

## Appendices

### Appendix 1

Survey to determine books not read by participants

Please check the books that you have not read.

Title in English	Title in Spanish	Yes	No
The Newspaper Boy	El repartidor de periódicos		
Allissa	Allissa		
The Adventures of Tom Sawyer	Las Aventuras de Tom Sawyer		
Sara Says No!	Sara Dice No		

### Appendix 2

Multiple Choice Comprehension Post-test

**QUIZZZ** Hojas de trabajo

**Quiz Thieves in the Shop**

Total de preguntas: 4

Tiempo de la hoja de trabajo:

Nombre del instructor:

Nombre

Clase

Fecha

- 
- What kind of job does Toby do?
    - He delivers newspapers
    - He doesn't work
    - He sells bottled milk
  - What were the men buying in the shop?
    - Milk
    - Sweet and Candy
    - Newspapers
    - None of the options
  - Why did Toby enter the shop?
    - Because he wanted to deliver the newspaper.
    - Because he wanted to buy candy.
    - Because he wanted to rob the shop.
    - Because something was unusual.
  - What answer makes the most sense about the story
    - Mr. Spry was angry because Toby entered the shop without his permission.
    - Mr. Spry was shocked to see the men in the shop.
    - Mr. Spry was indifferent to what he saw in the shop.
    - Mr. Spry was surprised to see Toby and his friends in the shop.

Appendix 3

Paragraph Summary Rubric

	Distinguished	Skilled	Limited	Unsatisfactory
Purpose & Form	Summary demonstrates a strong focus and concisely catches the main points of the original article. The main idea is clear, sustained and supporting details presented in the same order as original. Length of summary is appropriate. <b>(5 points)</b>	Clear main idea and sufficient and relevant supporting details within summary gives reader an adequate understanding of content of original article. Summary is slightly too long or too short. <b>(4.5 points)</b>	Main idea presented in summary is evident but supporting details are only minimally supportive, leaving reader with a vague understanding of the content. Summary is noticeably too long or too short. <b>(4.25 points)</b>	No clear topic sentence to indicate main idea of summary. Supporting details are weak and not clear about what idea they are supporting. Summary is significantly too long or too short. <b>(3 - 0 points)</b>
Organization	Organization of summary is logical and coincides with the original. There is a well-linked beginning, middle and end. Excellent use of transitions within summary <b>(4 points)</b>	Overall organization of summary demonstrates a strong beginning, middle and end. Clear use of transitions. <b>(3.5 points)</b>	Recognizable beginning middle and end. Use of transitions is attempted within written summary <b>(3.25 points)</b>	No clear beginning, middle end. No use of transitions within written summary. <b>(3-0 points)</b>
Style	Voice is objective and impartially presents article's point of view.* Vocabulary reflects accurately the degree of complexity of the original article. Sentence structure is varied. <b>(2 points)</b>  <b>(*except as explicitly requested by assignment)</b>	Voice is objective and no personal opinion is evident.* Vocabulary is appropriate to the purpose of the writing. Effective use of some sentence variety. <b>(1.5 points)</b>  <b>(*except as explicitly requested by assignment)</b>	Writers voice is evident and summary reflects the writer's opinions. Attempts to use vocabulary from within the article. <b>(1.25 points)</b>	No distinguishable voice. Vocabulary is simple but sufficient to convey basic ideas. <b>(1-0 points)</b>
Mechanics and Spelling	Writing is free of all spelling and mechanical errors <b>(1 point)</b>	Writing has been well edited. Occasional spelling and mechanical errors do not distract the reader. <b>(.5 point)</b>	Many errors in spelling and mechanics that distract the reader. <b>(.25 points)</b>	Writing has not been edited and contains many spelling and mechanical errors. <b>(0 points)</b>

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