense of their country and of virtue, this is my hope: I wish that my memory and name may animate those who survive me, while I look down with complacency on the destruction of that perfidious government which upholds its domination by blasphemy of the Most High—which displays its power over man as over the beasts of the forest—which sets man upon his brother, and lifts his hand in the name of God against the throat of his fellow who believes or doubts a little more or a little less than the government standard—a government which is steeled to barbarity by the cries of the orphans and the tears of the widows which it has made.</p>	2
<p>I appeal to the immaculate God—I swear by the throne of Heaven, before which I must shortly appear—by the blood of the murdered patriots who have gone before me—that my conduct has been through all this peril and all my purposes, governed only by the convictions which I have uttered, and by no other view, than that of their cure, and the emancipation of my country from the super inhuman oppression under which she has so long and too patiently travailed; and that I confidently and assuredly hope that, wild and chimerical as it may appear, there is still union and strength in Ireland to accomplish this noble enterprise. Of this I speak with the confidence of intimate knowledge, and with the consolation that appertains to that confidence. Think not, my lords, I say this for the petty gratification of giving you a transitory uneasiness; a man who never yet raised his voice to assert a lie, will not hazard his character with posterity by asserting a falsehood on a subject so important to his country, and on an occasion like this. Yes, my lords, a man who does not wish to have his epitaph written until his country is liberated, will not leave a weapon in the power of envy; nor a pretense to impeach the probity which he means to preserve even in the grave to which tyranny consigns him.</p>	3
<p>Again I say, that what I have spoken, was not intended for your lordship, whose situation I commiserate rather than envy—my expressions were for my countrymen; if there is a true Irishman present, let my last words cheer him in the hour of his affliction.</p>	4
<p>I have always understood it to be the duty of a judge when a prisoner has been convicted, to pronounce the sentence of the law; I have also understood that judges sometimes think it their duty to hear with patience, and to speak with humanity; to exhort the victim of the laws, and to offer with tender benignity his opinions of the motives by which he was actuated in the crime, of which he had been adjudged guilty: that a judge has thought it his duty so to have done, I have no doubt—but where is the boasted freedom of your institutions, where is the vaunted impartiality, clemency, and mildness of your courts of justice, if an unfortunate prisoner, whom your policy, and not pure justice, is about to deliver into the hands of the executioner, is not suffered to explain his motives sincerely and truly, and to vindicate the principles by which he was actuated?</p>	5
<p>My lords, it may be a part of the system of angry justice, to bow a man's mind by humiliation to the purposed ignominy of the scaffold; but worse to me than the purposed shame, or the scaffold's terrors, would be the shame of such unfounded imputations as have been laid against me in this</p>	6

<p>court: you, my lord [Lord Norbury], are a judge, I am the supposed culprit; I am a man, you are a man also; by a revolution of power, we might change places, tho we never could change characters; if I stand at the bar of this court, and dare not vindicate my character, what a farce is your justice? If I stand at this bar and dare not vindicate my character, how dare you calumniate it? Does the sentence of death which your unhallowed policy inflicts on my body, also condemn my tongue to silence and my reputation to reproach? Your executioner may abridge the period of my existence, but while I exist I shall not forbear to vindicate my character and motives from your aspersions; and as a man to whom fame is dearer than life, I will make the last use of that life in doing justice to that reputation which is to live after me, and which is the only legacy I can leave to those I honor and love, and for whom I am proud to perish. As men, my lord, we must appear at the great day at one common tribunal, and it will then remain for the searcher of all hearts to show a collective universe who was engaged in the most virtuous actions, or actuated by the purest motives—my country's oppressors or I?</p>	
<p>I am charged with being an emissary of France! An emissary of France! And for what end? It is alleged that I wished to sell the independence of my country! And for what end? Was this the object of my ambition? And is this the mode by which a tribunal of justice reconciles contradictions? No, I am no emissary; and my ambition was to hold a place among the deliverers of my country—not in power, nor in profit, but in the glory of the achievement! Sell my country's independence to France! And for what? Was it for a change of masters? No! But for ambition! O my country, was it personal ambition that could influence me? Had it been the soul of my actions, could I not by my education and fortune, by the rank and consideration of my family, have placed myself among the proudest of my oppressors? My country was my idol; to it I sacrificed every selfish, every endearing sentiment; and for it, I now offer up my life. O God! No, my lord; I acted as an Irishman, determined on delivering my country from the yoke of a foreign and unrelenting tyranny, and from the more galling yoke of a domestic faction, which is its joint partner and perpetrator in the parricide, for the ignominy of existing with an exterior of splendor and of conscious depravity. It was the wish of my heart to extricate my country from this doubly riveted despotism.</p>	7
<p>I wished to place her independence beyond the reach of any power on earth; I wished to exalt you to that proud station in the world.</p>	9
<p>I wished to procure for my country the guarantee which Washington procured for America. To procure an aid, which, by its example, would be as important as its valor, disciplined, gallant, pregnant with science and experience; which would perceive the good, and polish the rough points of our character. They would come to us as strangers, and leave us as friends, after sharing in our perils and elevating our destiny. These were my objects—not to receive new taskmasters, but to expel old tyrants; these were my views, and these only became Irishmen. It was for these ends I sought aid from France; because France, even as an enemy, could not be more implacable than the enemy already in the bosom of my country.</p>	10
<p>Let no man dare, when I am dead, to charge me with dishonor; let no man attaint my memory by believing that I could have engaged in any cause but that of my country's liberty and independence; or that I could have become the pliant minion of power in the oppression or the miseries of my countrymen. The proclamation of the provisional government speaks for our views; no inference can be tortured from it to countenance barbarity or debasement at home, or subjection, humiliation, or treachery from abroad; I would not have submitted to a foreign oppressor for the same reason that I would resist the foreign and domestic oppressor; in the dignity of freedom I would have fought upon the threshold of my country, and its enemy should enter only by passing over my lifeless corpse. Am I, who lived but for my country, and who have subjected myself to the dangers of the jealous and watchful oppressor, and the bondage of the grave, only to give my countrymen their rights, and my country her independence, and am I to be loaded with calumny, and not suffered to resent or repel it—no, God forbid!</p>	11
<p>If the spirits of the illustrious dead participate in the concerns and cares of those who are dear to them in this transitory life—oh, ever dear and venerated shade of my departed father, look down with scrutiny upon the conduct of your suffering son; and see if I have even for a moment deviated from those principles of morality and patriotism which it was your care to instill into my youthful mind, and for which I am now to offer up my life!</p>	12

My lords, you are impatient for the sacrifice—the blood which you seek is not congealed by the artificial terrors which surround your victim; it circulates warmly and unruffled, through the channels which God created for noble purposes, but which you are bent to destroy, for purposes so grievous, that they cry to heaven. Be yet patient! I have but a few words more to say. I am going to my cold and silent grave: my lamp of life is nearly extinguished: my race is run: the grave opens to receive me, and I sink into its bosom! I have but one request to ask at my departure from this world—it is the charity of its silence! Let no man write my epitaph: for as no man who knows my motives dare now vindicate them, let not prejudice or ignorance asperse them. Let them and me repose in obscurity and peace, and my tomb remain uninscribed, until other times, and other men, can do justice to my character; when my country takes her place among the nations of the earth, then, and not till then, let my epitaph be written. I have done.

1. Which of the following statements about Robert Emmet is best supported by the passage?

- A. He was a patriot, willing to die for his cause.
- B. He was a traitor, dishonoring his country.
- C. He was a liar, vilifying noblemen.
- D. He was a hero, ambitious for glory.

2. Based on the information in paragraph two, one could infer that the government in Robert Emmet's time was:

- A. weakening.
- B. disorganized.
- C. oppressive.
- D. permissive.

3. It can be reasonably inferred from Robert Emmet's speech that he is most concerned about *this* after his death:

- A. not finishing the task of finding freedom for Ireland.
- B. leaving behind a young wife and small child to fend for themselves.
- C. being characterized as a villain by people who didn't understand his motives.
- D. a poorly written epitaph about the role he played in the downfall of the United Irishmen.

4. It can be reasonably inferred from the passage that the Robert Emmet believed a partnership with France could:

- A. help gain control of the government to benefit Emmet.
- B. overthrow Ireland's tyrannical rulers to free Ireland.
- C. undo all the work he had done to free Ireland.
- D. sentence him to death for treason.

5. Based on the information in the passage, Robert Emmet's tone could best be characterized as:

- A. quarrelsome.
- B. offensive.
- C. angry.
- D. passionate.

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba saluada: Understanding implicit message in a text + Thinking Routine</u>		

Taken from: <https://www.k12reader.com/worksheet/find-the-meaning-jfks-inaugural-speech/view/>

Find the Meaning: JFK's Inaugural Speech

John F. Kennedy was inaugurated as President on January 21, 1961. At age 43, he was the youngest person to be elected President, and the first President to be born in the 20th century. Below is part of his inaugural speech.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. This much we pledge – and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do; for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom; and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

1. One of the most famous lines from the President’s speech is: “the torch has been passed to a new generation of Americans...” Explain the meaning of this line.

2. President Kennedy reminds his audience that “those who foolishly sought power by riding the back of the tiger ended up inside.” Explain the meaning of this line.

Taken from: [https://file:///D:/Downloads/Gr9-10 Abigail Adams Letter.pdf](https://file:///D:/Downloads/Gr9-10%20Abigail%20Adams%20Letter.pdf)

Abigail Adams: Persuading Her Husband

Abigail Adams (1744-1818) was the wife of Founding Father John Adams. While he attended the Continental Congress in Philadelphia in 1776, Abigail wrote to her husband often. Below is part of her letter from March 31, 1776.

I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous

and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up the harsh title of master for the more tender and endearing one of friend. Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity? Men of sense in all ages abhor those customs which treat us only as the vassals of your sex; regard us then as beings placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness.

3. Read, then explain the deepest meaning of this letter. What information can you extract from it?

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba entrada: Author's tone and opinion</u>		

Taken from: **Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo, Dec. 5, 2016, [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).**

PASSAGE 1: *An excerpt from H.G. Wells' The Invisible Man*

THE STRANGER came early in February one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking as it seemed from Bramblehurst railway station and carrying a little black portmanteau in his thickly gloved hand. He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried. He staggered into the Coach and Horses, more dead than alive as it seemed, and flung his portmanteau down. "A fire," he cried,

“in the name of human charity! A room and a fire!” He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlor to strike his bargain.

And with that much introduction, that and a ready consent to terms and a couple of coins flung upon the table, he took up his quarters in the inn.

1. What does the author most likely want to convey through the use of the phrase “ready consent to terms and a couple of coins flung upon the table”?

- A. The stranger's lack of manners and thoughtfulness.
- B. The stranger's desire quickly get to his room.
- C. The stranger's greediness in bartering.
- D. The stranger's discomfort.

PASSAGE 2: *An excerpt from Jane Austen's Pride and Prejudice*

IT is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

‘My dear Mr. Bennet,’ said his lady to him one day, ‘have you heard that Netherfield Park is leased at last?’

Mr. Bennet replied that he had not.

‘But it is,’ returned she; ‘for Mrs. Long has just been here, and she told me all about it.’

Mr. Bennet made no answer.

‘Do not you want to know who has taken it?’ cried his wife, impatiently.

‘You want to tell me, and I have no objection to hearing it.’

This was invitation enough.

‘Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.’

‘What is his name?’

‘Bingley.’

‘Is he married or single?’

‘Oh, single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!’

‘How so? How can it affect them?’

‘My dear Mr. Bennet,’ replied his wife, ‘how can you be so tiresome? You must know that I am thinking of his marrying one of them.’

‘Is that his design in settling here?’

‘Design? Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes.’

2. The author's attitude toward mothers trying to arrange marriages for their daughters could best be described as:

- A. accepting of the notion
- B. irritated with the notion
- C. astonished by the notion
- D. amused by the notion

3. What tone is the author most likely trying to convey with the sentence, "It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife."

- A. satiric
- B. scornful
- C. reproachful
- D. weary

PASSAGE 3: An excerpt from Edgar Allen Poe's *The Fall of the House of Usher*

DURING the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because poetic, sentiment, with which the mind usually receives even the sternest natural images of the desolate or terrible. I looked upon the scene before me—upon the mere house, and the simple landscape features of the domain—upon the bleak walls—upon the vacant eye-like windows—upon a few rank sedges—and upon a few white trunks of decayed trees—with an utter depression of soul which I can compare to no earthly sensation more properly than to the after-dream of the reveller upon opium—the bitter lapse into every-day life—the hideous dropping of the veil.

There was an iciness, a sinking, a sickening of the heart—an unredeemed dreariness of thought which no goading of the imagination could torture into aught of the sublime. What was it—I paused to think—what was it that so unnerved me in the contemplation of the House of Usher?

4. Which of the following choices provides the best answer to the author's final question posed in the text, while maintaining the tone of the article?

- A. It could be that I'd fallen into a nightmare without knowing it.
- B. It had to be the dreariness of the day. Nothing about the house itself was particularly depressing.
- C. The solution defied me. I couldn't get at the heart of my displeasure.
- D. It was a mystery I couldn't solve; nor could I grapple with the shadowy fancies that crowded upon me as I pondered.

5. Which emotion is the author most likely trying to rouse from his reader after reading this text?

- A. hatred
- B. terror
- C. apprehension
- D. depression

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	<u>Prueba salida: Author's tone and opinion + Thinking Routine</u>		

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were

the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

1. The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

2. Alonzo winked at his mother's shocked gaze and with a smile he said, "sausage and pepperoni pizza for breakfast makes perfect sense. Allow me to demonstrate. You have your tomato. Tomato is technically a fruit. You have your cheese. Cheese is a dairy product. You have your crust... necessary carbs for quick energy in the morning. And don't forget the sausage and the pepperoni... my protein.

If you think about it, it is just like bacon and eggs, toast, and orange juice." Still smiling, he added, "really, it is... well, almost." "Why are you looking at me that way?"

What is the author's tone or opinion?

-
-
-
3. Whether you are starting or continuing on the academic road to success, there are a series of markers that will help keep you on the path. First, you must believe. Believe in yourself, believe in others, and believe in the process of life. You are here for a purpose. Second, keep an open mind. Be aware of things that are working and things that are not. Be willing to make changes. Third, know when you need help and be willing to ask for it. There are many people who can assist you; be specific when you ask for help. Fourth, use your resources: people, books, nature, experiences, events, travel-that which is seen and that which is unseen. Fifth, remember who you are and why you are here. Remind yourself what it is that you want to accomplish. Sixth, balance your life. There is a weariness that occurs when life's energies are out of harmony. Body, mind, and spirit need nurturing on a daily basis. Lastly, remember that storms never last.

What is the author's tone or opinion?

-
-
-
4. The presentation was about to begin. The audience anxiously waited in their metal chairs and talked to one another about what they were going to learn. The presenter walked to the front of the room, introduced herself. The audience clapped for the presenter. The presenter repeated what the audience already knew, that a passing quiz score on the information would be required by the end of the day for continued employment in the company. The audience immediately took out note pads and pens, tablets, and recorders. The presenter, then, pointed to the screen at the front of the room and pushed a button on her laptop. Suddenly, the screen went blank. The audience members shifted uncomfortably in their seats as the presenter worked to solve the problem. Some members of the audience tried to help. Phone calls were made by the presenter as the audience waited while looking nervously at their watches.

What is the author's tone or opinion?

ANEXO 8: Rutinas de Pensamiento

Building Thinkers



Imagen tomada de: <https://www.smore.com/yyvc5-visible-thinking>

Red Light, Yellow Light



- What are the **red** lights here? What things stop you in your tracks because you doubt their truth or accuracy?
- What are the **yellow** lights here? What things slow you down a bit, give you pause, and make you wonder if they are true and accurate or not?

Purpose This routine helps learners become more aware of specific moments that hold signs of possible puzzles of truth. It also helps to build persistence to solving potential puzzles within claims, data, conclusions, generalizations.

Thinking Beyond the Text

Imagen tomada de:

https://thinkingpathwayz.weebly.com/uploads/1/0/4/4/104440805/red_light_yellow_light.pdf

See Think Wonder



What do you see?



What do you think is going on?



What does it make you wonder?

Purpose This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Introducing & Exploring Ideas

Imagen tomada de: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

HEADLINES

Think of the big ideas and important themes in what you have been learning.

- Write a headline for this topic or issue that summarizes and captures a key aspect that you feel is significant and important.

Imagen tomada de: <https://makinggoodhumans.wordpress.com/tag/differentiation/page/2/>

ANEXO 9: Cuestionario a estudiantes

[Company Name]

For the following questions bear in mind that...

- 1.** Means: *Completely Ineffective*
- 2.** Means: *Somehow Effective*
- 3.** Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the “before” and the “after” of the development of the research project?

Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine “What makes you say that?” in your development of the reading skill “Deducing the meaning of words out of the context”?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine “Red light, Yellow light” in your development of the reading skill “Finding inconsistencies in arguments”?

Please rate from 1 to 3

1 2 3

4. How effective do you consider was the application of the thinking routine “See, Think, Wonder?” in your development of the reading skill “Understanding implicit meaning of a text”?

Please rate from 1 to 3

1 2 3

5. How effective do you consider was the application of the thinking routine “Heading” in your development of the reading skill “Recognizing attitude and opinion of the author”?

Please rate from 1 to 3

1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree

7. On the following lines, briefly evaluate the experience you had during the application of the thinking routines within the process of developing the four reading skills intended.

ANEXO 10: Comentarios Validación de Instrumentos



MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	Determining meaning of words according to the context + Thinking Routine		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?".

- devoid:** Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.
Definition: _____
- firmament:** After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.
Definition: _____
- indiscriminate:** You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.
Definition: _____
- laden:** Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.
Definition: _____

DA Dirección Académica (Colegio Gimnasio Los Pin...
It is for each one? I think it is longer.
I suggest begin the activity with the words only. Use the routine for one word o two, and share with others girls. Later, you can give them the context.



MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11°
DESEMPEÑO	Understanding implicit message in a text + Thinking Routine		

Taken from: <https://www.k12reader.com/worksheet/find-the-meaning-jfks-inaugural-speech/view/>

Find the Meaning: JFK's Inaugural Speech

John F. Kennedy was inaugurated as President on January 21, 1961. At age 43, he was the youngest person to be elected President, and the first President to be born in the 20th century. Below is part of his inaugural speech.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. This

DA Dirección Académica (Colegio Gimnasio Los Pin...
Which is the routine?
I suggest explain in this format. In the final questionnaire I can see is the See, Think, Wonder ...

ANEXO 11: Muestras: Prueba diagnósticas de entrada. Categoría: Determinar el significado de palabras según el contexto



2,5

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA		GRUPO	11 ^a
DESEMPEÑO	<u>Determining meaning of words according to the context.</u>		

6
12

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

- entitle:** I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.
Definition: ~~entitled~~
- usurp:** Though Joseph was the true king, his uncle **usurped** the throne and was now ruling the land quite cruelly.
Definition: ~~usurped~~ stole
- candid:** When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid** opinion was that it would drive away customers.
Definition: ~~candid~~ personal
- magnanimous:** The **magnanimous** judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.
Definition: ~~magnanimous~~ great
- acquiesce:** Angela did not want to go to the party. She wanted to study for the exam, but her sister nagged her so much that Angela finally **acquiesced** and agreed to go.
Definition: ~~acquiesced~~ to accept to go or do something
- grievance:** The workers wrote an anonymous letter to their boss in which they expressed their **grievances**: long working hours, low pay, and dangerous working conditions.
Definition: ~~grievances~~ for what you feel uncomfortable (quejas)
- seize:** The police officer **seized** the firework from the underage children.
Definition: ~~seized~~ shutdown/see - close
- deprive:** The students were angry that the principal **deprived** everyone of prom because of the actions of a few individuals.
Definition: ~~deprived~~ withheld/restricted
- ascertain:** Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain** the truth.
Definition: ~~ascertain~~ confirm/to really know
- compulsory:** Bruce did not want to help clean up the trash by the river, but the principal told him that since he **chose** to skip classes on Friday, his participation in the event would be **compulsory**.
Definition: ~~compulsory~~
- enumerate:** When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated** a list long enough to quiet Bobby.
Definition: ~~enumerated~~ list, stated
- prohibitive:** I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.
Definition: ~~prohibitive~~ unreachable



0,8

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	1 & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Determining meaning of words according to the context.		

2/12

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

- entitle:** I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.
Definition: to put someone in charge
- usurp:** Though Joseph was the true king, his uncle **usurped** the throne and was now ruling the land quite cruelly.
Definition: to take something that is not yours
- candid:** When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid** opinion was that it would drive away customers.
Definition: personal
- magnanimous:** The **magnanimous** judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.
Definition: _____
- acquiesce:** Angela did not want to go to the party. She wanted to study for the exam, but her sister nagged her so much that Angela finally **acquiesced** and agreed to go.
Definition: accept
- grievance:** The workers wrote an anonymous letter to their boss in which they expressed their **grievances**: long working hours, low pay, and dangerous working conditions.
Definition: needs or want
- seize:** The police officer **seized** the firework from the underage children.
Definition: _____
- deprive:** The students were angry that the principal **deprived** everyone of prom because of the actions of a few individuals.
Definition: _____
- ascertain:** Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain** the truth.
Definition: _____
- compulsory:** Bruce did not want to help clean up the trash by the river, but the principal told him that since he chose to skip classes on Friday, his participation in the event would be **compulsory**.
Definition: _____
- enumerate:** When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated** a list long enough to quiet Bobby.
Definition: _____
- prohibitive:** I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.
Definition: _____



17

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^o
DESEMPEÑO	Determining meaning of words according to the context.		

 4
12

Taken from: <https://www.creadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

- entitle:** I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.
Definition: ~~_____~~
- usurp:** Though Joseph was the true king, his uncle **usurped** the throne and was now ruling the land quite cruelly.
Definition: ~~the one who usurped the throne is the heir~~
- candid:** When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid** opinion was that it would drive away customers.
Definition: ~~principal/original~~
- magnanimous:** The **magnanimous** judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.
Definition: ~~someone in charge to make justice~~
- acquiesce:** Angela did not want to go to the party. She wanted to study for the exam, but her sister nagged her so much that Angela finally **acquiesced** and agreed to go.
Definition: ~~"say yes"~~
- grievance:** The workers wrote an anonymous letter to their boss in which they expressed their **grievances**: long working hours, low pay, and dangerous working conditions.
Definition: ~~things that they are not agree with~~
- seize:** The police officer **seized** the firework from the underage children.
Definition: ~~prohibited~~
- deprive:** The students were angry that the principal **deprived** everyone of prom because of the actions of a few individuals.
Definition: ~~punished~~
- ascertain:** Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain** the truth.
Definition: ~~compricate~~
- compulsory:** Bruce did not want to help clean up the trash by the river, but the principal told him that since he chose to skip classes on Friday, his participation in the event would be **compulsory**.
Definition: ~~obligatory~~
- enumerate:** When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated** a list long enough to quiet Bobby.
Definition: ~~said a lot of things in order~~
- prohibitive:** I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.
Definition: ~~cancelled~~



1,0

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	Determining meaning of words according to the context.		

 2,5
 12

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-7.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

- entitle:** I wouldn't mind sharing with Patrick if he didn't act like being a part of the Witherspoon family **entitled** him to a piece of everything on campus.
 Definition: _____
- usurp:** Though Joseph was the true king, his uncle **usurped** the throne and was now ruling the land quite cruelly.
 Definition: pass _____
- candid:** When around his coworkers, Alan said that he agreed with the boss's new policy, but his **candid** opinion was that it would drive away customers.
 Definition: _____
- magnanimous:** The **magnanimous** judge released the young offender who had been caught stealing bread by saying, "Everybody has to eat," and slamming down his gavel.
 Definition: magnanimous _____
- acquiesce:** Angela did not want to go to the party. She wanted to study for the exam, but her sister nagged her so much that Angela finally **acquiesced** and agreed to go.
 Definition: change her/his mind/opinion _____
- grievance:** The workers wrote an anonymous letter to their boss in which they expressed their **grievances**: long working hours, low pay, and dangerous working conditions.
 Definition: dissatisfaction _____
- seize:** The police officer **seized** the fireworks from the underage children.
 Definition: _____
- deprive:** The students were angry that the principal **deprived** everyone of prom because of the actions of a few individuals.
 Definition: don't let do something _____
- ascertain:** Kevin told me that there is no homework. Katie told me that we are supposed to study for a quiz. I'm going to check the teacher's website to **ascertain** the truth.
 Definition: _____
- compulsory:** Bruce did not want to help clean up the trash by the river, but the principal told him that since he chose to skip classes on Friday, his participation in the event would be **compulsory**.
 Definition: _____
- enumerate:** When Bobby asked Kelly to give him one reason why they shouldn't go, Kelly **enumerated** a list long enough to quiet Bobby.
 Definition: _____
- prohibitive:** I've wanted to purchase the new Game Box since it came out last November, but up until now the price has been **prohibitive**.
 Definition: _____

ANEXO 12: Muestras: Rutina de Pensamiento “¿Qué te hace decir eso?”

WHAT MAKES YOU SAY THAT?

THAT?

aged Gone or forgotten. Jem was scared that he couldn't play Football again, but when this fear had to be forgotten so we think assuaged is a good word.

To stop talking Scout was being imprudent asking Dill uncomfortable questions, so Jem must have told her to stop talking.

Bad, awful or Terrible They mentioned that people were terrorized by these events, so something very terrible or scary.

To take or extract They were scared about the man that lived in the house so when Jem says "don't blame me when he gouges your eyes out" he meant that he was going to take them out.

To talk using very disrespectful language Jem had previously said "using abusive and profane language" so cussed must mean cursed or to say bad words.

SQUINTED

Definition: To close a little the eyes.

What makes you say that?

Because in the text they said that she was nearsighted, so we supposed that she squinted (close her eyes) because of her nearsight.

Jutted: Turn into-Become (syn).

• The Radley Place jutted into a sharp curve."

↳ Keyword that means to be something.

Cussed: Saying bad words (def).

• It says he uses abusive and profane language in front of female.

Pitch: Extremely (syn). → Pitch dark.

• It was in the middle of the night, that's why we think was too dark.

Gouges: Take out (in this case, the eyes).

• "when he gouges your eyes out".

MORbid

Strange // Mysterious



They were talking about how the town was TERRORIZED (nocturnal events)

RAID

- Adventure // Challenge

• Why?

Because when Jim accepted Dillo's challenge they all had a new adventure.

→ Inference clue

ASSUAGED

- Destroy...

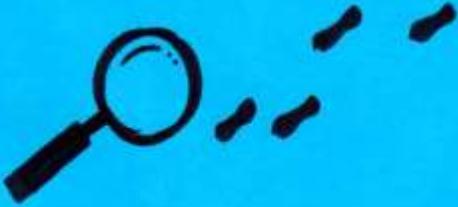
• Why?

Because Jim couldn't play soccer because of his injury, but when he healed his fears were destroyed.

→ Cause and Effect

Thinking Routine

- **Lest**: Nonetheless → Because they're contrasting 2 different ideas
- **Taciturn**: Sedentary → "She married a taciturn man who spent most of his time lying in a hammock." → He did nothing but stay in his hammock all day.
- **Linen**: A type of fabric → because they describe the type of clothes he was wearing.
- **Conceded**: Agreed → Mr. Radley was acquise with the idea of shutting Ew up
- **Crept**: Snoop → Because Jim & Scout were around the yard but as they said earlier in the chapter they would never enter so they must've been snooping



1. **ASSUAGED**: synonym → calm down
 ↳ we think "assuaged" means this because we used the "cause and effect clue" to understand unknown words in the text since that when he healed and assuaged (calmed down) his fears of never being able to play football again, he was seldom self-conscious about his injury.
2. **PUNT**: definition → to kick the ball
 ↳ we think is this meaning because in the text they were talking about football and when they mentioned the word "punt" they said the word "kicked" which is also an action in football. (kicked the ball)
3. **HUSH**: definition → to stop talking about something because it not appropriate
 ↳ we guess is this meaning because the context they were talking about an uncomfortable topic and it was expressed when it hushed.
4. **MORBID**: definition → something that scares people out
 ↳ because it was referring to a terrified because it happened a series of "big" crimes where animals were mutilated
5. **HAMMOCK**: definition → a type of furniture to relax and lie down
 ↳ because next to "hammock", the word "lying" was present.

ANEXO 13: Muestras: Rutina de Pensamiento "¿Qué te hace decir eso?"

the
BLACK CAT
Vocabulary



Latter

Last one or final

"We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat. This latter was a..." Pg 4



WHAT MAKES YOU SAY THAT?

This is an interference clue. The fact that they said the latter and started talking about the cat made me realize that this was the last animal they had mentioned.

WHAT MAKES YOU SAY THAT?

The context of the sentence. The man found out that the cat was avoiding him so he seized him.

Realized or noticed.



Fancied

"I fancied that the cat avoided my presence." Pg 5

Spotch

An area of something that is different from its surroundings, mark.

"This cat had a large, although indefinite spotch of white, covering nearly the whole region of the breast." Pg 8



WHAT MAKES YOU SAY THAT?

They said that the cat had a part that was white but the rest of it was black so it must mean that is a mark.



THE
BLACK
CAT



1

FOLLY

synonym

→ Difficult/Hard

Why? because in the text it says: "Of my own thoughts it is folly to speak." Then it seemed to me that he says he finds it difficult to speak in that situation.

2

GORE

synonym



DUST

As it says that "The corp already greatly decayed and clotted with gore." "Since the corpse was deteriorated, it could have been covered in dust, as old as it was."

3

PEEVISH

synonym

→ grumpy



I guess "peevish" means "annoying" or "grumpy", because in the text he says he was getting old and consequently somewhat peevish

Sara Quintero

THINKING ROUTINE

1. Pick 3 unknown words
2. Definition // Synonym
3. What makes you say that?
4. Picture

WHAT MAKES YOU SAY THAT?



The Black Cat

-Edgar Allan Poe

Part 1



Second Thought // Doubt



When they said he "made no scruple of maltreating..." they were saying he didn't hesitate

Part 2



Gentle // Nice



If they were saying his disposition was human and docile, then docility would be related to: being benevolent and cordial

Part 3



Disappeared // Vanished



They were talking about how the good that was left within him succumbed: died, left, was not there anymore

Juanita Laverde

ANEXO 14: Muestras: Prueba diagnósticas de salida. Categoría: Determinar el significado de palabras según el contexto



Colegio
Gimnasio Los Pinares

2,1

5
12

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	<u>Determining meaning of words according to the context + Thinking Routine</u>		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.
Definition: Full (synonym)
2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.
Definition: at the climb of some where
3. **indiscriminate**: You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.
Definition: taking the first thing you see in a store.
4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.
Definition: heavy (synonym)
5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the **spontaneous** urge to go on a bike ride, but the urge passed as suddenly as it came.
Definition: crazy (synonym)
6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is **derived**.
Definition: Unknown (synonym)
7. **lofty**: He wanted to climb the **lofty** coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.
Definition: Very high (synonym)
8. **arduous**: John tried to catch his breath for a minute before he attempted the **arduous** climb up the peak of the mountain.
Definition: difficult/hard (synonym)
9. **exuberant**: Janice loved the fast paced, **exuberant** feeling of the market during the holiday season.
Definition: incredible (synonym)
10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her **imperious** nature.
Definition: later, she tells what to do to other people.
11. **decline**: I am disappointed that Kyle **declined** our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?
Definition: That he didn't accept the offer.
12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was **brazen** enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.
Definition: tired (synonym)



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA		GRUPO	11*
DESEMPEÑO	Determining meaning of words according to the context + Thinking Routine		

Taken from: <https://www.creadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.
Definition: Had lack of
2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.
Definition: Sky/up
3. **indiscriminate**: You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.
Definition: Uncaring
4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.
Definition: loaded/full
5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the **spontaneous** urge to go on a bike ride, but the urge passed as suddenly as it came.
Definition: Sudden/random
6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is **derived**.
Definition: taken/where something is from
7. **lofty**: He wanted to climb the **lofty** coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.
Definition: long/tall
8. **arduous**: John tried to catch his breath for a minute before he attempted the **arduous** climb up the peak of the mountain.
Definition: Hard/difficult
9. **exuberant**: Janice loved the fast paced, **exuberant** feeling of the market during the holiday season.
Definition: Happy/different
10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her **imperious** nature.
Definition: Bossy/ruling
11. **decline**: I am disappointed that Kyle **declined** our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?
Definition: to say no
12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was **brazen** enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.
Definition: lazy/imprudent

46

11
12



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	Determining meaning of words according to the context + Thinking Routine		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.

Definition: Absence of something.

2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.

Definition: God, heaven etc.

3. **indiscriminate**: You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.

Definition: When people bother someone because of a ~~trait~~ characteristic or condition they have.

4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.

Definition: incomfortable heavy.

5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the **spontaneous** urge to go on a bike ride, but the urge passed as suddenly as it came.

Definition: That happens very fast, without expecting it.

6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is **derived**.

Definition: ~~Something that has been already told.~~ That comes from ^{repeated} something.

7. **lofty**: He wanted to climb the **lofty** coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.

Definition: Very high.

8. **arduous**: John tried to catch his breath for a minute before he attempted the **arduous** climb up the peak of the mountain.

Definition: Hard, requires a lot of effort.

9. **exuberant**: Janice loved the fast paced, **exuberant** feeling of the market during the holiday season.

Definition: Strong, big.

10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her **imperious** nature.

Definition: Bossy, dominant, always telling people what to do.

11. **decline**: I am disappointed that Kyle **declined** our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?

Definition: Not accepting.

12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was **brazen** enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.

Definition: Relaxed.

4,2

10
12



Colegio
Gimnasio Los Pinares

4,2

10
12

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA		GRUPO	11 ^a
DESEMPEÑO	<u>Determining meaning of words according to the context + Thinking Routine</u>		

Taken from: <https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely **devoid** of warmth and cheer.
Definition: Apart from
2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the **firmament** and thanked the heavens that he survived.
Definition: Synonym of sky
3. **indiscriminate**: You must not be **indiscriminate** when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.
Definition: Opposite to discriminate or criticize
4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook **laden** book bag.
Definition: Heavy
5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the **spontaneous** urge to go on a bike ride, but the urge passed as suddenly as it came.
Definition: Something that is not planned
6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is **derived**.
Definition: Where something is from, its root
7. **lofty**: He wanted to climb the **lofty** coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.
Definition: Very high
8. **arduous**: John tried to catch his breath for a minute before he attempted the **arduous** climb up the peak of the mountain.
Definition: Difficult
9. **exuberant**: Janice loved the fast paced, **exuberant** feeling of the market during the holiday season.
Definition: astounding/amazing
10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her **imperious** nature.
Definition: From the empire, that always wants to rule
11. **decline**: I am disappointed that Kyle **declined** our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?
Definition: Not to accept or denied
12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was **brazen** enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.
Definition: Impolite
im



Colegio
Gimnasio Los Pinares

3,3

8
12

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA		GRUPO	11*
DESEMPEÑO	Determining meaning of words according to the context + Thinking Routine		

Taken from: <https://www.creadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-3-6.pdf>

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning by means of the thinking routine "What makes you say that?"

1. **devoid**: Ronald hated the detention room because it was absolutely devoid of warmth and cheer.
Definition: its name or recognized, Ronald (think) that the detention room by this characteristics.
2. **firmament**: After barely surviving a deadly encounter, Kyle gazed up at the firmament and thanked the heavens that he survived.
Definition: floor, when he thanked the heavens because he survived, it means that he is alive.
3. **indiscriminate**: You must not be indiscriminate when you are shopping for shoes. Carefully consider which shoes will be best for you before making your purchase.
Definition: insignificant to check carefully before you make your purchase, and to buy things with if you need.
4. **laden**: Julia had a difficult time trudging up the snowy hill with her textbook laden book bag.
Definition: put in, she put her textbook in a book bag.
5. **spontaneous**: Brenda was trying to study for her chemistry final when she was overcome by the spontaneous urge to go on a bike ride, but the urge passed as suddenly as it came.
Definition: happens in a uncertain moment she change of action because it happens something that she didn't plan.
6. **derive**: This magical sword is called Everest-Tooth because it was forged on the mountain from which its name is derived.
Definition: delete, because they change of name as it was forged.
7. **lofty**: He wanted to climb the lofty coconut tree to retrieve the nourishing fruit, but he was too afraid of heights.
Definition: taller, they wanted to climb but it can happen something by the heights.
8. **arduous**: John tried to catch his breath for a minute before he attempted the arduous climb up the peak of the mountain.
Definition: extraordinary or enormous the reaction that he do after climbing helps to determine how was the mountain.
9. **exuberant**: Janice loved the fast paced, exuberant feeling of the market during the holiday season.
Definition: strange or extraordinary, she always feel during the holidays.
10. **imperious**: Though Kathy and I are both technically store clerks, Kathy is always trying to tell me what to do because of her imperious nature.
Definition: strong or power, as she has the power nature she can do what she wants.
11. **decline**: I am disappointed that Kyle declined our offer to sit in the dunk tank. Now who will dress up like a clown and sit still while people throw balls at him or her?
Definition: not accept a propose or action, because they said they offer to sit with them.
12. **brazen**: Ms. Witherspoon was shocked that the snickering bill collector was brazen enough to rest his feet on the antique grand piano, with his shoes on of all things, while she ran to get her checkbook.
Definition: telling bad, because she was shocked about the attitude of him. Behaving

ANEXO 15: Muestras: Prueba diagnósticas de entrada. Categoría: Reconocer inconsistencias en los argumentos



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11°
DESEMPEÑO	Finding inconsistencies in the arguments.		

2,2 4

9

Taken from: <http://www.ielts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

Scientists have long been working with the objective of helping blind people see. Although they have not yet realized that dream, they have certainly made a great deal of progress.

The new experiment named Artificial Retina Project has already tasted some success. Some of the participants can now differentiate cups from plates and grass from concrete footpaths. They can also sort dark socks from lighter ones, distinguish doors and windows, identify some letters of the alphabet and see where people are.

The increasing visual ability of the participants is quite encouraging, despite the fact that they are not yet able to come up with details of the objects they 'see'. Scientists involved in the project believe that by further developing the technology they will be able to help blind people to read, write and recognize faces.

In the artificial retina procedure, a sheet of electrodes is implanted in the eye. The blind person wears glasses fitted with a tiny camera. The belt-pack video processor translates the images captured by the camera into patterns of light and darkness. The video processor directs each electrode to transmit signals representing an object's contours, brightness and contrast. These signals then pulse along the optic neurons into the brain.

True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this



Colegio
Gimnasio Los Pinares

28

5
9

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	Finding inconsistencies in the arguments.		

Taken from: <http://www.ielts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

Scientists have long been working with the objective of helping blind people see. Although they have not yet realized that dream, they have certainly made a great deal of progress.

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True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Finding inconsistencies in the arguments.		

28
5
9

Taken from: <http://www.iclts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

Scientists have long been working with the objective of helping blind people see. Although they have not yet realized that dream, they have certainly made a great deal of progress.

The new experiment named Artificial Retina Project has already tasted some success. Some of the participants can now differentiate cups from plates and grass from concrete footpaths. They can also sort dark socks from lighter ones, distinguish doors and windows, identify some letters of the alphabet and see where people are.

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True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this



Colegio
Gimnasio Los Pinares

3,3 6/9

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Finding inconsistencies in the arguments.		

Taken from: <http://www.ielts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

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The increasing visual ability of the participants is quite encouraging, despite the fact that they are not yet able to come up with details of the objects they 'see'. Scientists involved in the project believe that by further developing the technology they will be able to help blind people to read, write and recognize faces.

In the artificial retina procedure, a sheet of electrodes is implanted in the eye. The blind person wears glasses fitted with a tiny camera. The belt-pack video processor translates the images captured by the camera into patterns of light and darkness. The video processor directs each electrode to transmit signals representing an object's contours, brightness and contrast. These signals then pulse along the optic neurons into the brain.

True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	<u>Finding inconsistencies in the arguments.</u>		

Taken from: <http://www.ielts-practice.org/answering-the-true-false-not-given-questions/>

Directions: Read the given passage and answer the following questions.

For well over three years, a team of international scientists has been working on a project that aims to empower the blind with eyesight. The experiment involves surgically implanting electrodes in the eye. The participants will also have to wear a camera on the bridge on their nose and strap a video processor to their waist. The revolutionary project involves patients from the UK, Mexico and Europe.

Scientists have long been working with the objective of helping blind people see. Although they have not yet realized that dream, they have certainly made a great deal of progress.

The new experiment named Artificial Retina Project has already tasted some success. Some of the participants can now differentiate cups from plates and grass from concrete footpaths. They can also sort dark socks from lighter ones, distinguish doors and windows, identify some letters of the alphabet and see where people are.

The increasing visual ability of the participants is quite encouraging, despite the fact that they are not yet able to come up with details of the objects they 'see'. Scientists involved in the project believe that by further developing the technology they will be able to help blind people to read, write and recognize faces.

In the artificial retina procedure, a sheet of electrodes is implanted in the eye. The blind person wears glasses fitted with a tiny camera. The belt-pack video processor translates the images captured by the camera into patterns of light and darkness. The video processor directs each electrode to transmit signals representing an object's contours, brightness and contrast. These signals then pulse along the optic neurons into the brain.

True/False/Not Given Questions

Questions 1-4

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

3,3

6/9

ANEXO 16: Muestras: Rutina de Pensamiento "¿Luz Roja, Luz Amarilla?"



Are the statements TRUE, FALSE or NOT GIVEN according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

Traffic Light



True

True because in the text says that to most people this (culture) is seen in terms of books, paintings, rituals and ceremonies.

2. The internet as a culture is not extensive.

Traffic Light



False

It is false because: "internet is remarkable in its ability to share on an almost global scale all the factors that constitute culture."

3. Through the Internet, every written word can be accessed.

Traffic Light



we doubt because of the "almost" and the "every."

we are not sure because in the text says: "in just a few minutes in front of a key board, we can read almost anything that has ever been written."

4. The Internet provides a stage for all forms of art.

Traffic Light



True

we are not sure because we don't know the meaning of the word "stage" but we think that in the paragraph 3 and 4 is information that can help us to answer the question.

5. An insignificant number remain unaffected by the international nature of the Internet.

Traffic Light

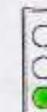


not given

The information is not given in the text.

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



False

It is false because in the text says: "very few people would disagree that the cyberpoets are increasingly asserting themselves into popular culture."



Colegio
Gimnasio Los Pinares

Are the statements **TRUE**, **FALSE** or **NOT GIVEN** according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

Traffic Light



True because "To most people this is seen in terms of books, painting, rituals and ceremonies"

2. The internet as a culture is not extensive.

Traffic Light



False because "The internet as a whole have given themselves names to reflect their cultural aspirations. They are the new cyberpoets"

3. Through the Internet, every written word can be accessed.

Traffic Light



true because "we can read almost anything that has ever been written"

4. The Internet provides a stage for all forms of art.

Traffic Light



might be false because "a few famous works are now replicated in the internet"

5. An insignificant number remain unaffected by the international nature of the Internet.

Traffic Light



might be true because as the internet becomes more popular it gets to be known by many people

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



true because "people disagree that cyberpoet are increasing in our culture"



Colegio
Gimnasio Los Pinares

Are the statements **TRUE**, **FALSE** or **NOT GIVEN** according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

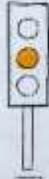
Traffic Light



true In the text it says: "To most people, this is seen in the term books, paintings,..."

2. The internet as a culture is not extensive.

Traffic Light



NOT GIVEN, In the text they don't say.

3. Through the Internet, every written word can be accessed.

Traffic Light



NOT GIVEN, Because in the text they don't mention.

4. The Internet provides a stage for all forms of art.

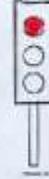
Traffic Light



False, Because in the text says: "new platforms for most forms of art."

5. An insignificant number remain unaffected by the international nature of the Internet.

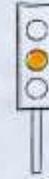
Traffic Light



NOT GIVEN, Because they don't mention in the text.

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



False Because in the text it says: "very few people would disagree that the cyberpoets are increasingly asserting themselves in popular culture."



Are the statements **TRUE**, **FALSE** or **NOT GIVEN** according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

Traffic Light



We think is true because
because in the paragraph
it says ...

2. The internet as a culture is not extensive.

Traffic Light



False, it says that "The
internet is remarkable in
its ability to share

3. Through the Internet, every written word can be accessed.

Traffic Light



We're not sure because it
says almost ...

4. The Internet provides a stage for all forms of art.

Traffic Light



False, not all works are
replicated on the
internet

5. An insignificant number remain unaffected by the international nature of the Internet.

Traffic Light



We're not sure but in a part
it says that the majority is
affected

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



Only a few people
DISAGREE



Are the statements **TRUE**, **FALSE** or **NOT GIVEN** according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

Traffic Light



True: "To most people this is seen in terms of books, paintings, rituals and ceremonies"

2. The internet as a culture is not extensive.

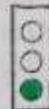
Traffic Light



False: "Which is far more widespread than any of its predecessors"

3. Through the Internet, every written word can be accessed.

Traffic Light



True: "We can read almost anything that has ever been written, yet"

4. The Internet provides a stage for all forms of art.

Traffic Light



True: "the Net allows for wider distribution and new platforms for most forms of art"

5. An insignificant number remain unaffected by the international nature of the Internet.

Traffic Light



Not given

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



False: "there is a little doubt that the internet offers a lot to our traditional view of culture"



Colegio
Gimnasio Los Pinares

Are the statements **TRUE**, **FALSE** or **NOT GIVEN** according to the text? Explain your answer with the traffic light

1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.

Traffic Light



True. Most people still think that culture is painting, book, ceremony etc...

4. The Internet provides a stage for all forms of art.

Traffic Light



True. With the internet now people are able to see all forms of art not only in museums.

2. The internet as a culture is not extensive.

Traffic Light



False. Because the internet as a culture can reach global scales.

5. An insignificant number remain unaffected by the international nature of the Internet.

Traffic Light



True. There is a number of people who remain unaffected by the internet.

3. Through the Internet, every written word can be accessed.

Traffic Light



True. In the internet we can find almost anything written by anyone.

6. Only a few people believe that 'cyberpoets' are becoming part of our popular culture.

Traffic Light



False. Very few people disagree that the cyberpoets are increasing in the culture.

Super-recognisers

Hundreds of angry people took to the streets in London and at least ten other English cities in 2011. Petrol bombs were thrown, buildings and vehicles destroyed, and shops looted. Many of the rioters were caught on CCTV cameras, but most of the images were poor and the perpetrators had covered their faces.

2 Gary Collins, an off-duty policeman, was watching the London riots on TV. He immediately recognised several people and cut his holiday short to help with identification. He ended up spending six months going through the CCTV film and managed to identify 190 people, many from their eyes alone. His help was of decisive importance in the investigation. Even with 200,000 hours of footage, facial recognition software managed to identify just one person.

3 Collins is no ordinary police officer. Soon after joining the police force, he realised he had a special gift: after seeing a face briefly, he could remember it in detail years later. He is what is known as a super-recogniser. This term was first used in 2006 when a study estimated that 1-2 per cent of the population have severe problems recognising faces - called prosopagnosia or 'face-blindness' - and another 1-2 per cent are exceptionally good at it. They can recall up to 95 per cent of faces they see, whereas an average person remembers about 20 per cent.

4 London's Metropolitan Police set up a unit of super-recognisers in 2015 after Collins' success proved it could be useful. It is the first of its kind in the world. Detective Chief Inspector Mick Neville of Scotland Yard, one of its founders, had realised that there was a problem with CCTV back in 2008. CCTV film was not used efficiently in the courts and did not seem to work as an effective deterrent. If criminals were captured on film, they knew they were unlikely to be recognised.

5 Neville's unit has changed all that. Since it started, the tiny team of six officers has made nearly a quarter of all identification in London, mainly by spending hours scanning film and photos. This is impressive, considering that there are 32,000 police officers in the city. The team's success relies on the ubiquity of CCTV; there are thought to be more than four million cameras throughout Britain.

6 This winning combination of human skill and technology has helped convict criminals from shoplifters and pickpockets to sex offenders and murderers. Offenders are very seldom convicted solely on the evidence of a super-recogniser, but it is used to direct investigations. Many defendants plead guilty when they realise they have been caught red-handed.

7 Super-recognisers could be useful in many jobs such as security and passport control. Find out about your powers of recognition with the University of Greenwich test: <http://superrecognisers.com/>

1. In Britain, there's a unit of super-recognisers which has 32,000 police officers



false

2. When several criminals get caught on CCTV, they tend to take the blame.



True

3. Collins is one of a kind because of his special gift: he can remember in detail someone's face after years of seeing them



True

4. Gary Collins could find out the identity of 190 people with the facial-recognition software.



False

5. Britain policemen weren't able to catch the people that took the streets of London and of other cities.



uncertain

Superpowers for a super life?

4.7

What do you think life would really be like if humans had certain superpowers?

A. If we boasted the superhuman ability to fly, we would no longer need to worry about plunging from balconies or tumbling out of trees. It would also have a significant impact on urban architecture as buildings could soar with no need for lifts, except when transporting heavy loads. In addition to the potential change in city landscapes, dwellings on the sides of steep cliffs and hills would become more accessible, which could affect property prices. On the question of immortality, an obvious drawback would be the strain on the Earth's resources due to intense overpopulation. It's difficult to envisage how food and housing would stand up to such a challenge.

B. It would be great if we all possessed superhuman speed like Marvel hero Quicksilver, because we'd be able to stay in bed until the last possible moment without running the risk of being late for school or work. However, the sceptics among us put forward the idea that moving at such speed would ignite our shoes and leave a blaze which would disintegrate everything trailing behind us. This is aside from being blinded by bugs, birds or dirt that happen to get in our path. One superpower I'm not convinced by is immortality. Human existence would become relentlessly monotonous and tedious - a real-life Groundhog Day. Furthermore, any once-in-a-lifetime experiences would completely lose their value. I must admit, I'm intrigued to know to what extent our perception of time would change. As it is, time appears to pass more quickly as we age, but what would happen if we lived for eternity?

C. There are obvious pluses to humans being able to fly, such as a huge reduction in traffic congestion and pollution, not to mention more affordable travel expenses. Needless to say, it would not be without its complications. With the entire population racing around above the ground, some degree of air traffic control would be required to keep chaos at bay. However, we would be at even greater risk if we were able to run at superspeed. Not only would we destroy everything in our path but direct collisions with objects or other people would undoubtedly be fatal. Looking on the bright side, perhaps with so many of us being obliterated on impact, overpopulation from immortality wouldn't be so likely.

D. In my view, being able to fly would pose a security threat at both national and international level. Border protection would become a major concern and countries would constantly need to patrol their airspace. It would be more difficult to protect individual properties too, which could increase the risk of burglary and personal safety. Air traffic control would be inevitable in towns and cities to bring some order to the skies. With regard to immortality, there is no question it would deplete the planet of its resources and the prospect of living in increasingly overcrowded conditions is far from appealing for most. My superpower of choice would be the ability to move at superhuman speed. With the necessary face and head protection to keep us intact, tardy arrivals would become a thing of the past.

1. According to the author immortality can lead to overexploitation of natural resources	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	easy-true
2. It's obvious that with superhuman speed our perception of time would change	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Medium-False
3. An ambiguous consequence of immortality would be the lack of changes	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Difficult-uncertain
4. The superhuman ability to fly would help to local security	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	easy-False
5. With superspeed we wouldn't need to have protection, but to be careful	<input type="radio"/> <input type="radio"/> <input type="radio"/>	medium-False

1. Neutralize animals

Do you have the right mindset?

Think back to when you were in a classroom, maybe a maths classroom, and the teacher set a difficult problem. (That could have been any time between this morning or a few years ago.) Which of the two following responses is closer to the way you reacted?

A: Oh no, this is too hard for me. I'm not even going to seriously try and work it out.

B: Ah, this is quite tricky, but I like to push myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

Early in her career, the psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities could be developed. She says they had a 'growth mindset' and are focused on what they can achieve in the future. But another group of children felt that their intelligence was being judged and they had failed. They had a 'fixed mindset' and were unable to imagine improving. Some of these children said they might cheat in the future; others looked for someone who had done worse than them to boost their self-esteem.

Professor Dweck believes that there is a problem in education at the moment. For years, children have been praised for their intelligence or talent, but this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in: making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.

Psychologists have been testing these theories. Students were ^{taught} that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests, beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

So, back to our original question. If you answered B, well done - you already have a growth mindset. If A, don't worry, everyone is capable of becoming mastery-oriented with a little effort and self-awareness.

1. Native American schools started using this method to teach the children, the results were staggering and the kids came top in the national tests.

True

2. The psychologist Carol Dweck from the Stanford University gave a group of ten-year-olds a problem slightly too hard for them, group one liked the activity more than group two did.

True
 False
 Uncertain

3. As Carol Dweck tested her hypothesis, she noticed that one of the groups worked better than the other one.

True
 Uncertain
 False

4. The results of the project professor Dweck did, came out as if there was a problem in education at the moment.

True
 True
 False

5. Psychologists believe that if students leave their comfort zone, learning something new and harder, will cause stronger connections in their neurons.

True
 Uncertain
 False

What do you know about spiders?

Spiders can be found on every continent of the planet except Antarctica. They are both hunters and hunted. They capture their prey in a variety of ways, either by spinning a web and waiting for their unsuspecting prey to fall into the trap, or jumping out of a hiding place onto a passing meal. Except for the plant-eating *Bagheera kiplingi*, these eight-legged invertebrates are serial carnivores: most love to snack on insects while others are tempted by lizards, birds, frogs, fish and the occasional snake. There are spiders that eat other spiders, and some female widow spiders eat their mates, even while they are mating. In turn, spiders are preyed on by lizards, birds, snakes and scorpions as well as some insects such as the mantis and a type of wasp that buries the arachnid alive! Spiders are also eaten by humans; they are a delicacy in some cultures of the South Pacific and a popular street food in South East Asia.

Spider venom is present in most species and serves the purpose of stunning or killing their prey rather than attacking humans. In fact, only 25 of the known spider species produce venom which can actually harm humans, and although spider bites can be painful, they are rarely deadly. Australia's notorious Sydney funnel-web spider has not produced any fatalities since anti-venom was developed in 1981. However, take care not to rub hairy spiders like tarantulas up the wrong way. When they feel in danger, they defend themselves by ejecting a cloud of urticating hairs. These irritating hairs then embed themselves in the skin or eyes of the attacker.

Despite having adapted to a range of habitats and temperatures, spiders rarely stray far from their home environment. Ballooning spiders are an exception as they can migrate fairly long distances by drifting through the air with air-filled balls of silk. Spiders tend not to favour significant changes in temperature, and tropical spiders such as tarantulas prefer warm surroundings and find many European climates a little nippy. Even the ones who hitch a ride to Britain by boat or plane from the tropics don't survive long.

Spiders can produce several different types of silk from their silk glands and nozzles, otherwise known as spinnerets. They range from stickier threads used to weave webs to capture their prey to incredibly strong threads which can support their own weight. The toughest spider silk is up to six times stronger than human bone, and that made by orb-weaver spiders is on a par with the strength of steel. In fact, some experts suggest that spider silk would be more effective than Kevlar in bulletproof vests. However, harvesting the thread on spider farms is complicated as these territorial creatures prefer their own company and could end up killing each other. Nevertheless, having studied the complex nature of spider silk, scientists have managed to replicate the resilient fibres, which has enormous potential for developing a range of things from synthetic muscle tissue to high-performance sports clothing.

Arachnophobia, or the irrational fear of spiders, is among the most common phobias in the Western world. It is thought to date back thousands of years and might be the result of an instinctive response displayed in early humans. For a long time throughout Europe, spiders were wrongly believed to spread diseases such as the plague. However, out of all the known spider species on the planet, only around 2% are actually harmful to humans. Other cultures such as Native Americans depict them in a more favourable light as they believe spiders are lucky and consider them symbols of wisdom.

1. Around 2% of the world's spiders ~~can~~ be harmful enough to kill humans.



not given

2. All spiders are carnivores.



false

3. Only a few kind of spiders can defend themselves by creating a cloud of urticating hairs.



true

4. Steel can support the same weight as a spider web.



true

5. There are not spiders in the Antarctica because spiders are better adapted to a warm climate.



not given

ANEXO 17: Muestras: Prueba diagnósticas de salida. Categoría: Reconocer inconsistencias en los argumentos



Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	<u>Finding inconsistencies in the argument + Thinking Routine</u>		

4,5

$$\frac{9}{10}$$

Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine "Red light, Yellow light" to help you analyze and decide.

The Quest for Beauty

Question 1

While skin bleaching is a long-standing cosmetic staple across Sudan, a newer craze is sweeping the nation. Many young women are turning to prescription pills in order to gain weight, and hopefully gain the curvaceous figures they see as the standard of beauty. Away from the regulation of trained pharmacists, fattening pills are illegally dispensed by the same small shops which sell topical bleaching creams and other popular beauty fixes. Sold individually, in small bags and emptied sweet containers, they are completely devoid of any information about medical risks.

1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills. true

Question 2

It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imithal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known. true

Question 3

Pills are often rebranded and given catchy street names which allude to their effects. From *The Neighbours' Shock* to *Chicken Thighs* and *My Mama Suspects*, the clinical name of pills are forgotten and replaced by promises of a bigger bottom, shapely thighs and a belly that will have your mother concerned that you might be pregnant. Tablets range from standard appetite stimulants to allergy medicines containing the steroid hormone, cortisone. The side-effects of taking cortisone are now a cash cow for pill



Colegio
Gimnasio Los Pinares

4,0

$\frac{8}{10}$

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	<u>Finding inconsistencies in the argument + Thinking Routine</u>		

Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine "Red light, Yellow light" to help you analyze and decide.

The Quest for Beauty

Question 1

While skin bleaching is a long-standing cosmetic staple across Sudan, a newer craze is sweeping the nation. Many young women are turning to prescription pills in order to gain weight, and hopefully gain the curvaceous figures they see as the standard of beauty. Away from the regulation of trained pharmacists, fattening pills are illegally dispensed by the same small shops which sell topical bleaching creams and other popular beauty fixes. Sold individually, in small bags and emptied sweet containers, they are completely devoid of any information about medical risks.

1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills. True

Question 2

It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imithal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known. True

Question 3

Pills are often rebranded and given catchy street names which allude to their effects. From *The Neighbours' Shock* to *Chicken Thighs* and *My Mama Suspects*, the clinical name of pills are forgotten and replaced by promises of a bigger bottom, shapely thighs and a belly that will have your mother concerned that you might be pregnant. Tablets range from standard appetite stimulants to allergy medicines containing the steroid hormone, cortisone. The side-effects of taking cortisone are now a cash cow for pill



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Gimnasio Los Pinares

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8
10

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Finding inconsistencies in the argument + Thinking Routine		

Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

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2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known.T.....

Question 3

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Colegio
Gimnasio Los Pinares

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11°
DESEMPEÑO	Finding inconsistencies in the argument + Thinking Routine		

4.0

8
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Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine "Red light, Yellow light" to help you analyze and decide.

The Quest for Beauty

Question 1

While skin bleaching is a long-standing cosmetic staple across Sudan, a newer craze is sweeping the nation. Many young women are turning to prescription pills in order to gain weight, and hopefully gain the curvaceous figures they see as the standard of beauty. Away from the regulation of trained pharmacists, fattening pills are illegally dispensed by the same small shops which sell topical bleaching creams and other popular beauty fixes. Sold individually, in small bags and emptied sweet containers, they are completely devoid of any information about medical risks.

1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills. *True*

Question 2

It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imritthal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known. *True*

Question 3

Pills are often rebranded and given catchy street names which allude to their effects. From *The Neighbours' Shock* to *Chicken Thighs* and *My Mama Suspects*, the clinical name of pills are forgotten and replaced by promises of a bigger bottom, shapely thighs and a belly that will have your mother concerned that you might be pregnant. Tablets range from standard appetite stimulants to allergy medicines containing the steroid hormone, cortisone. The side-effects of taking cortisone are now a cash cow for pill



Colegio
Gimnasio Los Pinares

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MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Finding inconsistencies in the argument + Thinking Routine		

Taken from: <https://www.icltsbuddy.com/iclts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine "Red light, Yellow light" to help you analyze and decide.

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1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills. True

Question 2

It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imitihal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known. True

Question 3

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Gimnasio Los Pinares

3,5

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MATERIA	English/Literature	AREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Finding inconsistencies in the argument + Thinking Routine		

Taken from: <https://www.ieltsbuddy.com/ielts-reading-true-false-not-given-exercises.html>

Directions: According to each passage decide if the statement is true, false or not given. Use the Thinking routine "Red light, Yellow light" to help you analyze and decide.

The Quest for Beauty

Question 1

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1. People do not get any information about the dangers to their health when they purchase unregulated weight gain pills. True

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It is difficult to estimate how many women in Sudan use these products to gain weight, because many are reluctant to admit to it. "Pills are handed out in the village like penny sweets," says Imithal Ahmed, a student at the University of Khartoum. "I've always been scared to use them because I've seen family members fall ill and close friends become dependent on appetite stimulants. My aunt is on the brink of kidney failure and has blocked arteries from taking too many fattening pills, trying to get a bigger bum. Everyone in the family knows why she's sick, but she won't own up to it. She's had to stop taking the pills on doctor's orders."

2. Since a large number of women in Sudan are not willing to reveal that they take the pills, the exact number of women using them is not known. True

Question 3

Pills are often rebranded and given catchy street names which allude to their effects. From *The Neighbours' Shock* to *Chicken Thighs* and *My Mama Suspects*, the clinical name of pills are forgotten and replaced by promises of a bigger bottom, shapely thighs and a belly that will have your mother concerned that you might be pregnant. Tablets range from standard appetite stimulants to allergy medicines containing the steroid hormone, cortisone. The side-effects of taking cortisone are now a cash cow for pill

ANEXO 18: Muestras: Prueba diagnósticas de entrada. Categoría: Reconocer el sentido implícito en

un texto



Colegio
Gimnasio Los Pinares

1,0

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	<u>Understanding implicit message in a text</u>		

Taken from: Roell, Kelly. "Practice Your Inferencing Skills With This Worksheet." ThoughtCo, Mar. 8, 2018, [thoughtco.com/inference-practice-3211294](https://www.thoughtco.com/inference-practice-3211294).

Directions: Read the following text and answer the questions.

On Being Found Guilty of Treason

Robert Emmet

Born in 1778, died in 1803; became a leader of the United Irishmen, and in 1803 led an unsuccessful rising in Dublin; escaping to the mountains he returned to Dublin to take leave of his fiancée, Sarah Curran, daughter of an orator, and was captured and hanged.

MY LORDS.—What have I to say why sentence of death should not be pronounced on me according to law? I have nothing to say that can alter your predetermination, nor that it will become me to say with any view to the mitigation of that sentence which you are here to pronounce, and I must abide by. But I have that to say which interests me more than life, and which you have labored (as was necessarily), your office in the present circumstances of this oppressed country) to destroy. I have much to say why my reputation should be rescued from the load of false accusation and calumny which has been heaped upon it. I do not imagine that, seated where you are, your minds can be so free from impurity as to receive the least impression from what I am going to utter—I have no hopes that I can anchor my character in the breast of a court constituted and trammelled as this is—I only wish, and it is the utmost I expect, that your lordships may suffer it to float down your memories untainted by the foul breath of prejudice, until it finds some more hospitable harbor to shelter it from the storm by which it is at present buffeted.

Was I only to suffer death after being adjudged guilty by *your* tribunal, I should bow in silence, and meet the fate that awaits me without a murmur; but the sentence of law which delivers my body to the executioner, will, through the ministry of that law, labor in its own vindication to consign my character to obloquy—for there must be guilt somewhere: whether in the sentence of the court or in the catastrophe, posterity must determine. A man in my situation, my lords, has not only to encounter the difficulties of fortune, and the force of power over minds which it has corrupted or subjugated, but the difficulties of established prejudice: the dies, but his memory lives. That mine may not perish, that it may live in the respect of my countrymen, I seize upon this opportunity to vindicate myself from some of the charges alleged against me. When my spirit shall be wafted to a more friendly port; when my shade shall have joined the bands of those martyred heroes who have shed their blood on the scaffold and in the field, in defense of their country and of virtue, this is my hope: I wish that my memory and name may animate those who survive me, while I look down with complacency on the destruction of that perfidious government which upholds its domination by blasphemy of the Most High—which displays its power over man as over the beasts of the forest—which sets man upon his brother, and lifts his hand in the name of God against the throat of his fellow who believes or doubts a little more or a little less than the government standard—a government which is steeled to barbarity by the cries of the orphans and the tears of the widows which it has made.

I appeal to the immaculate God—I swear by the throne of Heaven, before which I must shortly appear—by the blood of the murdered patriots who have gone before me—that my conduct has been through all this peril and all my purposes, governed only by the convictions which I have uttered, and by no other view, than that of their cure, and the emancipation of my country from the super inhuman oppression under which she has so long and too patiently travailed; and that I confidently



Colegio
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1,0

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11°
DESEMPEÑO	<u>Understanding implicit message in a text</u>		

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Colegio
Gimnasio Los Pinares

1,0

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11"
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2,0



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Gimnasio Los Pinares

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DOCENTE	Natalia González Cano	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11°
DESEMPEÑO	<u>Understanding implicit message in a text</u>		

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ANEXO 19: Muestras: Rutina de Pensamiento "Ver, Pensar, Preguntar"



Observe, Think and Wonder

What do you see?	What do you think? <small>Use your observations as evidence.</small>	What questions do you have?
<p>Mr. Hartley → He knew about the secret door, was wearing blue and he knew about the changes to the company.</p> <p>Susan → His lover. Note about affair, she took the handkerchief of James's wife which probably was blue.</p>	<p>Mr. Hartley → Didn't approve changes, entered office, started to argue & use sword to kill him.</p> <p>Susan → Entered the office to tell him that she was going to tell her husband about the affair, they argued and accidentally kill him.</p>	<p>- Did the lawyer know about the plan of Hartley?</p> <p>- The handkerchief is really blue?</p> <p>- Sarc was really in the kitchen?</p>

Taken from: <https://www.teacherspayteachers.com/Product/Visual-Thinking-Strategy-See-Think-Wonder-recording-sheet-3484057>

Then...

Who killed Mr. Mulligan? Why?

Susan killed him because she went to his office to talk about their relationship & she was going to tell her husband, so she started writing the note but James took the pen & started fighting when accidentally Susan stabbed the pen in his heart.

The blue thing is the handkerchief that Mrs. Mulligan gave her when she was crying.



Observe, Think and Wonder

What do you see?	What do you think?	What questions do you have?
<p>Suspects:</p> <ul style="list-style-type: none"> • Mrs Mulligan (wife) <ul style="list-style-type: none"> - Blue clothes. - "If I ever find him cheating at me, I'll kill him!" • Mr. David Johnson <ul style="list-style-type: none"> - His Bf. - He was in love of Mulligan's wife. - He had a note of his wife, telling him he was cheating with his Bf. - He was using blue 	<p>Use your observations as evidence.</p> <ul style="list-style-type: none"> • Mrs Mulligan → she could be the one who killed him because she may be angry if she suspected he was cheating (which he was). • Mr. David Johnson: he had a note that may be of his wife and he may be angry about it so he might kill James 	<ul style="list-style-type: none"> - Why was Mrs. Susan Johnson crying a little before 8:15pm? - Mrs. Mulligan knew her husband was killed? - The note that Mr. David had was from his wife? - Why did Mrs Mulligan spilled wine? - Why does James had a pen on his hand?

Taken from: <https://www.teacherspayteachers.com/Product/Visual-Thinking-Strategy-See-Think-Wonder-recording-sheet-3484057>

Then...

Who killed Mr. Mulligan? Why?

Mr. David Johnson (the best friend), because he was wearing blue, he had a note that may be from his wife telling him that she was cheating with his bf so he may be angry and wanted revenge and killed him with sword that later was missing from James office.



Observe, Think and Wonder

What do you see?	What do you think? <i>Use your observations as evidence.</i>	What questions do you have?
<ul style="list-style-type: none"> - The body was found with a piece of blue clothes - The door was locked - There was a secret door - The CEO was quite during the balcony - The guy created on his wife 	<ul style="list-style-type: none"> - The killer had to know about the secret door - The people talking at 8:15 pm is innocent - The lawyer is innocent because it was locked out of the room. 	<ul style="list-style-type: none"> - How was he killed? - Why was he killed? - How could the killer escape? (from the crime scene) - Who could have gone without being noticed? (from the balcony)

Taken from: <https://www.teacherspayteachers.com/Product/Visual-Thinking-Strategy-See-Think-Wonder-recording-sheet-3484057>

Then...

Who killed Mr. Mulligan? Why?

We think Mr. Haytley killed Mr. Mulligan because his job and his incomes were in risk due to Mr Mulligan's new ideas of using money to help people instead of making more. Also he was the only one who knew about the secret door and the killer needed an alternative door to escape and he was the only one that didn't get noticed in the balcony.



Observe. Think and Wonder

What do you see?	What do you think? <small>Use your observations as evidence.</small>	What questions do you have?
<ul style="list-style-type: none"> * Affairs * Money problems * Mr. Johnson * Mr. Hartley 	<ul style="list-style-type: none"> * They make people react the wrong way. * The lawyer was stealing. * Found out his wife & his best friend were together. * Didn't want the company to change + knew about the door 	<ul style="list-style-type: none"> * Mrs. Mulligan said she'd kill her husband if he cheated. * He killed Mr. Mulligan to hide the evidence. * Was he capable of killing his wife? *

Taken from: <https://www.teacherspayteachers.com/Product/Visual-Thinking-Strategy-See-Think-Wonder-recording-sheet-3484057>

Then...

Who killed Mr. Mulligan? Why?

Mr. Hartley killed Mr. Mulligan because he knew about the changes that would go on the company and he didn't like them he cared more about the money than the good in the work. He knew about the secret door which went to the bedroom/office and used it to get there while Mr. Johnson, Mrs. Johnson & Mrs. Mulligan were solving their affair problems. He was very quiet so it would've been easy for him to leave without getting noticed.

See:

- We see that Peter likes saving the money she has by bargaining with the grocer and the vegetable man.
- She has a dollar and eighty-seven cents.
- It takes place in December 29th.
- She has a shabby couch.



think:

- She doesn't have enough resources.
- She has a pretty sad life.
- She may have saved the money for someone or something special.
- She may have gotten the bargain.

wonder: ?

- How old is she?
- Why is she bowling?
- Does she live alone?
- Why is she poor?
- What happened to her in order to be like that?
- What will happen afterwards?
- What is Magi?

I see

- ⊙ The main character's name was Della 
- ⊙ Della only had 1.87 cents 
- ⊙ She had a lot of coins because most of it was in pennies 
- ⊙ The next day was Christmas 
- ⊙ She sniffled a lot 
- ⊙ The grocer, the vegetable man and the butcher didn't want to spend their money 

THINKING

ROUTINE...

what can you infer?

- ⊙ Della was very poor 
- ⊙ Della is sick because she sniffles a lot
- ⊙ She won all that money because the grocer, vegetable man and butcher gave it to her. 
- ⊙ She was very sad, and only had a couch where she sobbed and howled.

I wonder?

- ⊙ I wonder why she smiled 
- ⊙ where is Della spending Christmas
- ⊙ how is she going to keep living like that if she always has to ask for money.
- ⊙ Was Della always this poor? or something happened to her
- ⊙ Does she have a family?
- ⊙ If she smiled, then, is she happy?
- ⊙ If she wants to buy something with the money she's getting

THINKING ROUTINE

• Feel

- * Della has one dollar and eighty-seven cents.
- * The next day will be Christmas.
- * Della counted 3 times the money.
- * Della flopped on the couch.



• Think

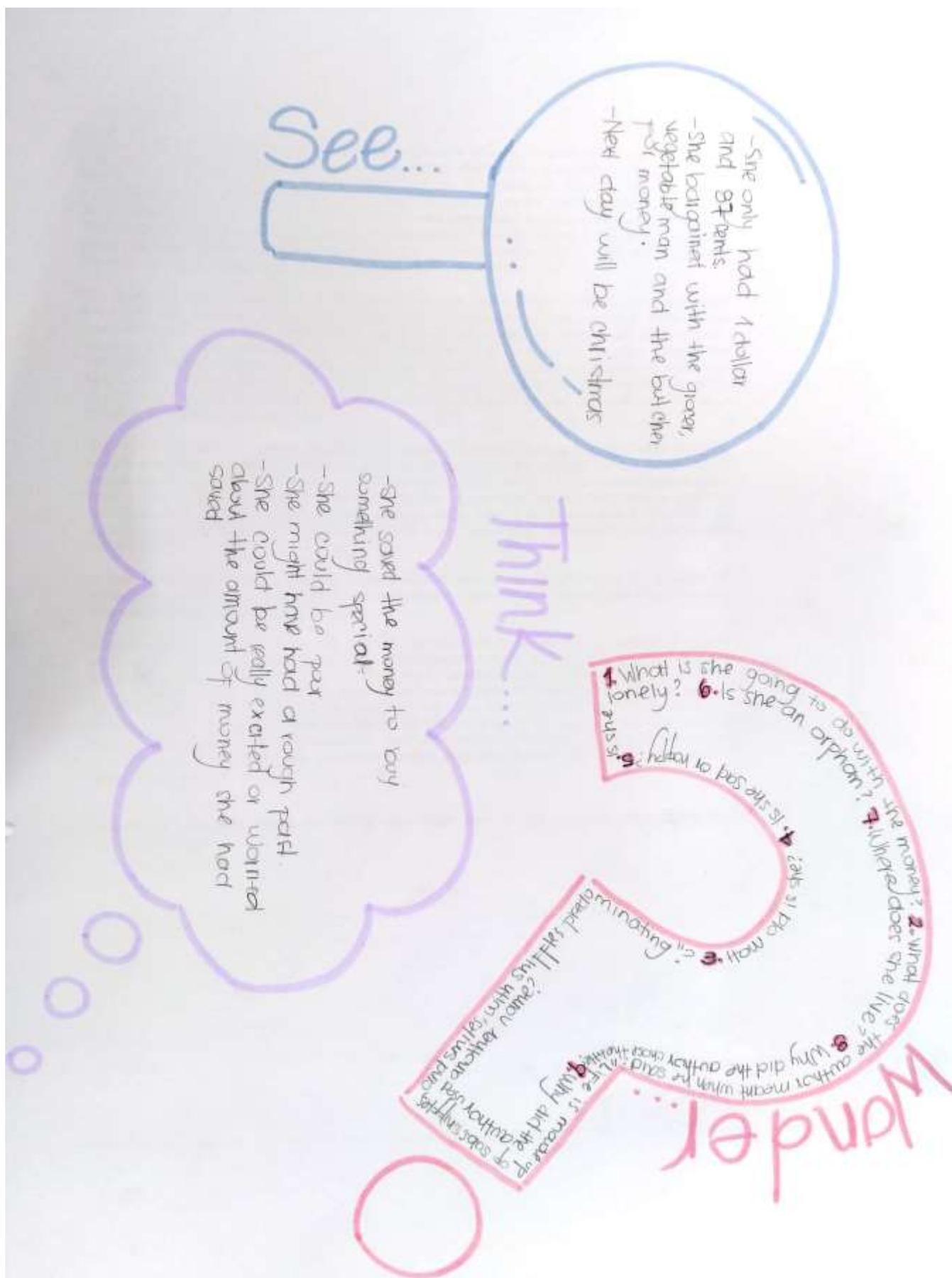
- * Maybe Della is sad because she doesn't have a lot of money.
- * Maybe when Della flopped down on the couch and she was thinking that the life is made up of sobs, sniffles and smiles with sniffles. She was feeling melancholic.
- * Maybe Della needed money for Christmas and as she only got one dollar and eighty-seven cents she was sad and she was thinking about melancholically.



• Wonder

- * Where was her family?
- * Why doesn't she have a big amount of money?
- * What could have happened in her life for her to be in that conditions?
- * Is Della going to spend Christmas alone?
- * How old is she?
- * Did she need more money? For what?





ANEXO 20: Muestras: Prueba diagnósticas de salida. Categoría: Reconocer el sentido implícito en un texto

1,8

Taken from: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

After reading the passages followed by the thinking routine, answer if the statements are valid inferences based on those passages, mark the items I. If the statements cannot be inferred from the passage, mark those items X.

Passage 1

1. The inert gas neon is reddish-orange in color.
2. The meaning of the term "neon light" has changed over time.
3. Today's "neon lights" never actually contain neon.
4. All types of "neon lights" work on the same general principles.
5. When stimulated by electricity, different types of gas may produce different colors.
6. Modern "neon lights" are more efficient than those used in the past.
7. The primary market for neon lights is businesses rather than private households.

Passage 2

8. Both legends and myths can be classified as folk tales.
9. Myths generally take place in comparatively recent times.
10. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people.
11. Legends about Washington and Lincoln are not entirely fictional.
12. John Henry and Casey Jones are today well-known only by small groups of people.

Passage 3

13. Natural rose fragrance is 100 times more expensive to produce than artificial rose fragrance.
14. Vanillin is easier to synthesize than benzaldehyde.
15. In general, the more components there are in a fragrance, the harder it is to synthesize.
16. Once a substance has been chemically analyzed, it can always be easily synthesized.
17. Only recently has it been possible to satisfactorily synthesize the aroma of fresh coffee.
18. Not all synthetic flavors are harmless.
19. Synthesized substances must be tested for safety only if they are used in food.
20. Synthetic fragrances can be used to make a used car smell like a new one.

3,3

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5. When stimulated by electricity, different types of gas may produce different colors.
6. Modern "neon lights" are more efficient than those used in the past.
7. The primary market for neon lights is businesses rather than private households.

Passage 2

8. Both legends and myths can be classified as folk tales.
9. Myths generally take place in comparatively recent times.
10. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people.
11. Legends about Washington and Lincoln are not entirely fictional.
12. John Henry and Casey Jones are today well-known only by small groups of people.

Passage 3

13. Natural rose fragrance is 100 times more expensive to produce than artificial rose fragrance.
14. Vanillin is easier to synthesize than benzaldehyde.
15. In general, the more components there are in a fragrance, the harder it is to synthesize.
16. Once a substance has been chemically analyzed, it can always be easily synthesized.
17. Only recently has it been possible to satisfactorily synthesize the aroma of fresh coffee.
18. Not all synthetic flavors are harmless.
19. Synthesized substances must be tested for safety only if they are used in food.
20. Synthetic fragrances can be used to make a used car smell like a new one.

4,3

Taken from: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

After reading the passages followed by the thinking routine, answer if the statements are valid inferences based on those passages, mark the items I. If the statements cannot be inferred from the passage, mark those items X.

Passage 1

1. The inert gas neon is reddish-orange in color.
- I 2. The meaning of the term "neon light" has changed over time.
- X 3. Today's "neon lights" never actually contain neon.
- I 4. All types of "neon lights" work on the same general principles.
- I 5. When stimulated by electricity, different types of gas may produce different colors.
- X 6. Modern "neon lights" are more efficient than those used in the past.
- X 7. The primary market for neon lights is businesses rather than private households.

Passage 2

- I 8. Both legends and myths can be classified as folk tales.
- H 9. Myths generally take place in comparatively recent times.
- + 10. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people.
- I 11. Legends about Washington and Lincoln are not entirely fictional.
- X 12. John Henry and Casey Jones are today well-known only by small groups of people.

Passage 3

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1,5

Taken from: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

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20. Synthetic fragrances can be used to make a used car smell like a new one.

50

Taken from: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

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512

MATERIA	English/Literature	AREA	English
DOCENTE	Natalia	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^a
DESEMPEÑO	A...		

Taken from: Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo, Dec. 5, 2016. [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).

PASSAGE 1: An excerpt from H.G. Wells' *The Invisible Man*

THE STRANGER came early in February one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking as it seemed from Bramblehurst railway station and carrying a little black portmanteau in his thickly gloved hand. He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried. He staggered into the Coach and Horses, more dead than alive as it seemed, and flung his portmanteau down. "A fire," he cried, "in the name of human charity! A room and a fire!" He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlor to strike his bargain.

And with that much introduction, that and a ready consent to terms and a couple of coins flung upon the table, he took up his quarters in the inn.

1. What does the author most likely want to convey through the use of the phrase "ready consent to terms and a couple of coins flung upon the table"?

- A. The stranger's lack of manners and thoughtfulness.
- B. The stranger's desire quickly get to his room.
- C. The stranger's greediness in bartering.
- D. The stranger's discomfort.

PASSAGE 2: An excerpt from Jane Austen's *Pride and Prejudice*

IT is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

'My dear Mr. Bennet,' said his lady to him one day, 'have you heard that Netherfield Park is leased at last?'

Mr. Bennet replied that he had not.

'But it is,' returned she; 'for Mrs. Long has just been here, and she told me all about it.'



MATERIA	English/Literature	AREA	English
DOCENTE	Natalia [REDACTED]	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^o
DESEMPEÑO	Author's Tone and Style		

Taken from: Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo, Dec. 5, 2016. [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).

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5/15

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia [REDACTED]	PERIODO	1 & 4
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11 ^A
DESEMPEÑO	Auto [REDACTED]		

Taken from: Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo. Dec. 5, 2016. [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).

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It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

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MATERIA	English/Literature	ÁREA	English
DOCENTE	Natalia [REDACTED]	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Author's Tone		

Taken from: Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo, Dec. 5, 2016. [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).

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MATERIA	English/Literature	ÁREA	English
DOCENTE	Nat	PERIODO	I & II
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11*
DESEMPEÑO	Aut		

Taken from: Roell, Kelly. "Worksheet 1: Author's Tone." ThoughtCo, Dec. 5, 2016, [thoughtco.com/worksheet-authors-tone-3211419](https://www.thoughtco.com/worksheet-authors-tone-3211419).

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'But it is,' returned she; 'for Mrs. Long has just been here, and she told me all about it.'

ANEXO 22: Muestras: Rutina de Pensamiento "Headline"

HEADLINE 1

FASCINATION WITH
nature

HEADLINE 2

Wonders of nature through the window

HEADLINE 3

NATURE KNOWLEDGE

HEADLINE 4

Learned & soul reality

HEADLINE 1

the rotten flex-down

HEADLINE 2

OH LITTLE DID HE KNOW

HEADLINE 3

According to Miss Walls...

HEADLINE 4

A SLIMY DISAPPOINTMENT

HEADLINE 1

Heart of the townland

HEADLINE 2

Spring Frogs

HEADLINE 3

toad family

HEADLINE 4

ME

Just disgusting

HEADLINE 1

THE TOWN'S FLAX-DAM...

HEADLINE 2

Jelly and growing Frogs

HEADLINE 3

~~THE LITTLE EGGS OF DADDY AND MAMMY~~ *frogs*

HEADLINE 4

~~Reasons why Frogs are definetely~~ *disgusting!*

HEADLINE 1

The town's magical place: The Flax-dam

HEADLINE 2

New lifes come in *SPRING*

HEADLINE 3

A big family growing

HEADLINE 4

From cute to disgusting.

HEADLINE 1

The flax-dam as their crib.

HEADLINE 2

Awaiting the frogspawn.

HEADLINE 3

Frog's family tree.

HEADLINE 4

The heedeous, gross monsters are born.



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MATERIA	LITERATURE	AREA	ENGLISH
DOCENTE	NAT	PERIODO	II
NOMBRE ALUMNA	[REDACTED]	GRUPO	11 ^{KA}
DESEMPEÑO	<ul style="list-style-type: none"> • Assume a critical position of view of the author • Assume a critical position of view of the author • Utiliza variedad de estrategias de comprensión de lectura 		

Directions: Read each poem, write a headline for each and then answer the questions.

HEADLINE:

The calm of the wind

By Hilda Doolittle

O wind, rend¹ open the heat,
Cut apart the heat,
Rend it to tatters².

Fruit cannot drop
Through this thick air --
Fruit cannot fall into heat
That presses up and blunts
The points of pears
And rounds the grapes.

Cut the heat --
Plough through it,
Turning it on either side
Of your path.

1. rend: to tear or rip apart
2. tatters: ragged clothing, fabric, or paper

1. What is this poem about? is about how wind can produce a change in the "temperature" is like to change the humor in a person, but in this case in fruits.
2. What is the speaker's tone calm and hope as the author is talking about changes that occurs in life and in daily situations.

HEADLINE:

A wonderful place in my imagination

By Louisa Fletcher Tarkington

I wish there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves¹
Could be dropped, like a shabby² old coat, at the
door,
And never put on again.

We would find the things we intended to do,
But forgot and remembered too late--
Little praises unspoken, little promises broken,
And all of the thousand and one
Little duties neglected³ that might have perfected
The days of one less fortunate.

So I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves
Could be dropped, like a ragged old coat, at the
door,
And never put on again.

1. grieves: to feel very sad about something
2. shabby: torn, worn, in poor condition
3. neglected: failed to care for something

1. What is this poem about? she is imagine how (wots) would be a place where the bad things and situations that occurs in life didn't exist.
2. What is the speaker's tone Pensive as she wish there were some wonderful place that only occurs positive and perfect things situations.



MATERIA	LITERATURE	ÁREA	ENGLISH
DOCENTE	NAT	PERIODO	II
NOMBRE ALUMNA	[REDACTED]	GRUPO	11 ^º A
DESEMPEÑO	<ul style="list-style-type: none"> • Autor • Asumo una posición crítica frente al punto de vista del autor. • Utilizo variedad de estrategias de comprensión de lectura. 		

Directions: Read each poem, write a headline for each and then answer the questions.

HEADLINE:

cut the heat

By Hilda Doolittle

O wind, rend¹ open the heat,
Cut apart the heat,
Rend it to tatters².

Fruit cannot drop
Through this thick air --
Fruit cannot fall into heat
That presses up and blunts
The points of pears
And rounds the grapes.

Cut the heat --
Plough through it,
Turning it on either side
Of your path.

1. rend: to tear or rip apart
2. tatters: ragged clothing, fabric, or paper

1. What is this poem about? It's about someone who needs to tear the heat apart because the fruits can't fall into it, because it's bad for them.
2. What is the speaker's tone? The speaker's tone is worried, stressed and accelerated.

HEADLINE:

The land of beginning again.

By Louisa Fletcher Tarkington

I wish there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves¹
Could be dropped, like a shabby² old coat, at the door,
And never put on again.

We would find the things we intended to do,
But forgot and remembered too late--
Little praises unspoken, little promises broken,
And all of the thousand and one
Little duties neglected³ that might have perfected
The days of one less fortunate.

So I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves
Could be dropped, like a ragged old coat, at the door,
And never put on again.

1. grieves: to feel very sad about something
2. shabby: torn, worn, in poor condition
3. neglected: failed to care for something

1. What is this poem about? It's about someone who dreams of a place where she could do it all over again without mistakes, heartaches or grieves, achieving forgotten goals and failed duties.
2. What is the speaker's tone? Nostalgia and Regret.



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MATERIA	LITERATURE	AREA	ENGLISH
DOCENTE	NAT	PERIODO	II
NOMBRE ALUMNA	[Redacted]	GRUPO	T1A
DESEMPEÑO	<ul style="list-style-type: none"> • Asume una posición crítica frente al punto de vista del autor. • Utilizo variedad de estrategias de comprensión de lectura. 		

Directions: Read each poem, write a headline for each and then answer the questions.

HEADLINE:

The mortal heat

By Hilda Doolittle

O wind, rend¹ open the heat,
Cut apart the heat,
Rend it to tatters².

Fruit cannot drop
Through this thick air --
Fruit cannot fall into heat
That presses up and blunts
The points of pears
And rounds the grapes.

Cut the heat --
Plough through it,
Turning it on either side
Of your path.

1. rend: to tear or rip apart
2. tatters: ragged clothing, fabric, or paper

1. What is this poem about? IS about a place where IS too hot and has strong winds, so fruits are not growing properly

2. What is the speaker's tone? IS almost desperate and angry, but with a little of begging

HEADLINE:

The wished land

By Louisa Fletcher Tarkington

I wish there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves¹
Could be dropped, like a shabby² old coat, at the door,
And never put on again.

We would find the things we intended to do,
But forgot and remembered too late--
Little praises unspoken, little promises broken,
And all of the thousand and one
Little duties neglected³ that might have perfected
The days of one less fortunate.

So I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves
Could be dropped, like a ragged old coat, at the door,
And never put on again.

1. grieves: to feel very sad about something
2. shabby: torn, worn, in poor condition
3. neglected: failed to care for something

1. What is this poem about? IS about how there could be a place of second chances, so people can correct their mistakes and start again

2. What is the speaker's tone? IS calm but with desire, and like with lots of regrets about something



Colegio
Gimnasio Los Pinares

MATERIA	LITERATURE	AREA	ENGLISH
DOCENTE	NAT	PERIODO	II
NOMBRE ALUMNA:	[REDACTED]	GRUPO	11 ^º A
DESEMPEÑO:	<ul style="list-style-type: none"> • [REDACTED] • Assumo una posición crítica frente al punto de vista del autor. • Utilizo variedad de estrategias de comprensión de lectura. 		

Directions: Read each poem, write a headline for each and then answer the questions.

HEADLINE:

Please wind, cut the heat

By Hilda Doolittle

O wind, rend¹ open the heat,
Cut apart the heat,
Rend it to tatters².

Fruit cannot drop
Through this thick air --
Fruit cannot fall into heat
That presses up and blunts
The points of pears
And rounds the grapes.

Cut the heat --
Plough through it,
Turning it on either side
Of your path.

1. rend: to tear or rip apart
2. tatters: ragged clothing, fabric, or paper

1. What is this poem about? About the heat and the wind to cut it apart.

2. What is the speaker's tone? The speaker's tone is desperate, I think because of the heat.

HEADLINE:

The wonderful place of Beginning Again

By Louisa Fletcher Tarkington

I wish there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves¹
Could be dropped, like a shabby² old coat, at the door,
And never put on again.

We would find the things we intended to do,
But forgot and remembered too late--
Little praises unspoken, little promises broken,
And all of the thousand and one
Little duties neglected³ that might have perfected
The days of one less fortunate.

So I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves
Could be dropped, like a ragged old coat, at the door,
And never put on again.

1. grieves: to feel very sad about something
2. shabby: torn, worn, in poor condition
3. neglected: failed to care for something

1. What is this poem about? About the wish of the author of the Land of Beginning Again

2. What is the speaker's tone? Desire, because the speaker is talking about something she wishes.



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MATERIA	LITERATURE	ÁREA	ENGLISH
DOCENTE	[REDACTED]	PERIODO	II
NOMBRE ALUMNA	[REDACTED]	GRUPO	11ªA
DESEMPEÑO	<ul style="list-style-type: none"> • Asume una posición crítica frente al punto de vista del autor. • Utiliza variedad de estrategias de comprensión de lectura. 		

Directions: Read each poem, write a headline for each and then answer the questions.

HEADLINE:

Heat overdose

By Hilda Doolittle

O wind, rend¹ open the heat,
Cut apart the heat,
Rend it to tatters².

Fruit cannot drop
Through this thick air --
Fruit cannot fall into heat
That presses up and blunts
The points of pears
And rounds the grapes.

Cut the heat --
Plough through it,
Turning it on either side
Of your path.

1. rend: to tear or rip apart
2. tatters: ragged clothing, fabric, or paper

1. What is this poem about? About a really hot day and the desire of wind to come and make things better, making a fresh day.

2. What is the speaker's tone? Desperate, urgent tone. She wishes that the wind would come as fast as possible.

HEADLINE:

A land of magical fixing.

By Louisa Fletcher Tarkington

I wish there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves¹
Could be dropped, like a shabby² old coat, at the door,
And never put on again.

We would find the things we intended to do,
But forgot and remembered too late--
Little praises unspoken, little promises broken,
And all of the thousand and one
Little duties neglected³ that might have perfected
The days of one less fortunate.

So I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heartaches,
And all our poor, selfish grieves
Could be dropped, like a ragged old coat, at the door,
And never put on again.

1. grieves: to feel very sad about something
2. shabby: torn, worn, in poor condition
3. neglected: failed to care for something

1. What is this poem about? About the wish of having the option of turning back time and fix everything that once affected your happiness.

2. What is the speaker's tone? Hope. The author shows desire and hope of finding "the land" or the possibility to turn back.

ANEXO 23: Muestras: Prueba diagnósticas de salida. Categoría: Reconocer opinión y tono del autor

MATERIA	English/Literature	ÁREA	English
DOCENTE	Natal	PERIODO	1
NOMBRE DE LA ALUMNA	S... e2	GRUPO	11ª A
DESEMPEÑO	<u>Prueba sana: Author's tone and opinion + Thinking Routine</u>		

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

He's trying to express emotions about how they felt in each place with colors. In the first passage everything was gray, boring and sad, but in the second passage everything was green, beautiful and lovely so the author is comparing them and trying to show us the difference between reality and fantasy.

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

1. The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

MATERIA	English/Literature	AREA	English
DOCENTE		PERIODO	1
NOMBRE DE LA ALUMNA		GRUPO	11 ^a A
DESEMPEÑO	Prueba salida: Author's tone and opinion + Thinking Routine		

Taken from: file:///D:/Downloads/inference_in_literature.pdf

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

In these passages it is clear the difference, the environment, in the first one is bored, sad and kinda depressive and in the second one it is happy and lovely. We can see this difference because of the colors of each place.

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

- The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

MATERIA	English/Literature	ÁREA	English
DOCENTE	N. [REDACTED]	PERIODO	1
NOMBRE DE LA ALUMNA	[REDACTED]	GRUPO	11ªA
DESEMPEÑO	<u>Predict summary, answer a question and opinion + Thinking Routine</u>		

4,5
5

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

That ~~the~~ what surround us is what makes us feel of happy or depressed, in the passage A, the world is grey and ugly, but in the B, people is happy because everything that surround them was beautiful and colorful.

Taken from: <http://sites.austince.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

- The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

He regrets about what he had done, just because he cares so much about ~~for~~ what other people thinks about him in work, and he took his problems out o him (Keith), It hurted his feelings.

MATERIA	English Literature	ÁREA	English
DOCENTE		PERIODO	I
NOMBRE DE LA ALUMNA		GRUPO	11ª A
DESEMPEÑO	<i>Prueba salida: Author's tone and opinion + Thinking Routine</i>		

2,5
5

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

That in the first passage, he talks about a sad any gray place without any other colour, but in the second one the author makes us feel that the people that visited the country passed by houses of people and that people who lived there were afraid to talk to them.

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

- The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

MATERIA	English/Literature	AREA	English
DOCENTE	Nat	PERIODO	1
NOMBRE DE LA ALUMNA	Juan	GRUPO	11 ^A
DESEMPEÑO	Prueba salida: Author's tone and opinion + Thinking Routine		

11/15

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz.

Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

That one place is superficial and very coloured but the other one (it) is more sad. That non of them are ok because both are extremes in life

1/2

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

- The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

MATERIA	English/Literature	ÁREA	English
DOCENTE		PERIODO	1
NOMBRE DE LA ALUMNA		GRUPO	11 ^ª A
DESEMPEÑO:	<u>Prueba salida: Author's tone and opinion + Thinking Routine</u>		

Taken from: [file:///D:/Downloads/inference in literature.pdf](file:///D:/Downloads/inference%20in%20literature.pdf)

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Directions: Read both passages, then answer the question.

Passage A

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

Passage B

The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green. They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.

Question: What do you think the author is trying to say about the differences in these two places?

He's trying to show that Kansas was very boring and that there was literally no life there, but Emerald City was just the opposite, it was so beautiful and shows all the life there.

Taken from: <http://sites.austincc.edu/tsiprep/reading-review/recognizing-the-authors-tone/>

Directions: For each of the following passages then answer: what is the author's tone or opinion?

- The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the people who create the stress. If only I didn't care so much what people thought of me at work, then this would not have happened.

What is the author's tone or opinion?

ANEXO 24: Encuesta a las estudiantes

Colegio
Gimnasio Los Pinares

[Company Name]

For the following questions bear in mind that...

1. Means: *Completely Ineffective*
2. Means: *Somehow Effective*
3. Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the "before" and the "after" of the development of the research project?

Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3

1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3

1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree

e. Strongly agree



[Company Name] Gimnasio Los Pinares

For the following questions bear in mind that...

1. Means: *Completely Ineffective*
2. Means: *Somehow Effective*
3. Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the "before" and the "after" of the development of the research project?

Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3

1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3

1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree

e. Strongly agree



[Company Name] *Gimnasio Los Pinares*

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2. Means: *Somehow Effective*
3. Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the "before" and the "after" of the development of the research project?

Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3

1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3

1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree



[Company Name] Gimnasio Los Pinares

For the following questions bear in mind that...

1. Means: *Completely Ineffective*
2. Means: *Somehow Effective*
3. Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the "before" and the "after" of the development of the research project?

Please rate from 1 to 3
 1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3
 1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3
 1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3
 1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3
 1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree



[Company Name] → Gimnasio Los Pinares

For the following questions bear in mind that...

1. Means: *Completely Ineffective*
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1. General development process of your reading skills

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Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3

1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3

1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree



Colegio
Gimnasio Los Pinares

[Company Name]

For the following questions bear in mind that...

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1. General development process of your reading skills

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Please rate from 1 to 3

- 1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

- 1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

- 1 2 3

4. How effective do you consider was the application of the thinking routine "See, Think, Wonder?" in your development of the reading skill "Understanding implicit meaning of a text"?

Please rate from 1 to 3

- 1 2 3

5. How effective do you consider was the application of the thinking routine "Heading" in your development of the reading skill "Recognizing attitude and opinion of the author"?

Please rate from 1 to 3

- 1 2 3

6. Overall, I am very satisfied with the implementation of the thinking routines as a means of developing the reading comprehension skills.

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree



[Company Name]

For the following questions bear in mind that...

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Please rate from 1 to 3

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

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Please rate from 1 to 3

1 2 3

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Please rate from 1 to 3

1 2 3

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Please rate from 1 to 3

1 2 3

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- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree



Colegio
Gimnasio Los Pinares

[Company Name] Gimnasio Los Pinares

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1. Means: *Completely Ineffective*
2. Means: *Somehow Effective*
3. Means: *Highly Effective*

1. General development process of your reading skills

How do you qualify your reading skills development process comparing the "before" and the "after" of the development of the research project?

Please rate from 1 to 3.

1 2 3

2. How effective do you consider was the application of the thinking routine "What makes you say that?" in your development of the reading skill "Deducing the meaning of words out of the context"?

Please rate from 1 to 3

1 2 3

3. How effective do you consider was the application of the thinking routine "Red light, Yellow light" in your development of the reading skill "Finding inconsistencies in arguments"?

Please rate from 1 to 3

1 2 3

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[Company Name] Gimnasio Los Pinares

For the following questions bear in mind that...

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2. Means: *Somehow Effective*
3. Means: *Highly Effective*

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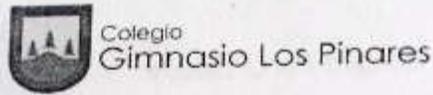
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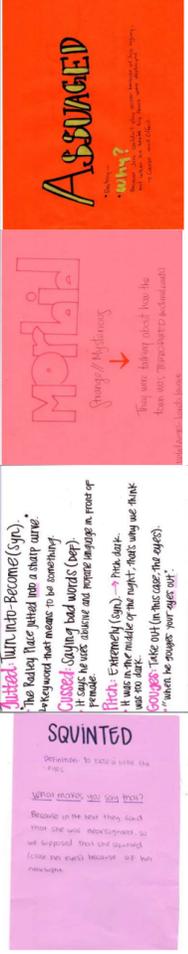
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ANEXO 25: SISTEMATIZACIÓN DE LA INFORMACIÓN

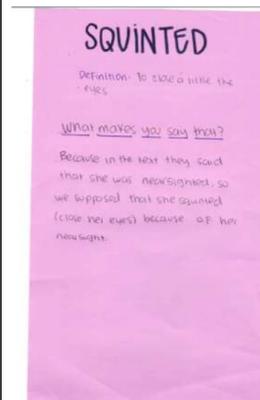
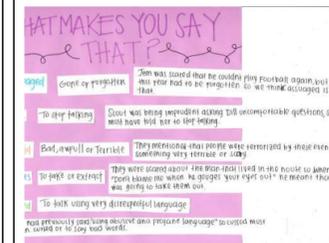
CATEGORÍA DE ANÁLISIS	DEFINICIÓN	OBJETIVO: LO QUE SE ESPERA EN ESTA HABILIDAD	RESULTADOS DE PRUEBA DE ENTRADA	ANÁLISIS DE RESULTADOS	FASE I ACTIVIDADES	ANÁLISIS DE RESULTADOS ¿PARA QUÉ SIRVIERON LAS RUTINAS?	RESULTADOS PRUEBA DE SALIDA	ANÁLISIS DE RESULTADOS	INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN
<p>Reconocer el significado de palabras desconocidas según en contexto</p>	<p>Færch, C., Haastrup, K., & Phillipson, R. (1984), citados por Fernandez, P. y Mena, F. (1997) la definen como la capacidad para hacer una “conjetura informada” sobre el significado de palabras desconocidas o poco familiares.</p>	<p>Se busca que las estudiantes desarrollen la habilidad de reconocer el significado o extraer un sinónimo de palabras desconocidas, a través del análisis del contexto en el cual se encuentran inmersas.</p>	<p>ENTRY DIAGNOSE TEST :...</p> 	<p>Los resultados muestran la evidente necesidad de trabajar esta habilidad de comprensión de lectura. Se espera que con la implementación de la rutina, las estudiantes logren llevar sus procesos de análisis más allá, permitiendo mejorar la habilidad de determinar el significado de palabras poco familiares</p>		<p>Se evidencia motivación y apropiación de la rutina. Las estudiantes en su mayoría la perciben como herramienta útil que apoya sus procesos de análisis, ya que se detienen a pensar las razones para fundamentar sus respuestas o las razones por las que determinan que una palabra desconocida puede tener un cierto significado o es similar a alguna otra palabra. Las rutinas de pensamiento facilitan los procesos de análisis de las estudiantes, ya que les implica considerar las variables como el contexto, las expresiones, selección de vocabulario utilizadas por el autor, entre otras. Cuando las estudiantes ven obligadas a detenerse y reflexionar, la comprensión de lectura,</p>	<p>EXIT DIAGNOSE TEST : Word meaning from Context</p> 	<p>Se observa una mejora notable en esta habilidad, tras la aplicación de la rutina de pensamiento ¿Qué te hace decir eso? Lo que demuestra la pertinencia y efectividad de la misma a la hora de fortalecer procesos de análisis y reflexión, lo que, por consiguiente, impacta positivamente la comprensión de lectura.</p>	<p>1. OBSERVACIÓN NÚMERO: 1</p> <ul style="list-style-type: none"> Fecha: 21 de Agosto Lugar: Colegio Gimnasio Los Pinares- Actividad: Clase de Literatura Inglesa Grupo o persona observada: 11°A Hora de observación: 8:00 – 8:50 a.m. Observador: Natalia González Cano <p>2. Registro de observación:</p> <p>1. Se empieza la clase escribiendo en el tablero el título “Determining the meaning of words according to the context” y se invita a las estudiantes a participar sobre qué creen que se va a trabajar durante las próximas sesiones de clase y más específicamente sobre cómo creen que pueden determinar el significado de palabras desconocidas inmersas en un texto dado.</p> <p>Una vez se ha hecho una actividad de “calentamiento” se entrega a las estudiantes (por parejas) un I-pad, y se les invita a visitar el blog: https://natigonzalezc.wixsite.com/literarywonders en el cual las alumnas encontrarán claves para poder determinar el significado de palabras desconocidas.</p> <p>Como grupo se lee, explican y discuten cada una de las 10 estrategias dadas, se resuelven inquietudes. Las alumnas toman notas en su portafolio de las estrategias discutidas.</p> <p>2. Una vez se han discutido las estrategias, por parejas las estudiantes deben leer el capítulo 1 del libro “To kill a mockingbird” de Harper Lee. En el proceso de lectura, las estudiantes deben ÚNICAMENTE resaltar las palabras que son desconocidas para ellas.</p> <p>Como no se alcanza a terminar la lectura del capítulo 1, las estudiantes tendrán quince minutos de la siguiente clase para terminar la lectura.</p> <p>3. Interpretación: Por el momento se observa un grupo comprometido, motivado e interesado por el tema a tratar. En las clases venideras donde se conjuguen ambas: la habilidad de lectura específica y la rutina de pensamiento designada, podremos ver en detalle la reacción, apreciación y progreso de las estudiantes.</p> <p>4. Registro fotográfico de la clase:</p>

					<p>particularment en esta habilidad, se ve favorecida.</p>			<div data-bbox="2179 129 2932 725">  </div> <div data-bbox="2179 745 3057 1053"> <p>1. OBSERVACIÓN NÚMERO: 2</p> <ul style="list-style-type: none"> Fecha: 23 y 27 de Agosto Lugar: Colegio Gimnasio Los Pinares- Actividad: Clase de Literatura Inglesa Grupo o persona observada: 11ºA Hora de observación: 11:10 – 12:05 a.m. y 9:20 – 10:15 Observador: Natalia González Cano </div> <div data-bbox="2179 1063 3057 1461"> <p>2. Registro de observación:</p> <ol style="list-style-type: none"> Las estudiantes terminan la lectura del capítulo 1, y señalan las palabras desconocidas o poco familiares. Una vez terminada la lectura las estudiantes seleccionan 5 de las palabras que resaltaron y tratan de determinar su significado, explicando cómo llegaron a esta definición (o sinónimo) por medio de la rutina de pensamiento ¿Qué te hace decir eso? Trabajan en parejas y discuten en la selección de las palabras. Dialogan y tienen en cuenta el contexto para determinar un significado o sinónimo para cada una de ellas. </div> <div data-bbox="2179 1471 3057 1769"> <p>3. Interpretación: Las estudiantes trabajaron con motivación y compromiso las dos horas de clase.</p> <p>Muchas de ellas logran descifrar o al menos aproximarse a las definiciones de las palabras. Algunas lo encontraron más complejo.</p> <p>Las estudiantes no se desmotivaron ante la complejidad de la tarea, buscaron métodos para encontrar un significado y tomaron riesgos al señalarlos.</p> </div>
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4. Registro fotográfico de la clase:



5. Registro de algunas rutinas:



Jutted: Turn into-Become (syn).
 • "The Radley Place jutted into a sharp curve."
 ↳ keyword that means to be something.

Cussed: Saying bad words (def).
 • It says he uses abusive and profane language in front of female.

Pitch: Extremely (syn). → Pitch dark.
 • It was in the middle of the night, that's why we think was too dark.

Gouges: Take out (in this case, the eyes).
 • "when he gouges your eyes out".

the BLACK CAT Vocabulary

Slither Last one or final
"We had been gods-fish, at first they robbin, a small monkey, and a cat. This letter was a..." Pg 4

WHAT MAKES YOU SAY THAT?
This is an inference when the fact that they paid the letter and didn't believe that the cat was on reality that the way the last word they had written.

WHAT MAKES YOU SAY THAT?
When they said the "yuck" an example of exclamation, they were saying he didn't believe.

WHAT MAKES YOU SAY THAT?
Realized or noticed
The conflict of the writer, the man found out that the cat was eating him in his mind.

WHAT MAKES YOU SAY THAT?
"I fancied that the cat avoided my presence." Pg 5

WHAT MAKES YOU SAY THAT?
An area of something that is different from its surroundings, mark
"This cat had a large, although indistinct, splotch of white, covering nearly the whole region of the breast." Pg 8

WHAT MAKES YOU SAY THAT?
They were talking about how the good that was left within her, recorded down left, was a there anymore.

WHAT MAKES YOU SAY THAT?
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RAID

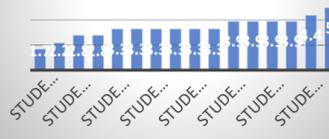
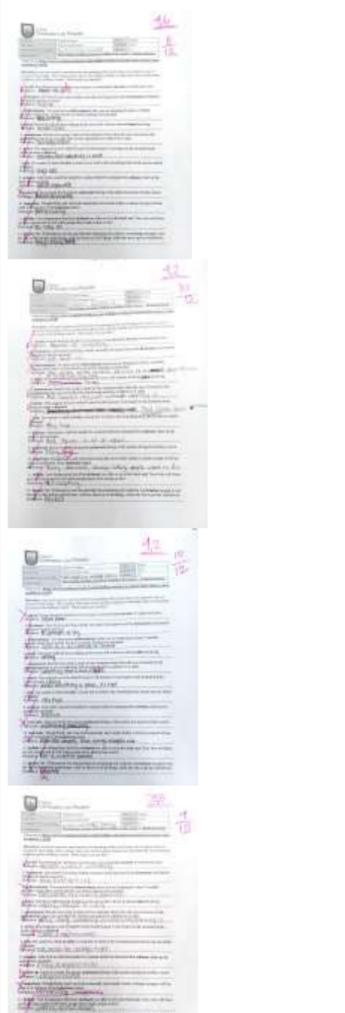
• **Relevance / Challenge**
Why?
Because when you thought it's challenge, why all your...
→ Relevance / Challenge

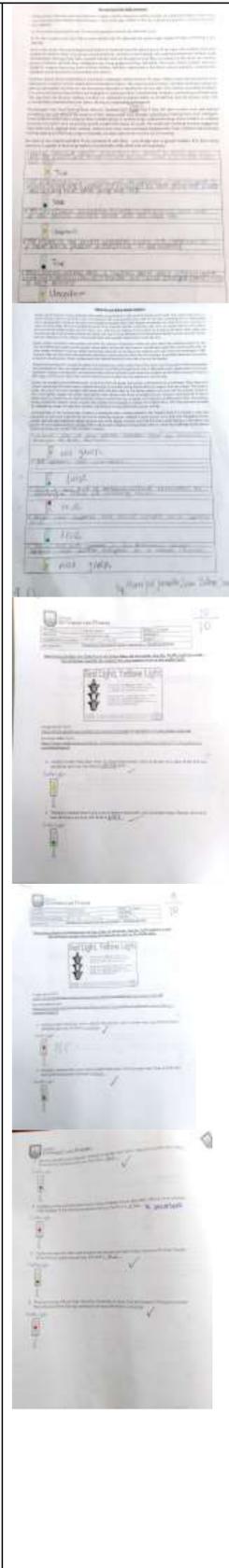
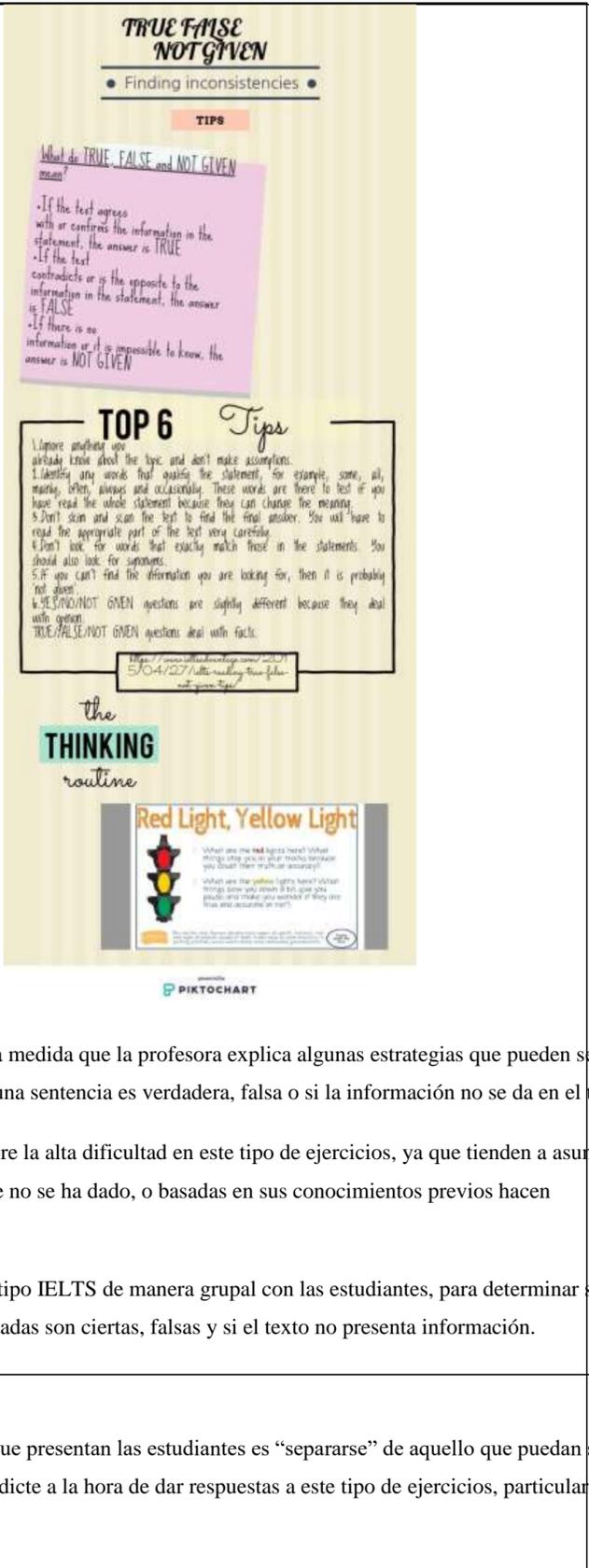
ASSUAGED

• **Relevance / Challenge**
Why?
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→ Relevance / Challenge

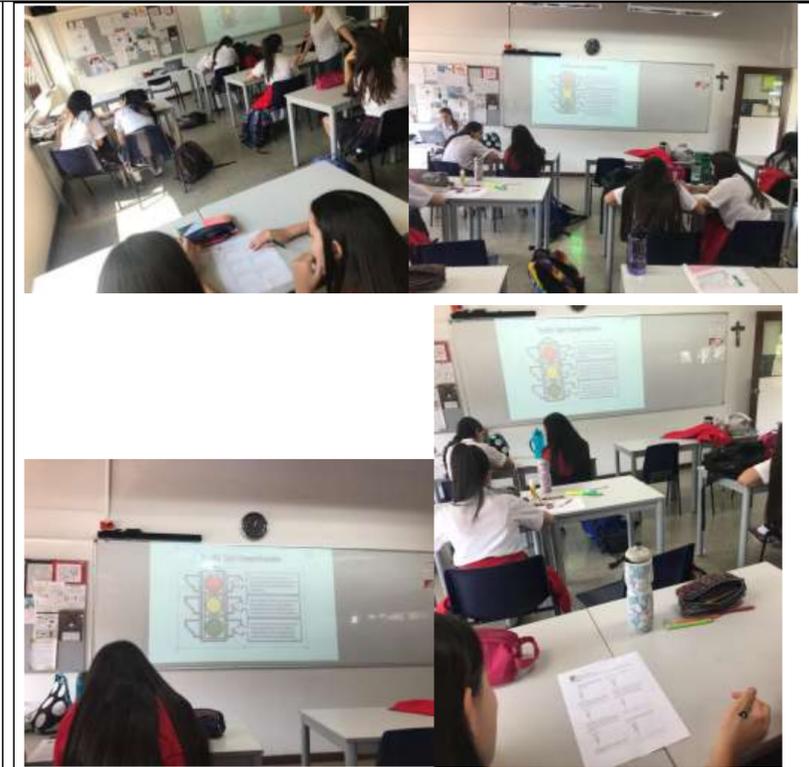
Thinking Routine

Least → because they're...
Tactful → because they're...
Linear → because they're...
Connected → because they're...
Depth → because they're...

										<p>1. ARGUMENTED: Argumented means that someone has used the "right" and "wrong" side of the argument to support their position. It is not necessarily the "right" side that is supported, but the "right" side that is argued for.</p> <p>2. PUNY: Puny means that someone has used the "right" and "wrong" side of the argument to support their position, but they have not used the "right" side to support their position.</p> <p>3. WISER: Wiser means that someone has used the "right" and "wrong" side of the argument to support their position, but they have used the "right" side to support their position.</p> <p>4. MORPHO: Morpho means that someone has used the "right" and "wrong" side of the argument to support their position, but they have used the "right" side to support their position.</p> <p>5. HANNOCK: Hannock means that someone has used the "right" and "wrong" side of the argument to support their position, but they have used the "right" side to support their position.</p>
<p>Reconocer las inconsistencias en un argumento</p>	<p>De acuerdo con Mazzitelli, C., et al. (2007) es la habilidad que tiene el lector para identificar contradicciones inmersas en el texto, información incoherente o que contradice el conocimiento del lector.</p>	<p>Se busca que las estudiantes logren reconocer la veracidad o falsedad de una sentencia o argumento PRESENTADO, a través del análisis de evidencias dadas en el texto.</p>	<p>ENTRY DIAGNOSE TEST : Finding...</p>  	<p>Si bien los resultados de la prueba diagnóstica de entrada en esta habilidad no fueron tan deficientes como lo fueron en la habilidad número uno, aún se observa que puede y debe ser desarrollada, ya que la media de las estudiantes de encuentra en una nota de 3.3, en una escala de 1 – 5. Es conveniente buscar formas para propulsar esta habilidad de lectura, de ahí la pertinencia de la</p>		<p>Para esta categoría de análisis se llevaron al aula de clase ejercicios que requirieron procesos de pensamiento de las estudiantes, sin embargo, con el apoyo de la rutina de pensamiento (Luz roja, Luz amarilla) las alumnas sopesaron evidencia, analizaron la información dada y lograron (con cierta dificultad en ocasiones) llegar a la respuesta correcta (en su mayoría)</p> <p>Se observa que a través de la rutina las estudiantes logran analizar la información que se da, categorizarla y tomar decisiones generalmente acertadas.</p>	<p>EXIT DIAGNOSE TEST : Finding Inconsistencies in Arguments</p>  		<p>En general se observa una mejoría en los resultados obtenidos en la prueba de salida, en comparación con los arrojados en la prueba de entrada, sin embargo, la mejoría no es tan evidente como la evidenciada en la habilidad anterior. Los resultados pueden deberse al nivel de complejidad y abstracción requerido en esta habilidad en particular.</p>	<p>1. OBSERVACIÓN NÚMERO: 4</p> <ul style="list-style-type: none"> Fecha: 10 de Septiembre Lugar: Colegio Gimnasio Los Pinares- Actividad: Clase de Literatura Inglesa Grupo o persona observada: 11°A Hora de observación: 7:55 – 8:50 a.m. Observador: Natalia González Cano <p>2. Registro de observación: Se introduce a las estudiantes el tema o habilidad de lectura a desarrollar en las siguientes semanas “Finding Inconsistencies in Arguments” a través de la presentación de la infografía presentada a continuación.</p>

											
									<p>Las alumnas toman notas a medida que la profesora explica algunas estrategias que pueden ser útiles a la hora de determinar si una sentencia es verdadera, falsa o si la información no se da en el texto.</p> <p>Las estudiantes opinan sobre la alta dificultad en este tipo de ejercicios, ya que tienden a asumir o conjeturar información que no se ha dado, o basadas en sus conocimientos previos hacen inferencias.</p> <p>Se hace un corto ejercicio tipo IELTS de manera grupal con las estudiantes, para determinar si algunas de las sentencias dadas son ciertas, falsas y si el texto no presenta información.</p>		
									<p>3. Interpretación:</p> <p>La dificultad más grande que presentan las estudiantes es “separarse” de aquello que puedan saber o que de lo que la lógica les dicte a la hora de dar respuestas a este tipo de ejercicios, particularmente responder con “not given”.</p>		

								<p>Sin embargo, el examen diagnóstico no arrojó malos resultados en esta habilidad en particular (aunque podrían ser mejores). De ahí que el reto será desarrollar más esta habilidad para obtener resultados más altos.</p>
								<p>1. OBSERVACIÓN NÚMERO: 5</p> <ul style="list-style-type: none"> • Fecha: 14 de Septiembre • Lugar: Colegio Gimnasio Los Pinares- • Actividad: Clase de Literatura Inglesa • Grupo o persona observada: 11°A • Hora de observación: 9:20 a.m. a 10:15 a.m. • Observador: Natalia González Cano
								<p>2. Registro de observación:</p> <p>Durante esta clase las alumnas fueron divididas en parejas, a cada pareja se le entregó un ejercicio tipo IELTS, en el cual deberían encontrar si las sentencias dadas eran falsas, verdaderas o no dadas, de acuerdo con un texto previamente leído.</p> <p>Para el desarrollo de esta actividad, las estudiantes hicieron uso de la rutina de pensamiento “Traffic Lights”, lo que les ayudó a determinar con mayor seguridad las respuestas.</p> <p>En un principio se les dificultó asimilar la aplicación de la rutina, y las estudiantes pidieron explicaciones cuando iniciaron el trabajo. Sin embargo, con la práctica, las estudiantes supieron incorporar la rutina de pensamiento al ejercicio propuesto.</p>
								<p>3. Interpretación:</p> <p>Se observó mucha motivación y compromiso por parte de las estudiantes para hacer el ejercicio. Sin embargo, se les dificulta mucho determinar si la información (en ciertas sentencias) está dada o no en el texto. Las estudiantes tienden a asumir las respuestas sin considerar la evidencia (el texto).</p> <p>Es importante que recuerden que las respuestas deben únicamente basarse en la información dada en el texto, no en su conocimiento sobre el tema o las creencias que ellas puedan tener.</p>
								<p>4. Registro fotográfico de la clase:</p>

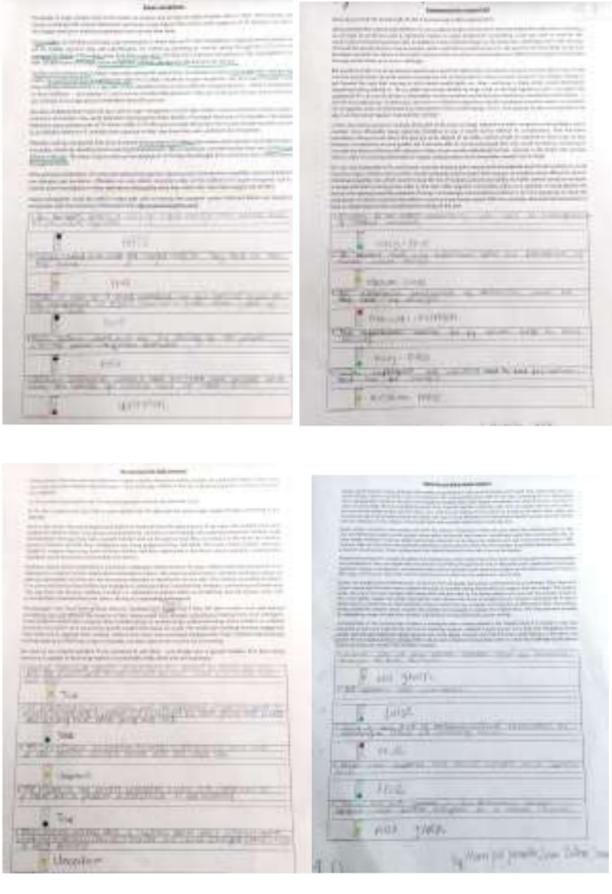
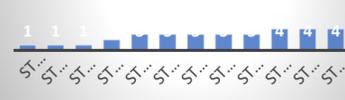
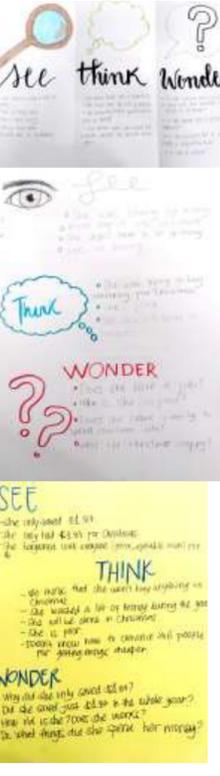
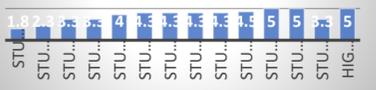
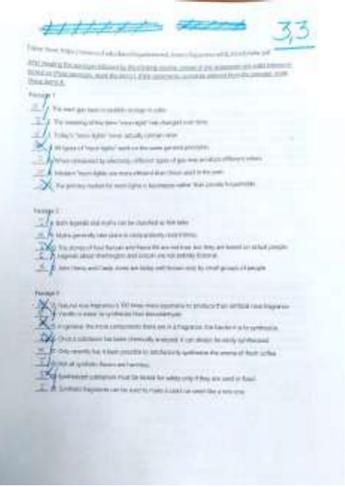


5. Registro de algunas rutinas:

Centro Gimnasio Los Pineros
 Are the statements TRUE, FALSE or NOT GIVEN according to the text? Explain your answer with the traffic light.

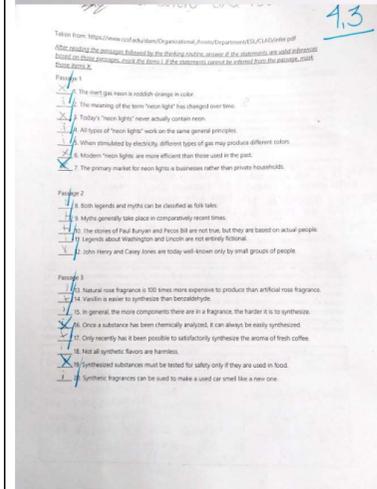
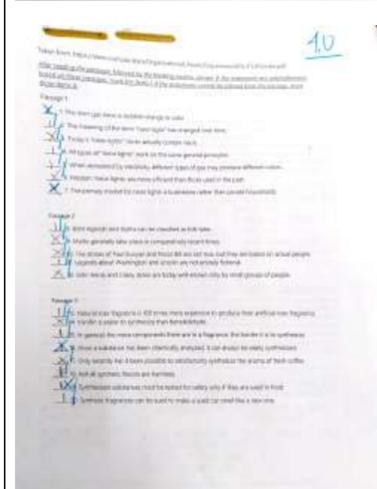
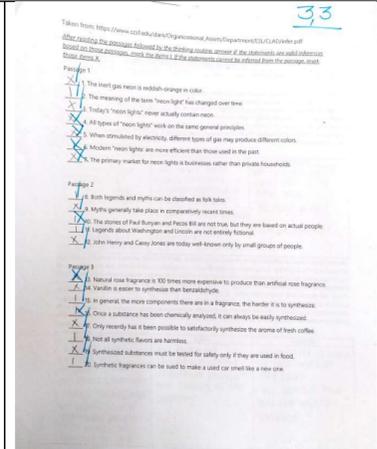
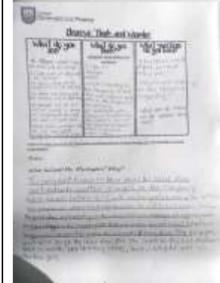
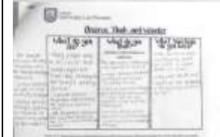
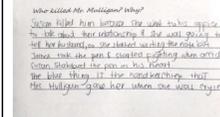
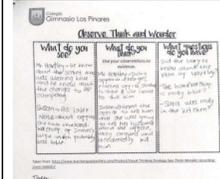
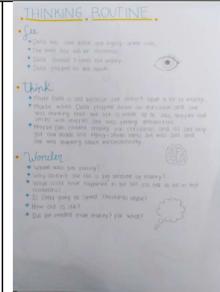
<p>1. The majority of people consider 'culture' to be represented by traditional forms of art and literature.</p> <p>Traffic Light: </p> <p>Exp: <u>because in the text says that the majority of the people of the world still consider 'culture' as the things that have been passed down from generation to generation.</u></p>	<p>4. The Internet provides a stage for all forms of art.</p> <p>Traffic Light: </p> <p>Exp: <u>we can see that because of what we read in the text, the Internet is not a stage for all forms of art, it is a platform for people to share their work, but it is not a stage.</u></p>
<p>2. The Internet as a culture is not extensive.</p> <p>Traffic Light: </p> <p>Exp: <u>because the text says that the Internet is not a culture, it is a platform for people to share their work, but it is not a culture.</u></p>	<p>5. An insignificant number remain unaffected by the international nature of the Internet.</p> <p>Traffic Light: </p> <p>Exp: <u>because the text says that the Internet is not a culture, it is a platform for people to share their work, but it is not a culture.</u></p>
<p>3. Through the Internet, every written word can be accessed.</p> <p>Traffic Light: </p> <p>Exp: <u>because the text says that the Internet is not a culture, it is a platform for people to share their work, but it is not a culture.</u></p>	<p>6. Only a few people believe that 'cyberposts' are becoming part of our popular culture.</p> <p>Traffic Light: </p> <p>Exp: <u>because the text says that the Internet is not a culture, it is a platform for people to share their work, but it is not a culture.</u></p>

									<p>El criterio para la creación de estas preguntas fue que tuvieran un grado de dificultad que exigiera procesos de pensamiento y comprensión detallada del texto.</p> <p>Las estudiantes trabajaron durante el bloque e intentaron crear preguntas de calidad.</p> <p>3. Interpretación:</p> <p>A las estudiantes se les complicó hacer este tipo de preguntas, muchas veces ellas mismas no sabían responder o argumentar la respuesta de la pregunta que ellas mismas crearon.</p> <p>En la próxima clase las estudiantes intercambiarán sus comprensiones de lectura y cada grupo deberá responder las preguntas creadas por uno de los grupos. Calificarán además la coherencia, nivel de dificultad y lógica de la pregunta. El ejercicio se hará utilizando la rutina de pensamiento “Traffic Light”</p>
									<p>1. OBSERVACIÓN NÚMERO: 7</p> <ul style="list-style-type: none"> • Fecha: 24 de Spetiembre • Lugar: Colegio Gimnasio Los Pinares- • Actividad: Clase de Literatura Inglesa • Grupo o persona observada: 11°A • Hora de observación: 7:55- 8:50 a.m. • Observador: Natalia González Cano
									<p>2. Registro de observación: Las estudiantes intercambiaron sus comprensiones de lectura junto con las preguntas que diseñaron.</p> <p>Cada grupo debía leer el texto, responder a las preguntas diseñadas por las compañeras, haciendo uso de la rutina de pensamiento y finalmente debieron calificar el nivel de dificultad de las preguntas creadas por sus compañeras.</p>
									<p>3. Interpretación: Fue un ejercicio que requirió procesos de pensamiento de las estudiantes, sin embargo, con el apoyo de la rutina de pensamiento (Luz roja, Luz amarilla) las alumnas sopesaron evidencia, analizaron la información dada y lograron (con cierta dificultad en ocasiones) llegar a la respuesta correcta (en su mayoría)</p> <p>Se observa que a través de la rutina las estudiantes logran analizar la información que se da, categorizarla y tomar decisiones generalmente acertadas.</p>
									<p>4. Registro de algunas rutinas:</p>

									
<p>ENTENDE R EL SENTIDO IMPLICITO DE UN TEXTO</p>	<p>Según Jouini, K. (2015) “la inferencia es la capacidad para sacar deducciones y conclusiones acerca de lo que no está explícito en el texto”</p>	<p>Se pretende mejorar en las estudiantes la capacidad para deducir o extraer información que se encuentra implícita dentro del texto utilizando la información o evidencia dada en el mismo.</p>	<p>ENTRY DIAGNOSE TEST :...</p>  	<p>Como se observa en la tabla, los resultados de varias las estudiantes son bastante bajos, algunos con nota de 1, 2 y la mayoría con una nota de 3,0, que es el mínimo requerido para aprobar. Algunas estudiantes sin embargo obtienen nota de 4.0. Se evidencia la necesidad de trabajar para fortalecer esta habilidad en las estudiantes, ya que sus resultados son en general muy básicos o insuficientes.</p>			<p>EXIT DIAGNOSE TEST :...</p>  	<p>Si se establece una comparación entre los resultados obtenidos en las pruebas diagnósticas de entrada y las de salida, se observa que los resultados en la prueba de salida son mucho más altos, la mayoría de las estudiantes obtienen notas por encima de 4, tres de ellas obtienen una nota de 5.0, y únicamente dos estudiantes reprueban el examen. Los resultados indican que en términos generales, la</p>	<p>1. OBSERVACIÓN NÚMERO: 8</p> <ul style="list-style-type: none"> • Fecha: Octubre 17 Y 18 de 2018 • Lugar: Colegio Gimnasio Los Pinares- • Actividad: Clase de Literatura Inglesa • Grupo o persona observada: 11°A • Hora de observación: 1:55 – 2:50 p.m. & 12:05-1:00 p.m. • Observador: Natalia González Cano <p>2. Registro de observación:</p> <p>Se introduce a las estudiantes la rutina de pensamiento “See, Think and Wonder” que se utilizará para desarrollar la habilidad de lectura “Understanding Implicit Message”. Se aclaró el propósito de la rutina y la aplicación de la misma. Las estudiantes expresan sus inquietudes sobre cómo aplicar la rutina, las cuales son resueltas.</p> <p>Posteriormente Se divide el salón en grupos de 4 estudiantes. A cada grupo se le da un texto descriptivo de un crimen (misterio no resuelto) y por medio de la rutina de pensamiento (See, Think, Wonder) las estudiantes discuten las evidencias dadas y llegan a la resolución del caso.</p>



Se espera que con la implementación de la rutina "See, think, wonder" las estudiantes desarrollen hábitos de reflexión, análisis de la información y lectura detallada para favorecer esta habilidad de lectura (entender el sentido implícito en el texto)



habilidad de lectura que se deseaba desarrollar en esta fase de la investigación mejoró notablemente. Se estima que esta mejora se debe a la aplicación e interiorización de la rutina de pensamiento "See, Think, Wonder", la cual promueve en las estudiantes la capacidad de evaluar información explícita dada en el texto, reflexionar sobre el mensaje implícito que esta puede contener y finalmente extraer preguntas que inciten al análisis y la inferencia. De este modo las estudiantes se han logrado incrementar su capacidad de extraer información implícita en textos dados en la lengua extranjera.

Una vez resuelto el caso, cada grupo comparte su solución con otro grupo. A través de la discusión y la información obtenida en la rutina de pensamiento, las alumnas llegan a un acuerdo sobre quien cometió el crimen.

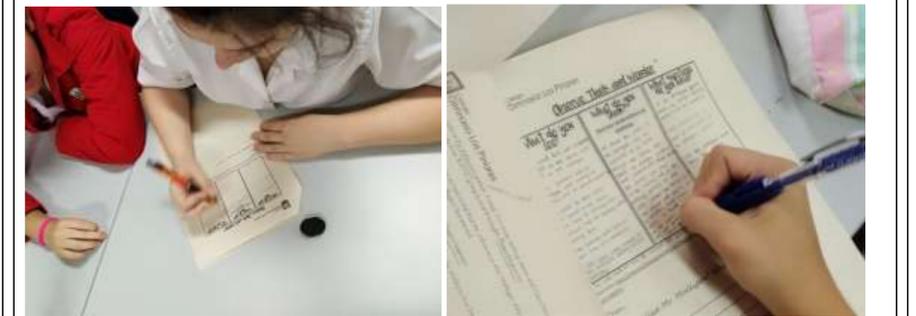
Finalmente se comparte con todo el grupo a las conclusiones que se llegaron y se da la respuesta al caso.

3. Interpretación:

Las estudiantes demuestran gran interés y motivación hacia la actividad propuesta, a su vez hacen uso de la rutina de pensamiento para evaluar evidencia y construir o dar forma a las inquietudes o dudas que resultan.

Varios grupos llegan a la respuesta correcta, y aunque otros grupos no logran dar con el autor del crimen, se valora que evaluaron evidencia, compararon perspectivas y argumentaron sus respuestas utilizando evidencia válida dada en el texto

4. Registro fotográfico de la clase:





1. OBSERVACIÓN NÚMERO: 9

- Fecha: 24 y 25 de Octubre de 2018
- Lugar: Colegio Gimnasio Los Pinares-
- Actividad: Clase de Literatura Inglesa
- Grupo o persona observada: 11°A
- Hora de observación: 1:55 – 2:50 p.m. & 12:05-1:00 p.m.
- Observador: Natalia González Cano

2. Registro de observación:

Para la segunda implementación de la rutina de pensamiento “See, Think, Wonder” se dividió en grupo En parejas, las estudiantes leyeron los párrafos de apertura de la historia “The gift of the Magi” de O. Henry. Por medio de la rutina de pensamiento See, Think, Wonder, las estudiantes trataron de determinar el sentido implícito que estos párrafos contienen.

Se abrió espacio para la discusión y para compartir las respuestas de las estudiantes.

Las estudiantes compartieron sus rutinas de pensamiento, poniendo especial énfasis en las preguntas resultantes de la lectura de los párrafos.

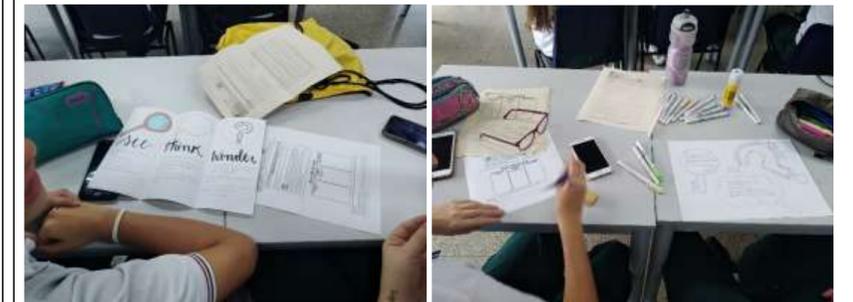
Una vez desarrollada la rutina de pensamiento, las estudiantes leyeron la historia completa, y de este modo verificaron si lo que habían inferido sobre el texto era cierto o no.

3. Interpretación:

Una vez más se experimenta un ambiente de profundo compromiso y motivación por parte de las estudiantes, cuyas inferencias se aproximaron bastante al contenido de la historia.

Se evidencia progreso en las capacidades de lectura, análisis e interpretación de las estudiantes, cada día se concientizan de la necesidad de detenerse a analizar, evaluar evidencia y reflexionar concienzudamente sobre el contenido de los textos.

4. Registro fotográfico de la clase:



4. Registro de algunas rutinas:

SEE **THINK** **WONDER?**

- SEE**
 - What is the main character?
 - What is your...
 - What is the setting?
 - What is the main conflict?
 - What is the...
 - What is the...
- THINK**
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?
- WONDER?**
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?
 - What is the main message of the story?

THE GIFT of the Magi

See:

- She was blind like her, seeing the money she had by bargaining with the grocer and the neighborhood man.
- She has a fair and happy voice, and.
- It has blue in the color of her eyes.
- She has a shabby coat.



think:

- She doesn't have enough resources.
- She has a pretty good life.
- She may have found the money for someone or something special.
- She may have given the money.

Wonder: ?

- How old is she?
- Why is she teaching?
- Does she love alone?
- Why is she poor?
- What happened to her wonder to be like that?
- What will happen afterwards?
- What is Mary?

See

- We see that she was going through economic problems.
- She always had to save money.

Think

- Maybe she lost her job.
- She needed money to buy gifts for her family.

Wonder

- What happened to her that made her wonder about that?
- In what way was her money spent?
- What does the title of the story mean?

See...

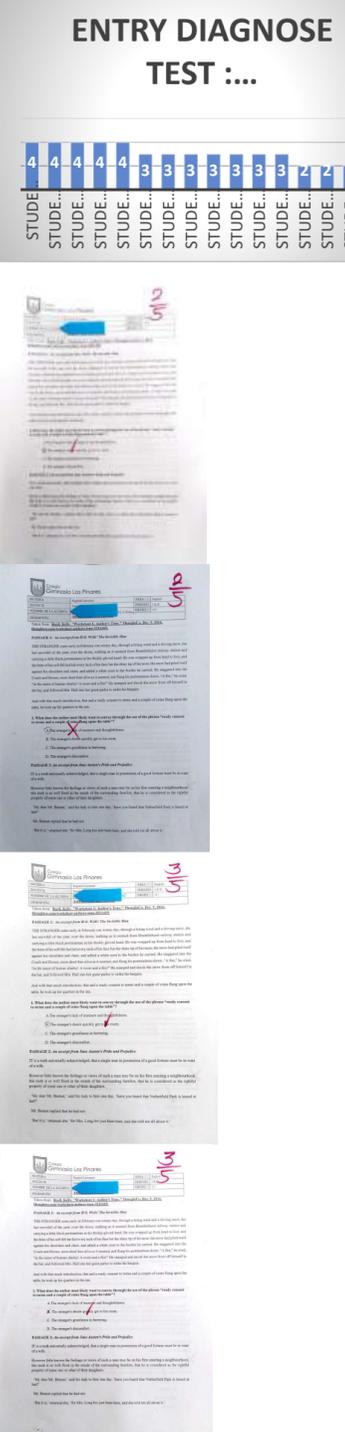
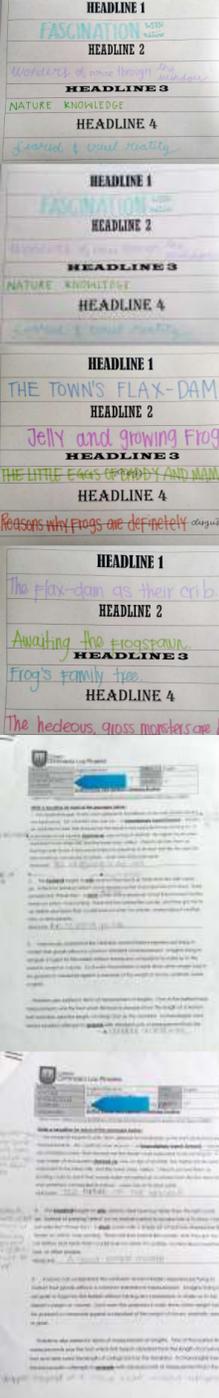
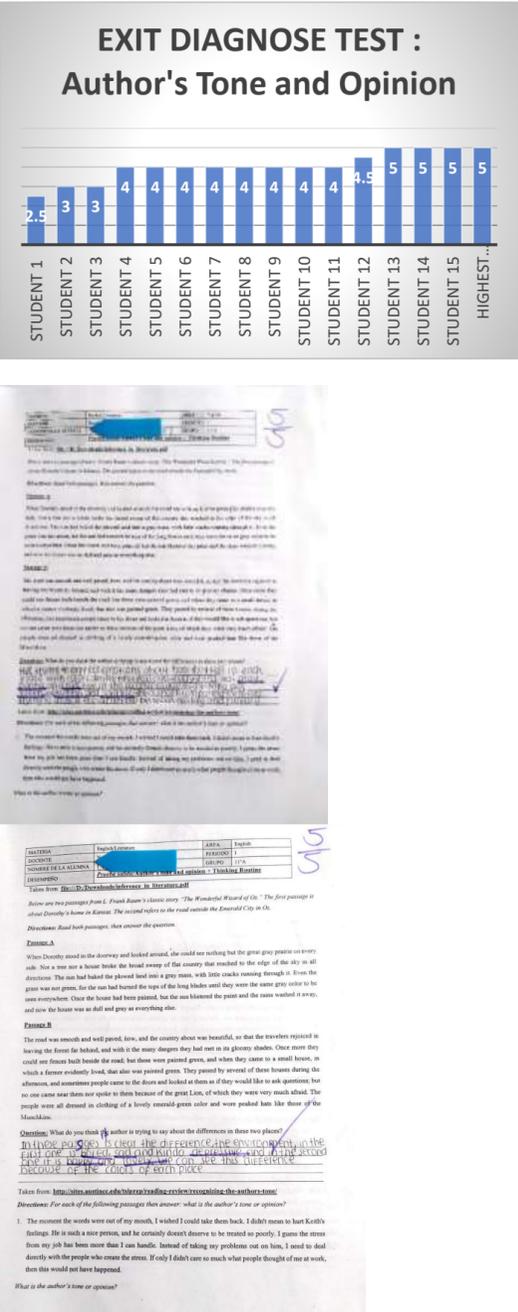
- She was blind (color and shape).
- She bargained with the grocer and the neighborhood man.
- She was poor.
- Her story will be interesting.

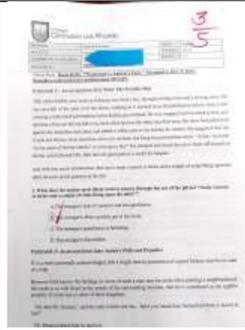
Think...

- She used the money to buy something special.
- She could be poor.
- She might have had a happy past.
- She could be only excited a woman about the amount of money she had.

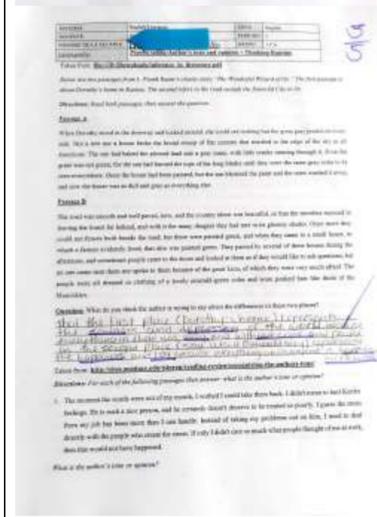
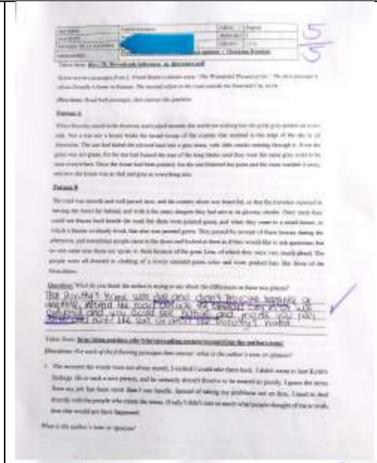
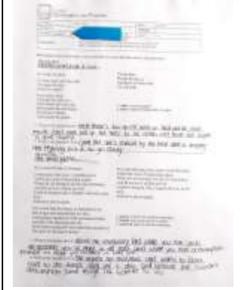
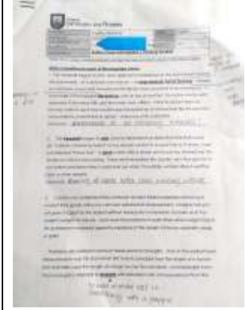
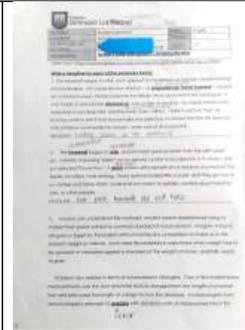
Wonder

- How old is she?
- Why is she teaching?
- Does she love alone?
- Why is she poor?
- What happened to her wonder to be like that?
- What will happen afterwards?
- What is Mary?

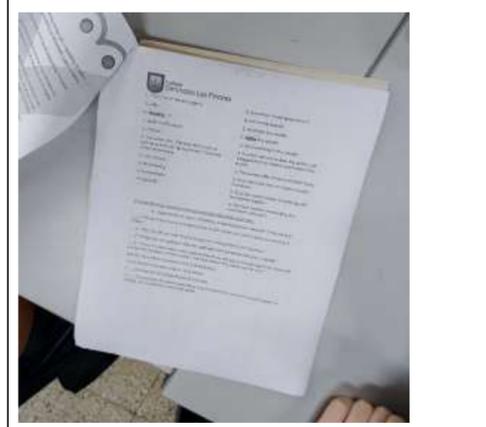
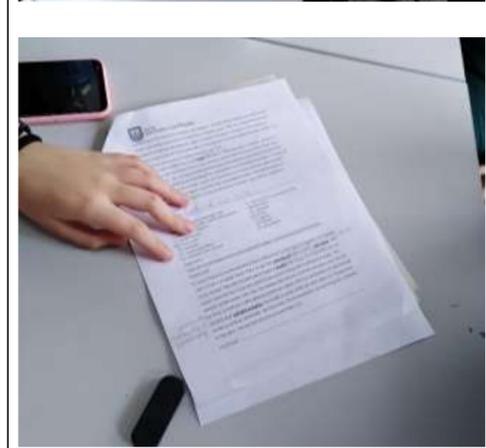
<p>Reconocer la actitud y opinión del escritor</p>	<p>De acuerdo con el Ministerio de Educación de Guatemala (2012), todo texto se escribe con un propósito, y en él se refleja la postura, objetivos e intenciones de los autores, de ahí que, para lograr la comprensión efectiva de un texto, se hace necesario que el lector sepa identificar estos aspectos en el texto que se lee.</p>	<p>El objetivo es mejorar en las habilidades de lectura relacionada con la capacidad para identificar dentro de un texto la opinión o actitud del autor, analizando el lenguaje utilizado.</p>		<p>Con el examen diagnóstico de entrada se verificó que las estudiantes, de hecho, tienen dificultades para definir la actitud y opinión del autor, al enfrentarse a textos auténticos en la lengua extranjera. In embargo, se evidencia que las dificultades no tan marcadas, ya que cinco de las 15 estudiantes evaluadas obtuvieron nota de 4.0, y 7 obtuvieron nota de 3.0 (que, si bien no es una nota sobresaliente, se entiende como logro obtenido con el mínimo porcentaje necesario). Tres estudiantes obtuvieron 2.0 como nota en este examen. Del análisis de estos resultados, surge el interés de formar a las estudiantes en esta habilidad s través de la implementación de la rutina de pensamiento “Headline”, con el fin</p>		<p>La implementación de la rutina “Headline” ha servido para enfocar a las estudiantes en algunos aspectos que deben tener en cuenta a la hora de leer un texto y definir el tono u opinión del autor, especialmente en los adjetivos utilizados. Para sacar un titular de un texto, las estudiantes se ven en la necesidad de desglosar el texto y hacer su mejor esfuerzo para comprender lo que este quiere transmitir. Deben ponerse del “otro lado”, del lado del autor, y reflexionar sobre cuál fue su propósito, estado anímico y posición frente al tema abordado en el texto.</p>		<p>La prueba diagnóstica de salida muestra un progreso significativo en la habilidad de lectura “Determinar la opinión y actitud del autor”. Comparando los resultados de la prueba de salud, con los de la prueba diagnóstica de entrada, es posible evidenciar que se logró avanzar, ya que, de las quince estudiantes evaluadas, cuatro obtuvieron la nota máxima (5.0), una estudiante obtuvo 4.5 y ocho estudiantes obtuvieron 4.0, únicamente dos estudiantes obtuvieron nota de 3.0 y una obtuvo 2.5, siendo esta la nota más baja.</p>	<p>1. OBSERVACIÓN NÚMERO: 11</p> <ul style="list-style-type: none"> Fecha: Noviembre 7 y 8 Lugar: Colegio Gimnasio Los Pinares- Actividad: Clase de Literatura Inglesa Grupo o persona observada: 11ºA Hora de observación: 1:55 – 2:50 y 12:05 – 1:00 p.m. Observador: Natalia González Cano <p>2. Registro de observación:</p> <p>Para empezar la clase, se explicó a las estudiantes en qué consiste la rutina de pensamiento “Headline” cómo aplicarla y el propósito de la misma.</p> <p>Una vez las estudiantes han entendido el propósito, se les hace entrega de una fotocopia que contiene tres pasajes a los cuales deben crearles un “Headline”, y a partir de este responder algunas preguntas relacionadas con el tono y propósito del autor por cada uno de los fragmentos o pasajes.</p> <p>3. Interpretación:</p> <p>Se observa que al tener la necesidad de crear un “Headline”, las estudiantes prestan especial interés al vocabulario utilizado por el autor, los adjetivos empleados y las expresiones, de ahí se hace posible inferir su propósito y el tono.</p> <p>La rutina de pensamiento motiva a las estudiantes a leer con especial atención y evaluar todos los aspectos de los textos, lo que conlleva a la comprensión de los mismos y a determinar posteriormente las intenciones de los autores al escribirlos</p> <p>4. Registro fotográfico de la clase:</p>



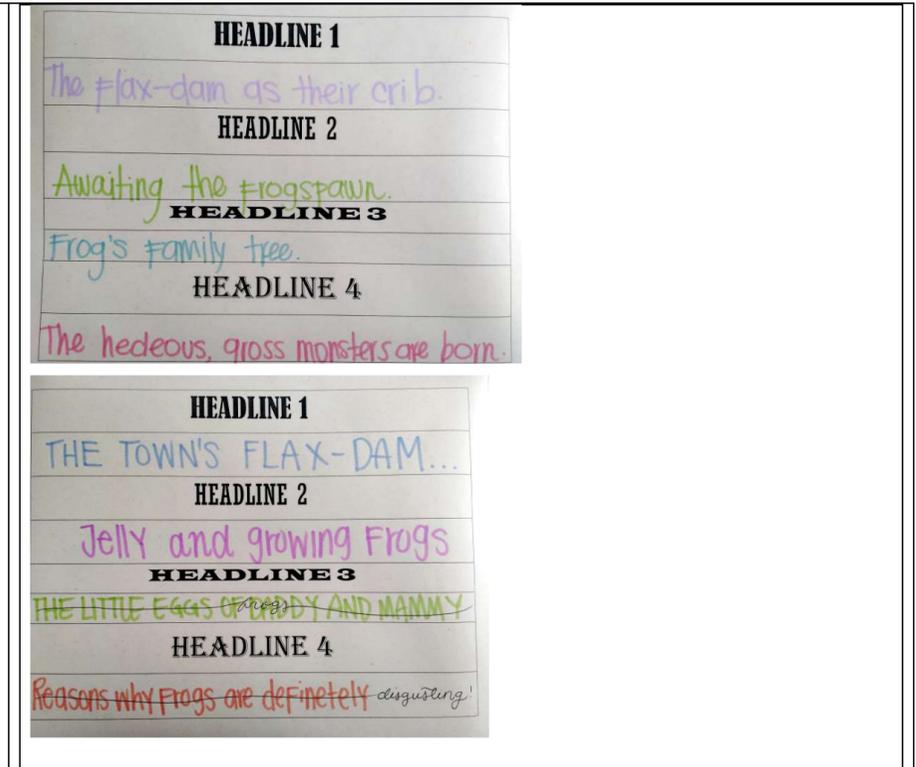
llevarlas a un nivel de comprensión muy satisfactorio, y, en consecuencia, a la obtención de mejores resultados en las pruebas de comprensión de lectura



5.



5. Registro de algunas rutinas:



1. OBSERVACIÓN NÚMERO: 13

- Fecha: Noviembre 21
- Lugar: Colegio Gimnasio Los Pinares-
- Actividad: Clase de Literatura Inglesa
- Grupo o persona observada: 11°A
- Hora de observación: 12:05 – 1:00 & 2:00-2:50
- Observador: Natalia González Cano

2. Registro de observación:

Para iniciar la clase se pregunta a las estudiantes sobre la habilidad de lectura que hemos estado trabajando y sobre la rutina de pensamiento, también se les pregunta sobre el propósito de la rutina de pensamiento y la aplicación de la misma. Las estudiantes participan activamente.

A continuación, se entrega a las estudiantes el taller a trabajar durante la clase. Este consiste en dos poemas a los cuales deben primeramente asignar un "Titular", y a continuación deben responder sobre el tono del autor y el propósito o mensaje que se desea transmitir en ambos poemas.

Las estudiantes trabajan durante la clase y al final se comparten en el grupo las respuestas e interpretaciones de las estudiantes.

3. Interpretación:

A pesar de ser un trabajo de lectura exigente, al leer las respuestas de las estudiantes y el titular que le dieron a cada poema, se percibe un alto grado de comprensión. La mayoría de las estudiantes entendieron el sentido general de ambos textos.

Me sorprende gratamente que, a pesar de no ser una actividad calificable, las estudiantes trabajan con interés y compromiso. Al finalizar la actividad todas quieren participar, preguntar y cerciorarse de que sus respuestas fueron correctas.

Con el paso del tiempo se ve un grupo más competente en la lectura de textos auténticos en lengua extranjera, comprometidas con su proceso de aprendizaje y desarrollo de las diferentes habilidades de lectura

4. Registro de algunas rutinas:

The image shows two student worksheets from Colegio Gimnasio Los Pinares. Each worksheet has a header with the school name and a table for student information. Below the header, there are instructions in Spanish: 'Direcciones: Read each poem, write a headline for each and then answer the questions.' The first worksheet features the poem 'The Fall of the House of Usher' by Edgar Allan Poe. The student has written a headline 'The Fall of the House of Usher' and answered two questions: '1. What is this poem about? It is about how wind can produce a change in the state in fruits' and '2. What is the speaker's tone? calm and hope as the author is talking about changes that occur in life and in daily situations.' The second worksheet features the poem 'The Land of Beginning Again' by Louise Fletcher Tarkington. The student has written a headline 'The Land of Beginning Again' and answered two questions: '1. What is this poem about? It is about someone who needs to tear the heat apart because the fruits can't fall into it, because it's bad for them' and '2. What is the speaker's tone? The speaker's tone is worried, stressed and accelerated.'

