



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS Y ADMINISTRACIÓN EN SISTEMAS EDUCATIVOS**

TEMA

**COLLABORATIVE STRATEGIC READING AND ITS
INFLUENCE ON TEACHING READING COMPREHENSION TO
SEVENTH GRADE STUDENTS AT U.E. CUCALÓN LASSO,
SCHOOL YEAR 2019-2020**

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TÍTULO Y SUBTÍTULO: Collaborative Strategic Reading And Its Influence On Teaching Reading Comprehension To Seventh Grade Students At U.E. Cucalón Lasso, School Year 2019-2020	
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RESUMEN: Within Cooperative Learning there are different types of structures depending on what you want to work in class. This article proposes a very simple activity that is framed within the so-called "Collaborative Strategic Reading." This strategy can be applied in the area of English for the reinforcement of reading skills in seventh grade students of the Cucalón Lasso elementary school, and also has easy fit into the programming of any Didactic Unit. For its investigation, field research has been carried out in seventh grade students and the surveys were applied to 38 students and 13 teachers, the pretest and posttest diagnostic test to diagnose the reading problems that students have and check their methodology by of the teachers. Its results have shown the interest of the researcher	

<p>to develop a didactic guide with reinforcement activities for reading comprehension. The purpose of this proposal is to provide the educational community with didactic resources for the academic improvement of students and improve reading comprehension in them. It also aims to work on aspects such as participation and interaction within a group. Due to its flexibility, it can be done at any time in a Teaching Unit or in a reading session. It is important to emphasize that the activity not only serves to work out loud reading, oral comprehension and oral expression. This basic cooperative activity can be extended to other formats such as presentations, movie scenes, paintings, drawings, mathematical problems, etc.</p>		
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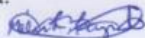
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I thank to my teachers who helped me during my academic formation because they taught me the importance to support people in need with the main aim to share the knowledge that I have been acquired at the university which it makes me feel an useful person in the society.

DEDICATION

I dedicate this project to the most important people that I have by my side: they are my parents who made me a good person and gave me the strength to continue with my goals. Moreover, they were my inspiration, motivation, and my unconditional support in every step of my life.

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INTRODUCTION

Nowadays it is very common to hear, in many educational institutions, that present problems in the learning of the students associated with the reading comprehension; a large part of the teaching staff continues to lament the low rate of understanding in their students, some think that addressing this problem is only one more burden for their work. However, it is important to attend since, if the student did not develop a good reading comprehension, it can be seen affected in school career, understanding is the fundamental basis of any subject, but especially in learning.

The purpose of this project is to recognize the problems that were in the classroom and observe how students at an early age have weaknesses in reading comprehension, so I consider implementing innovative strategies to develop significant learning to improve this problem. The intervention project that emerges from the observation I made during the six-month period in which I joined as an adjunct teacher at Educacion Primaria Cucalón Lasso, in the 7th grade group" A "at the time, identified a series of academic problems.

To collaborate is to work with other people, therefore, in a very simple definition; collaborative learning refers to learning through group work instead of doing it alone. The background of collaborative learning refers to the history of humanity itself, since it is evident that cooperation between men has been the key to evolution. Exchange, independence, process socialization, and results, among others, are decisive factors of the formation of man as a human being.

In one way or another, over time there have been pronouncements and actions that have emphasized the need for interaction and cooperation between partners to learn, since learning, although it is an individual phenomenon, occurs in a social framework of relationships and interrelationships. .Thus, the notion of cooperative learning is not new; its idea has been present throughout the history of education. What is new is the experimental research that demonstrates its effectiveness in comparison with other forms of organization of the educational process.

CHAPTER I

1. STUDY APPROACH

1.1. Theme

Collaborative Strategic Reading and Its Influence on Teaching Reading Comprehension to Seventh Grade Students at U.E. Cucalón Lasso, School Year 2019-2020

1.2. Statement of the Problem

English as a second language is the most important subject-matter given in the Educational System in Ecuador. Although, teachers do not know how to teach English in an efficient way, so they feel obligated to find a good strategy to use as a complement in the second language, also educators do not have the necessary tools to instruct the students and make easy the understanding.

The little motivation, resource, and fear during the learning process cause that students lose the desire to learn. Thus, they show a restricted knowledge of English vocabulary which students face problems when they have to participate in reading skill because of their low level in English classes.

Escuela de Educación Básica “Cucalon Lasso” is a public school located at Juan Montalvo and Bolivar in Naranjal. The Institution works in two schedules, during the morning and in the afternoon. Cucalón Lasso Institution does not have an English department where students can learn properly the second language and it has not the needed materials to give a class.

Education cannot be carried out correctly due to many factors that affect the dynamics and entertained classes such as teacher’s reduction, traditional methods, the bad use of multimedia resources, the lack of technology department to encourage students to still learning the L2. Those factors have let students find difficulties in understanding and

comprehending the given activities for the teacher taking them have a poor performance in the classroom.

Additionally, pupils do not have confidence in themselves creating doubt in their capacity to understand the text or passages that have been learned during the reading comprehension activities. According the factors, it is important to stablish new methods and strategies to increase the reading comprehension and the critical thinking in order to develop the student's reading skill.

Reading is a multifaceted process and it is developed with constant practice; it is the best way to improve English vocabulary. The context of articles, stories, and conversations helps you figure out and understand the meaning of English words in the text that are new to students. Reading also provides a repetition of vocabulary words you have already learned to help you remember them. Learning English as a second language through reading strategy is the most important way of teaching due to a complete process it has in order to acquire the English language.

In spite of teaching reading in EFL students as learning process, teachers do not know how to apply pedagogical resources to improve the ability of reading, so it is observed the low academic performance in students in the English subject due to the lack of knowledge and pedagogical tools in order to identify the reading content and to know what the author wants to say or express in each article.

The English language has become the first-order language for verbal and written expression in various fields, this language is spoken by one in four people around the world; that is, a quarter of the world's population. Education in Ecuador is in a constant process and in an academic transition. This implies overcoming a series of challenges, such as the need to be more prepared as to be part in a globalized world, where the English language plays an important role to develop oral production in order to be able to communicate with English speakers. (El Comercio, 2017).

Learners feel obliged to find a good method to use as a complement in the second language, as well as educators do not have the necessary instruments and facilities to instruct the students and make understanding easier and faster. The little motivation, resources, and the fear they feel during the learning process cause that students lose the

desire to pay attention to the class, facing problems to have an active participation and develop the reading skill because of their low level in English classes.

There are some factors that cause conflicts when using and understanding the English language correctly in students from seventh grade at Unidad Educativa Cucalón Lasso; these are the unavailable didactic resources, the non-interesting repetitive activities applied in the classroom provided by the teachers and the lack of students' active participation. Students also show a low academic performance in the English subject due to the knowledge shortcoming to solve problems and applying reading strategies correctly.

Students often experience constant challenges at school. They experience frustration with increasing complexity of school work and constant demands of reading throughout all of their subject matter. Consequently, they may fall farther behind the desired level at the English language at school. There are many different areas that can cause them to struggle while reading. Learners who are poor readers often have difficulty in fluency, decoding, and comprehension.

Due to the highest impact reading skill has in the whole curriculum area, it's important to provide teachers adequate collaborative strategic reading training in order to promote the habit of reading in students. Different learning difficulties affect in reading fluency; in fact, most of the students lose their attention and get bored with reading. This turns around reading in a nonsense and tedious activity which students must do in order to fulfil a teacher's requirement.

Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first language is not English. It was later adapted to cooperative learning and peer-led small group instruction in general education classes that include students with special needs.

Dealing with the importance of reading comprehension, Collaborative Strategic Reading (CSR) is a strategy that could help the reader understand a text and teaches students to use comprehension strategies while working cooperatively. The goal of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.

The elaboration of a set of (CSR) activities will be useful to reinforce the main ideas and the vocabulary words students have learned from reading. There are some activities such as Verbal and Visual-Word Association, where Students write clunks on a Post-it note and adhere it to the page in which the chunks were found, graphic Organizers that consists on organizing the information they have learned from reading in charts, diagrams, or maps, etc.

This strategy has been developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties. This research proposal has the aim to promote the ability to read in class and the habit for reading by using a didactic manual with sorts of collaborative strategic reading activities. In addition, it will also contribute in improving students' academic performance.

1.3. Problem Formulation

What is the influence of collaborative strategic reading on teaching reading comprehension to seventh grade students at Unidad Educativa "Cucalon Lasso", school year 2019-2020?

1.4. Problem Systematization

- How does collaborative strategic reading develop students' reading skills and promote the habit of reading?
- What are the level of acceptance and agreement in using teaching strategies to improve collaborative strategic reading to improve teaching reading comprehension?
- How does the use of didactic manual with collaborative strategic reading activities enhance teaching reading skills in English language teaching and learning process?

1.5. Objectives of the Investigation

1.5.1. Broad Objective

To analyze the influence of collaborative strategic reading in the development of reading comprehension at Unidad Educativa “Cucalon Lasso” through field study in order to get feasible theoretical foundations.

1.5.2. Specific Objectives

- To diagnose the effects of collaborative strategic reading in students’ academic improvement through pretest and posttest
- To describe the level of acceptance and agreement in using collaborative strategic reading to improve teaching reading comprehension through statistical data, surveys and interview.
- To select the most important aspects in this research as to develop teaching reading comprehension through a didactic manual with collaborative strategic reading activities addressed to teachers and students

1.7. Research Justification

This project will start with the observation of the students at Unidad Educativa Cucalón Lasso, who show a lack of interest as to work over reading activities in the English language, as they consider it a difficult and incomprehensible language. This generalized feeling toward this important and basic part of the language decreases the opportunity to improve students’ reading receptive skills and avoids them to reach the desired English level.

The beneficiaries are directly the teachers and children. Applying collaborative strategic reading techniques to enhance teaching reading comprehension will contribute in

solving pedagogical problem and have a better school environment between teachers and students. It offers a deep analysis of the collaborative strategic reading in teaching reading comprehension to seventh graders. It also provides new techniques to engage the students to keep on learning and understanding English texts from the basis. If students can read and understand what they read from the context, they would have better opportunities to transmit their knowledge and have a fluent communication.

The pertinence of this research is aimed to solve an educational problem, making learning more practical to improve the reading skill of students. Collaborative Strategic Reading is aimed to teach students to use comprehension strategies while working cooperatively. The goals of previewing in CSR strategy are to activate the students' background knowledge about the topic and help the students make prediction about what they will learn. Its pertinence of teaching this method will carry out through a significant learning process.

This study has a high social relevance to the students, families and the entire school community, because education is a duty of everyone, as it is mentioned in the Constitution of the Republic of Ecuador with the aimed of providing guarantee of equality and social inclusion and the indispensable condition for the good way of living. People, families and society have the right and responsibility to participate in education as to help and support students to face and overcome problems that may arise from the misunderstanding and confusion they feel when reading any kind of texts.

Collaborative Strategic Reading has a great impact in order to strengthen the reading skill and help students to improve their English language. Although Collaborative Strategic Reading was first designed to be used with expository texts, it can also be used with narrative texts. It is highly compatible with a range of reading programs, including literature-based instruction, or other approaches. Its goals are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. It is developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, it also yields positive outcomes for average and high average achieving students.

1.8. Scope and Delimitation of the Study

Field research has been chosen with the purpose to find the best way to improve reading skill by using collaborative strategic reading at Unidad Educativa Cucalón Lasso, It is located in Juan Montalvo and Bolivar Street, in canton Naranjal, province of Guayas. It has a population of 532 students from initial education to third baccalaureate. For the sample, 50 students have been taken at randomly from seventh grade students in section A and B. The investigation was conducted, in the period between January 2019 to June 2019

1.9. Idea to Defend

Collaborative strategic reading influence teaching reading comprehension in seventh grade students at Unidad Educativa “Cucalon Lasso”, school year 2019-2020?

1.10. Line of Research

The line of this research is Teacher performance and professionalization and the sub line is centered in Communicative skills in teachers and students.

Table 1. Faculty Line Research

Universidad Laica Vicente Rocafuerte Institutional Line	Educational Faculty Line	Faculty Sub-lines
✓ Comprehensive training, attention to diversity and inclusive education	✓ Socio-educational inclusion, attention to diversity.	✓ Development of childhood, adolescence and youth.
✓ Following the demands of Education Ministry.	✓ Teacher's performance and professionalization.	✓ Socio-educational problems of the context. ✓ Communicative competences in teachers and students.

Source: Universidad Laica Vicente Rocafuerte

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature Review

(Boardman, Vaughn, & Buckley, 2016), published an article based on collaborative strategic reading for students with learning disabilities in upper elementary classrooms. The authors mention the importance of providing students CSR classrooms where they are able to develop reading comprehension through feedback and making collaborative grouping structures.

Motivational reading teaching techniques are the main guideline to stimulate the anxiety to read in the classroom and provide strategies to solve problems, find main ideas, discover, analyze, use skimming, scanning and among others. The authors mentioned above states that students are able to strengthen the development of reading comprehension using collaborative strategic reading to awake the interest of reading by applying a didactic guidance with playful activities.

Reviewing the repository from Universidad Laica Vicente Rocafuerte there is a variety of information related to reading skills; however, there is not any information who supports the fundamental theory of collaborative strategic reading in the development of reading skills. Some research projects have been taken into consideration in order to find different kinds of theoretical foundation useful to strengthen this present project.

(Yanez , 2018) has done a thesis titled as “The influence of the mother tongue on the learning of lexicon for reading skill in a 4th grade EFL class at Balmara Unidad Educativa Bilingue in Guayaquil school year 2016-2017”. The author considers the use of study techniques as to enhance educative problems as main process to generate the acquisition of new knowledge; this will be used during whole student life and becoming at the same time individuals who are able to struggle some personal and professional problems in order to involve in this social environment.

On the other hand, (Saavedra & Pabon, 2017), in their thesis named as “The use of hands on activities in the development of English reading skills through pedagogical interactive guidance in fourth grade at Unidad Educativa Bautista Israel primary school” mention some pedagogical tools to foster reading skill, however, this project lacks of information based on collaborative strategic reading. The mentioned authors contribute considerably to the current project since they refer to the fact that teaching resources are effective to facilitate and promote the knowledge corresponding to English language learning, because they are used to strengthen the development of knowledge acquired by students, so they will have support for the formative action in order to foster reading skill development.

A thesis titled as “Effectiveness of reading comprehension activities for developing communicative skills in 8th basic year students at Unidad Educativa Lemas”, by (Alcívar & Ramírez, 2016), mention some didactic resources to achieve students’ achievements in order to enhance reading comprehension. This thesis also states the importance of teacher’s participation as mentors in the student’s teaching and learning process in the English language acquisition. Teachers must choose careful the kind of material or resource that is going to be used to socialize the subject and make the class significant.

It is alarming to observe the scarce interest students have to read a text or book, and it is even more worrisome the lack of comprehension to answer the question and solve problem at the moment of reading. Teachers are also considered as an obstacle who do not encourage the pleasure for reading in students, therefore, it becomes a real problem when reading a book without knowing the study techniques and it does not allow them to assimilate and internalize the read contents. It is relevant that students must read constantly and teacher must apply CSR in daily practice.

The present work makes reference on the application of Collaborative strategic reading and its influence in teaching reading comprehension in seventh grade students at Unidad Educativa Cucalón Lasso, with the purpose of improving academic performance, reading skills and achieve significant learning as a fundamental basis in the life of the school. The research project focuses on reading techniques that stimulate the cognitive area; these are tools that allow learners to strengthen their abilities to comprehend texts,

journals, magazines in the English language and promote optimal teaching and learning process.

2.2. Theoretical Foundation

2.2.1. Understanding Collaborative Learning

Collaborative learning is a concept that defines a theoretical area and research of great relevance and strong identity. Although the theme of intellectual cooperation has a long tradition in the field of research in psychology and education (Melero Zabal, & Fernández Berrocal, 2013), It is often associated with the idea of group or team work, only in the 80s, and especially in the 90s, the question gained a new impulse, giving rise to the recognized epistemic field as collaborative learning.

In its basic sense, collaborative learning (CL) refers to the activity of small groups developed in the classroom. Although CL is more than just working in team by the students, the idea that sustains it is simple: the students form "small teams" after receiving instructions from the teacher. Within each team the students exchange information and work on a task until all their members have understood and finished it, learning through collaboration. Comparing the results of this way of working, with learning models traditionally, it has been found that students learn more when they use CL, remember the content longer, develop superior reasoning skills and critical thinking and feel more confident and accepted by themselves and by the others (Noh & Yusuf, 2018).

Collaboration corresponds to a process in which people negotiate and share meanings, in a coordinated and synchronic activity that takes place in a work aimed at solving problems, building together and maintaining a shared conception of the problem (Roschelle & Teasley, 1995), cited by (Van Gasse, Vanlommel, Vanhoof, & Van Petegem, 2017, p. 118). Collaborative learning occurs in group work spaces; it is important to emphasize that learning which seeks to generate this method does not necessarily occur naturally when giving an instruction or task to a group of students, since it must be an intentionality through teamwork to the desired or planned learning.

The result of this group experience generates an individual learning; however, the construction of knowledge through this form of interaction generates better and greater results than working individually, allowing teachers and students to have a more heterogeneous learning for the members of the working group. Collaborative learning is based on the fact that knowledge is generated socially, through the consensus of the knowledge of group members, so students dialogue with each other, reaching an agreement on the subject.

Social interaction turns out to be the medium which is at the base for the knowledge construction, focusing mainly on the students' learning who must conceptualize, organize and test ideas in a continuous process of evaluation, under the assistance of the teacher who facilitates the request for the process of learning (Vuopala, Hyvönen, & Järvelä, 2016, p. 30).

2.2.2. The Transformation in the Classroom through the CL.

What it was a class in the past, now it becomes an open forum to dialogue between students and teachers, passive students now actively participate in interesting and demanding situations. In CL classrooms, activities are structured so that students explain to each other what they learn. Sometimes a student is assigned a specific role within the team. In this way they can learn from their points of view, give and receive help from their classmates and help each other to investigate more deeply about what they are learning.

Terms such as: passive, memorization, individual and competitive, are elements that are not associated with CL (Slavin, 2015). On the contrary, the elements that are always present in this type of learning are:

1. Cooperation. Students support each other to fulfill a double objective: to become experts in the knowledge of content, in addition to developing teamwork skills, students share goals, resources, achievements and understanding of each other's role. A student cannot succeed unless everyone on the team succeeds.

2. Responsibility. Students are individually responsible for the part of the task that corresponds to each one of them. At the same time, everyone on the team must understand all the tasks that correspond to the classmates.

3. Communication. The team members exchange important information and materials, help each other efficiently and effectively, offer feedback to improve their performance in the future and analyze the conclusions and reflections of each one to achieve higher quality thoughts and results.

4. Teamwork Students learn to solve problems together, developing leadership skills, communication, confidence, decision making and conflict resolution.

5. Self-evaluation Teams should evaluate which actions have been useful and which have not. Team members set goals, periodically evaluate their activities and identify changes that need to be made to improve their work in the future.

2.2.3. Importance of the Group in Collaborative Learning

Before addressing the concept collaborative learning, it is important to make a brief explanation about how students learn. People perform some activities, reading, construction, prediction that stimulate some learning mechanism: induction, deduction, compilation. Similarly, couples do not learn because they are in pairs, but because they perform some activities that stimulate some specific learning mechanisms. Individual cognition is not suppressed in the couple interaction, but it is observed the interaction between subjects generates extra activities, explanations, disagreements, mutual regulation, that awaken additional cognitive mechanisms, internalization, extraction, and knowledge.

2.2.4. Characteristics of a Collaborative Learning

(Retnowati, Ayres, & Sweller, 2017), pose four typical characteristics of the collaboration:

Sharing knowledge among professors and students: Sharing knowledge is in many forms, the characteristic of the traditional class, where the teacher is the one who delivers information, but also incorporates input from students, where the student shares experiences or knowledge.

Shared authority between teachers and students: The objectives in relation to the subject are established jointly between the teacher and the students, in this way, the Students can choose the way to achieve these objectives.

Teachers as mediators: Teachers encourage students to "learn how to learn" being as one of the most important aspects of collaborative learning.

Heterogeneous group of students: This characteristic teaches all students to respect and appreciate the contribution made by all the classmates regardless of the content.

Although these characteristics were established by the authors mentioned in the context of primary and secondary education, (Gaunt & Westerlund, Collaborative learning in higher music education, 2016) point out that "it is possible apply them to the university context, where the traditional model of the teacher is also presented giving information to their students, who are expected to process and understand the matter, which does not always happen" (p. 236). The process of transmitting knowledge changes from the teacher as an expert with a unidirectional transfer of information to a scenario with a guide between peers, where the teacher, as mentioned above, is a facilitator for the student to build their own knowledge.

2.2.5. The Role of the Teacher in Collaborative Learning

The role of the teacher and its relationship with students is one of the most important aspects in any exchange of knowledge. In the same way, collaborative learning environments have been a good table of experimentation, questioning and research to transgress a traditionalist vision.

Collaborative learning, because of its idiosyncrasies, positioning and commitment, puts into question not only the role played by each one, but also the environment in which they are related. A too directive approach can bring the learning dynamic to a high level of negative reactions such as demotivation and little commitment causing a strong setback in the processes and dynamics that are put in place. The teacher in the collaborative learning process plays a role of mediator, as well as accompaniment to stimulate the student and promote learning. In other words it is the formation from the

constructivist point of view that allows the development of the potentialities of the student and seeks to correct the deficient cognitive functions that could have.

Deepening the role of the teacher, for (Kaendler, Wiedmann, Rummel, & Spada, 2015), “collaborative learning is a process of cultural change, where teachers are agents of change in space academic by facilitating students to learn in this way” (545). Collaborative learning prevents students from depending on the teacher as an authority figure in group processes. It is also not their responsibility to supervise the group's learning, but their role is to be a member of the group, being at the same level as the students, in the process of knowledge construction.

When the teachers is accustomed to another teaching method and decides to apply the collaborative learning methodology, they must take special care not to fall into a situation of pedagogical "spontaneity", where, due to lack of preparation, structure or familiarity with the methodology, it results in neither the teacher teaching nor the students learning. This can be enhanced when students come from a traditional pedagogy where they are passive and depend on the teacher's action.

(Gaunt & Westerlund, 2016), states “the role of the teacher must be active; in terms of creating spaces or moments of reflection, discussion and debate among group members, clarifying the doubts, giving opinion and generating an environment of interaction to build knowledge and achievement.” This role should be mediator or facilitator in order to build reasoning routes, provide indicated and necessary scaffolding for students to recognize the need to exchange ideas, experiences and prior knowledge.

It is not the duty of the teacher to ensure that students work in order, but they must encourage them to make interventions within the group in order to form arguments, counterarguments or simply explanations. Teachers must be sure students take advantage of their communicative skills (arguing, interpreting and proposing, etc.) and interpersonal skills that benefit teamwork (respect for plurality and opinion diversity). It is important that students must not forget debate and discussion are about ideas and arguments and not about people; that is without confusing, for example, counterarguments in relation with a personal attack.

2.2.6. Brief Concept of Term Reading

Reading is a process through which the meaning is constructed. Reading is also called a set of phases of meaning construction, there is an interaction between thought and language. It is a search for meanings and it works as an instrument to comprehend text and restate new previous experiences and internalize new concept that are unknown at the moment of reading. (Rosenshine, Skill hierarchies in reading comprehension. In Theoretical issues in reading comprehension , 2017), states "At present we live in a rapidly changing world, and for this reason reading competition is forced to evolve at the pace of these changes, both social and cultural." (p.95).

Reading is indispensable for the action of learning and knowledge function; it is considered as the highest part of educational methodology. On the other hand (McGeown, Duncan, & Griffiths, 2015), affirm: "Each reader has its own objectives that guide its reading, and the strategies will vary according to these objectives, since these will determine how the text is read "(p.25). The idea of the previous cite leads to deduce that practice reading has a double purpose which are aesthetic and functional. Its aim is to offer primarily a quality education with a ludic and aesthetic component as to learn the English language through reading skills.

Reading is important because it is a mean of communication. However, few students develop this skills and are capable to reflect, understand and capture the intended meaning transmitted by the author of the book which it is read, and in some cases people transmit their own interpretation about what they understand; changing at the same time the meaning of the text and violating the original meaning written by authors.

Reading a text as literature implies putting into practice implicit knowledge and a series of strategies that make certain aspects of that text intelligible, otherwise, they may seem disconcerting, strange or indecipherable. Teacher must recognize that there are remarkable tools and skills to encourage students to read. Books are always the main elements and the center of students' interest; nevertheless, technology, internet and television have been the worst distracted elements for the society during this last decades; giving as a result a sedentary life, and the lack of interest to read in or out of the house.

Reading has an important and irreplaceable role in educational ambit and modern society. Therefore, competitive readers do not read blindly, they read with a purpose, make plan and set a goal or objective. When students achieve the goal to understand the central ideas which the author of the book wants to transmit, they are able to think the system as a whole, that is, the sooner they get involved in the author's idea, they begin to think inside a system and become the fastest protagonist. They start to acquire skills to comprehend the books and initiates a positive reading habit.

2.2.7. Ambit of Reading Comprehension

In the XXI century, behaviorist classroom is still observed; teachers in spite of their professional backgrounds and profiles, still prepare their classes without any innovative teaching resources; as a result, there is a lack of understanding, analytical, critical and reflective in the EFL students. (van Viersen, Kroesbergen, & Slot, 2016), states: "As readers, we need become adept at evaluating the quality of the author's reasoning and this is achieved only after we can express precisely and in our own words, what the author means "(p.190).

One of the main problem students face in all years of education is the ability to read correctly as to make conclusion and find the main ideas or plot. Reading, activity which is characterized by the translation of symbols or letters in words and phrases with meaning, once the symbol is deciphered it is played, the first phase of learning to read is linked to writing, the ultimate goal of reading is to make possible the comprehension of written materials, evaluate and use them.

Reading is a transcendental medium for the English language development and oral expression. It provides many benefits and it is one of the main informative, social and historical process a humanity has generated from the Language development; as a product of evolution and the invention of writing, in its configuration as a civilized social organization (Rosenshine, 2017). Reading increases the ability to decode and understand what that is read, allowing to make value judgments; it is an activity that it consists of interpreting and deciphering, by sight, the phonic value of a series of written signs, either mentally or aloud.

Reading is an intellectual and very significant process in the society, through it; Young learners develop diverse skills and at the same time, they contribute to learning new words that in one way or another help students to increase their cognitive level and are able to comprehend short or long texts either in the classroom or in the environment where they are surrounded.

2.2.8. Benefits of Reading in the Classroom

Reading is undoubtedly an intellectual activity that has positive results in both cognitive and affective aspects when it is developed with frequently. The practice of this understanding process contributes to the improvement of written expression, as well as the acquisition of various skills that in turn facilitate future learning, as it is detailed in the table below:

Table 2. Cognitive and Affective Aspect

Cognitive Aspect	Affective Aspect
Students increase the ability to comprehend and describe what they read.	When a person read with frequency, they have the ability to express what they think and feel
Students find main ideas in any texts	
Students have the capacity to recognize and analyze parts of the reading	Students will not feel the library as a punishment but a pleasure moment
Students are able to elaborate their own criteria	

Note: Descriptive Chart for the explanation of cognitive and affective aspect in reading comprehension.

Source: (Conrad & Deacon, 2016)

Elaborated by: Figueroa, D (2019)

According to (Conrad & Deacon, 2016), reading offers young learners a set of benefits “Reading is an essential mean for the English language development, stimulate the creative imagination, it benefits the thinking process, expand the memory and stimulate

emotion and affectivity, Develop critical feeling and determine the academic development; however, it is not an easy task since it is generally seen as somehow boring or monotony. Therefore, teachers in company to the parents must find ways and strategies, so students will be able to create the habit of reading by themselves; It is all clear the best way to teach is showing their values form their houses

2.2.9. Types of Reading

(Richardson & Tidwell, 2013), “Reading, besides being considered one of the fundamentals pillars of education, is considered a human ability that allows students to think, reason, argue and even learn to solve situations that are in their social environment.” Reading scramble the ideas in written text and helps student improve the ability to create and organize ideas. The types of reading undoubtedly contribute to improving the processes of understanding and decoding. There are different texts and types of reading for each of them; these types are used according to the experience which is intended to get the knowledge students want to acquire.

The reading can be classified as follows: Literal comprehensive reading, Inferential reading, Critical reading

2.2.9.1. Literal Comprehensive Reading

It is the one that predominates in the educational environment because it focuses on the basic level of reading. It consists on identifying and remembering the explicit or superficial information of the text; that is, locating written information that appears in the text, such as details (time, place, names of characters and incidents), main ideas (information implicit in the text), sequences (the order of the proposed actions clearly) , cause and effect relationships and character traits of the characters (Aghababian & Nazir, 2012).

According to what was mentioned by the author, literal comprehensive reading concentrates specifically on selecting data included in the text without adding value judgments. For this type of reading, the various fundamental processes such as observation, comparison and classification are used.

2.2.9.2. Inferential Comprehensive Reading

An inferential reading consists on deduction which is built when the author does not mention the idea in the text or document. The purpose of inferential reading is to elaborate conclusions and it is known to infer additional details, main ideas which are not included in the text, sequences of actions in the text, cause and effect relationships (based on hypotheses) and predict events about reading (Flynn, 2013). In this type of reading it is understood a text always has a communicative purpose or a hidden message, which it must be discovered by the reader through inference, issuing value judgments, using conjectures to achieve a global understanding of what is read and compare thoughts or ideas.

2.2.9.3. Critical Reading

This type of reading requires evaluation through the intervention of the readers' previous knowledge, their criteria and the discernment of what is read, taking into consideration the content of the text to formulate value judgments. "They should focus on accuracy, acceptability and probability; can be: adequacy and validity, appropriation and rejection or acceptance" (Valeri, 2019, p. 236). When critical reading is applied, basically the reader analyzes what the writers say in a specific text as to verify the way they express their information; therefore, besides take into account the author's evaluations, it is necessary to look for other research sources to accept or reject such criteria or information; Critical reading is a great tool for the correct elaboration of summaries.

2.2.9.4. Intensive Reading

English language is interesting, creative and versatile. Words do not only have an objective and literal meaning, but a variety of meaning because of the context in which people use to transmit their experiences and knowledge. Intensive reading aims to capture a large number of data and relate them in large units of meaning, which is intended to appropriate knowledge, is the reading that is done when studying. This type of reading is done with the purpose of developing the abilities linked to reading comprehension.

Intensive reading allows the reader to learn how to control their own learning. The student learns to analyze the words, phrases and sentences to achieve a maximum understanding, to pay attention to both the meaning and the form of the language and to solve their doubts through the textbook, a dictionary or questions to the teacher or classmates.

2.2.9.7. Fast Reading (Skimming and Scanning)

2.2.9.7.1. Skimming

Skimming is used to search the main ideas of a text; it consists on reading the first and last paragraphs. This type of reading allows the reader to streamline the reading speed in three or four times; it is effective to read study materials but no other genres such as fiction content. The purpose is to identify the main concepts, data and key dates, so it is not necessary to read every word of the text. It can be read as it is mentioned before the first and last paragraphs of a text with the first sentence of each paragraph; which will give a general idea (and not deeply) of what the text is about.

2.2.9.7.1. Scanning

An example of scanning a text is when you look for a number in the phone book. The reader does not read all the names but look for a specific one, or also when someone looks for a word in the dictionary. It is clear that it is not necessary to read everything to find the definition. Scanning a text is very useful to find a specific information that somebody already knows in advance and do not have time to read everything. This type of reading is used when the reader has the previous knowledge about the word and what is looking for.

To scan a text what should do is to move the eyes quickly on the page in order to find that particular data. It is mostly a "location help" to find figures, dates or key phrases. Scanning is used when the reader already has a question in mind or know what data is going to be looking for in a text, ignoring the rest of the information (Ness, 2016, p. 5). To locate an answer while scanning a text students must identify in which paragraphs

the answer can be found. For example, if the students are looking for a date and they quickly see there are no numbers in a paragraph, then clearly it will not be there. They must also look at what the headlines say: the first sentences will give you an idea of what is being talked about, and it is likely that if skimming is applied, students can determine whether the information they are looking for will be there or not.

2.2.9.8. Oral Reading

The oral reading is given when a person reads out loud. Some people do this activity because the sound helps the ideas to be "recorded" in the brain, although there is a noisy environment which is difficult to concentrate, students read loudly as to listen their own voice in order. Doing oral reading dispel somewhat distraction. In addition, oral reading has a social function because the reader can share this type of experience with other people at the moment of reading. It is also a good way to help people with visual disabilities.

2.2.9.9. Silent Reading

By practicing this reading, people carry information directly to the brain through what their eyes observe without the need to use their auditory sense. This type of reading is practiced when you need to know the contents of a writing individually, it contributes to the acquisition of experiences and is considered an effective means of self-education. it is also a very easy way to teach students to become independent.

2.2.10. Collaborative Strategic Reading

Although some students find difficult to understand written text, reading comprehension is rarely taught by many English teachers. It is important to teach reading comprehension strategies to students who have not yet mastered this skill. When students understand the written text and combine their understanding with prior knowledge, they can carry out the reading comprehension skills listed in the table below.

Reading comprehension skills

(Carrell & Carson, 2012), states three main purpose to develop reading comprehension:

- To Identify simple facts that are presented in the written text (literal comprehension)
- To Judge the content of the written text (evaluative comprehension)
- To Connect the text with other passages and written situations (inferential comprehension) (p.57)

These three reading comprehension skills are necessary for students to take advantage of the textbook and, ultimately, be successful in their class. Reading comprehension is critical to the student's skill development. This is especially feasible where the curriculum requires students to understand informational texts. Consequently, teachers expect that once the students finish third grade, they will be able to read and understand the textbooks of all subjects. "Although it is important to ask students questions about what they read, it is not the same as teaching them how to understand what they have read" (Klingner, Vaughn, & Schumm, 2013, p. 21).

Unfortunately, many students have not learned effective strategies to understand informational text and navigate this type of information. Additionally, a lack of sufficient prior knowledge and specific content vocabulary also impedes the students' ability to understand the subject. Although reading comprehension is complex, student text comprehension can be influenced by several important factors: The reader which includes the cognitive capacity, motivation, knowledge and experiences of the reader. The text; which includes the text formulation and manner in which the information is selected, described or presented; the instructional activity which includes the purpose of the activity, the nature, the operations which are carried out to process the text and the result of the activity and the environment or context which consists on the classroom environment, especially the maternal language, the culture and the ethnicity of the reader, teacher and students.

2.2.11. Improving Reading Comprehension

Good readers automatically use comprehension strategies, but bad readers do not. These comprehension strategies can be taught by using the four elements.

Prior knowledge - Students are taught to think about what they already know about a particular topic. Then, they are asked to try making a connection between their prior knowledge and the text they are reading.

Vocabulary development - Students are taught to use graphical diagrams or organizers to help them learn and remember the meanings of new words.

Questioning Techniques - Students are taught to generate questions before, during and after reading. Students are asked to predict what they are going to read, if it makes sense what they have read, and generate questions about the text after reading.

Opportunities to practice new skills - Students are given enough time in the day for independent reading and are encouraged to share what they have read.

Good readers use several strategies to help them organize, evaluate and remember the information they find in informational texts. More specifically, before, during or after reading, they may clarify the purpose for reading, make a plan to learn how to read the text, connect information with their prior knowledge and monitor their understanding.

In contrast, bad readers lack the knowledge of such strategies. They usually understand little because they do not know how to make sense of the information they find in informational texts. Poor readers often focus on decoding words, they do not see connections between parts of the text, or do not realize they do not understand what they have read. They do not understand the concept of reading to get the meaning either.

2.2.12. Collaborative Strategic Reading and its Concepts

According to (Reutebuch, El Zein, Kim, & Weinber, 2015, p. 109), “Collaborative and strategic reading (CSR) incorporates the four elements described in the previous page that are prior knowledge, vocabulary development, questioning techniques and opportunities to practice.” CSR is a reading approach composed of several components

and developed to help students improve their reading comprehension. Its purpose is to improve reading comprehension in a way that maximizes student participation. Students with a variety of reading levels can use CSR to apply comprehension strategies while reading informational texts in small and cooperative learning groups.

CSR, named as "Collaborative Strategic Reading", was developed as a way to accomplish several goals. First, to provide students at risk and with learning and reading disabilities access to content area instruction. Second, to provide opportunities to students to access the general education curriculum. And third, to develop a feasible and procedural practice that classroom teachers could implement and would include in students with learning disabilities. What CSR has really done is take advantage of researching reading comprehension and cooperative groups and put them together in a feasible way in order to implement in the classroom by the teachers.

2.2.13. The Effectiveness Use of CSR

There are several sources of information that allow teachers to have confidence in the effectiveness use of CSR. It is likely that most important data would be studies in which CSR is compared with comparative or control interventions. CSR is a moderate to highly effective practice with subgroups of students, particularly low-performing students, those with learning disabilities or those who study English as a second language. CSR is considered as a fun practice to encourage students to perform their reading skills and participate in class. They have the opportunity to learn from their classmates, and apply the strategies they learn; in terms of acquiring the English language and also develop the ability to read.

CSR is originally developed to improve students' reading comprehension with learning disabilities, and has been shown to be equally effective with students of medium to high performance, those with reading difficulties and those who study English as a second language. For this reason, CSR is an ideal strategy to use in the classroom where the reading instruction approach is implemented.

2.2.14. What can Teachers Do to Improve the Reading Comprehension in their Students?

CSR consists of four reading strategies that students apply before, during and after reading a passage in a peer-mediated learning environment. Researchers such as (Klingner, Vaughn, & Boardman, 2015), classify this strategies: Preview, the Click and Clunk, get the Gist and Wrap up; these are effective models for improving reading comprehension. The table below includes a brief description of each one.

Table 3. Reading Strategies

	Strategies	Description
Before reading	Preview	Students activate their prior knowledge and make predictions about what they will learn from the text.
During reading	Click and Clunk	Students monitor their understanding of vocabulary while reading, applying reading comprehension strategies to infer the meaning of unknown words from their context.
	Gist the reading	Students identify the most important information within each section of the text.
After reading	Wrap up	Students generate questions and answers based on the information in the passage they have just read.

Note: Descriptive Chart for the explanation of the theory of collaborative strategic reading

Source: (Klingner, J. K., Vaughn, S., & Boardman, A, 2015).

Elaborated by: Figueroa, D (2019)

When teachers apply CSR, they need to consider several things:

Opportunities to Practice - CSR incorporates multiple strategies, students will require time and opportunities to learn each strategy before being able to use them effectively in combination. The teacher teach the students on how to use each strategy until the students are able to carry it out independently.

Support for Students - Once students have mastered the strategies, the teacher should introduce longer sections of the text (for example, first paragraphs, then sections, then chapters). Teachers should also help students make connections between content and their prior knowledge.

Student Progress - By using the CSR approach students will apply each strategy in turn. It is beneficial for students to keep record their thinking over each strategy in their learning journals.

Students use the learning journals to write students' predictions ("clunks"), the essentials ("gists") and final review questions ("wrap-up review questions"), create a permanent record so teachers can examine their progress, study for future exams, tests and create a base for other activities and keep a track of their learning and create follow-up activities.

Preview Reading Strategy

The purpose of this pre-reading strategy is to allow students to learn as much as they can about the text in a short time, think about what they already know about the text, predict what it says about the subject using the elements such as titles, subtitles, graphics and illustrations, terms in bold

Click and Clunk Strategy

After completing the Preview strategy, students apply Click and Clunk strategy. The purpose of this strategy is to allow students to monitor your understanding of the meanings of words while reading, identify unknown vocabulary and use reading comprehension strategies to understand the text.

The words that students understand instantly are called **clicks**, while the ones that do not make sense to them and interfere with students' understanding are called **Clunks**. The clunks are analogous to street bumps that impede the progress of reading comprehension.

2.2.15. Strategies to Avoid Clunks while developing Reading Comprehension

The teacher demonstrates the difference between a click and a clunk. The teacher reinforces this distinction by reading or asking the class to read a short section of text and then ask the students to give a report of the blows they have encountered. (Klingner

& Vaughn, 2012), states students who find a clunk must apply one or more of the four reading comprehension strategies:

1. Reread the sentence as if the clunks were a blank space and try to guess another word that could be appropriate instead of it. It is very possible that clunk is a synonym.
2. Reread the sentence with the clunk and the sentences before or after it to look for clues (for example, other words or phrases that can indicate the meaning of a clunk partially).
3. Find a prefix or suffix in the clunk that might help define its meaning.
4. If possible, divide the clunk into smaller, familiar words that could indicate the meaning of it (p.342).

To figure out the meanings of these clunks, students can use a group of strategies to identify words (for example, reading comprehension strategies). Teachers must decide how much text students should read before stopping to click and hit. For example, the text may consist of a paragraph, a section of multiple paragraphs, a page. Each of these has its advantages and disadvantages: Generally, reading shorter texts leads to greater comprehension but may require more class time, while longer ones shorten the total activity time but may not encourage the same depth of understanding of the text.

2.2.16. Get the Gist Strategy

During their reading, students apply the Gist reading Strategy. The purpose of this strategy is to help students identify central ideas as they read, increase comprehension of the text and reformulate the main idea in ten words or less. The teacher explains the students how to reformulate the most important idea of a text section using their own words. The teacher assigns a passage to read.

Students identify the most important idea of a text section by using the following steps:

1. Identify if the paragraph is primarily about a person, a place or a thing.
2. Identify which person, place or thing is discussed.

3. Identify what is said about the person, place or thing that is prominent in the paragraph (for example, to identify the argument, point of view, and comprehend the text).

4. Rephrase the essence of the paragraph in a sentence that contains ten words or less.

2.2.17. Wrap Up Strategies

The teacher begins by asking the students to imagine that they are the teachers trying to write questions for a test based on the context of the text. After finished reading the passage, students are ready to implement the Conclude strategy (Wrap up strategy). The purpose is to help students understand and remember what they have read. The general procedure requires two steps:

2.2.17.1. To Generate And Answer Questions From The Text:

Students create several questions and write the most important ideas about the passage in their learning journals at wrap up section. Students then arrange the questions according to a hierarchy of questions that reflects their thinking from lower-order to a higher one. Then the students should try to answer the questions. Maybe a question that cannot be answered is not a good question or one that requires clarification.

2.2.17.2. Review What Was Learned:

Students write the most important ideas of the day's reading in their learning journals. This requires them to organize the information mentally and focus on understanding the text in its entirety. Students take turns sharing with the rest of the class about what they consider to be their best ideas. Students often have difficulty generating effective text questions, so they may require a lot of time to learn this essential understanding skill.

2.2.18. Collaborative Learning in Reading Comprehension

Once the students can apply the four learning strategies independently, the next step is to teach them to work in pairs or small groups. One of the strongest points of CSR, and a key element of its effectiveness is that students are required to apply the four reading strategies in collaborative learning groups. Collaborative learning is a pedagogical method that uses heterogeneous groups (of varied abilities) and seeks to maximize the

learning of all the members of those groups (Lee, 2016, p. 107). It also helps students develop social skills by requiring them to relate to one another.

In addition to improving academic performance and cultivating more positive social behavior, collaborative strategic reading leads to greater motivation towards learning, increases the time students spend focused on the task and improving self-esteem.

Research has shown that collaborative learning methods have produced quite favorable results for students from at-risk groups, such as those with learning disabilities (Capin & Vaughn, 2017, p. 250). Despite such findings, some teachers have expressed concern that cooperative groups of varied abilities actually decrease the participation of less-skilled students, including those with learning disabilities, since high-achieving students do everything or the majority of the work.

Despite such conclusion, some teachers have expressed concern that collaborative groups with varied abilities definitely decrease the participation with less-skilled students, including those with learning disabilities, since high-achieving students do everything or the whole classwork. CSR assigns specific roles and responsibilities to everyone in the group, which requires the participation of each group member while establishing the structure of it.

CSR also has as a practice the idea of grouping students into two to four; each one has a specific role and teachers are required to give them enough training on how to work in groups, but also with the confidence that students can learn from each other. If a student is used to being more or less the "smartest student" and direct and coordinate all activities related to reading activities, there will probably find difficulties to give responsibility to students. But practice will be easier to teachers who are more accustomed to work in small groups or in pairs.

Collaborative learning methods have produced favorable results in English learners. A positive result of the heterogeneous grouping is that proficient English speakers model the learning of the English language and, consequently, promote the English language acquisition.

In general, teachers should determine the size of groups based on the group number that are manageable for them and a judgment of their students' ability to work together.

Although it is effective with groups of three to five, it seems that CSR works best when the number of students is limited to four. Groups that have more than four tend to make more noise and be less effective. And although students who work in pairs they have shown an academic improvement, they usually lose the benefits of group dynamics. Despite the size of the group, CSR is most effective when the teacher assigns students to a group rather than allowing them to select their own groups or pairs.

2.2.19. Treat Classroom Management

Teachers can help their students work cooperatively in groups by enforcing the regular behavior management plan in the classroom and by setting collaborative learning rules explicitly. There are about three of the most common problems teachers have when implementing CSR and also about some recommended procedures to address those problems in a participatory manner.

Table 4. Problems and Solutions in the Classroom

Common Problems	Recommended Solutions
There is too much noise in the classroom.	Instruct students with some rules created specifically for CSR: Speak only with the group members. Speak only about CSR. Use very low voices When you have a question, ask the leader to raise their hand to ask the teacher for help.
Students have unanswered questions at the end of their time in the group.	Take notes on the questions and concerns of the students and then treat them at the end with the whole class during the conclude section.
Low-achieving students are embarrassed when they cannot participate at the same level as their peers.	Keep a "zero tolerance" policy about making fun of others in the classroom. Teach students to offer constructive criticism: Focus on the behavior, not the person. Be specific Say what is good, not just what is bad.

Note: Descriptive Chart for the explanation common problems faced in the classroom as to practice reading and recommended solution.

Elaborated by: Figueroa, D (2019)

2.2.20. Assigning Students' Roles.

Collaborative group roles are an important aspect of CSR because collaborative learning is most effective when each group member is assigned a meaningful task. Teachers should be careful and alternate those papers on a regular basis so that each student has the opportunity to do each paper. The exact number of papers assigned by the teachers will depend on the size of the groups and may include the Leader, Clunk expert, Gist Expert and Announcer. Press each of the cards below to learn more about each paper (Alqarni, 2016, p. 161).

The leader helps the group to use the four reading strategies (preview, click and tap, grasp the essentials to conclude) and reminds each of the group members when doing their particular task. The Clunk expert **reminds** students of the steps to follow to discover the meaning of a word or a concept. The Gist expert reminds the other group members of the steps to follow to discover the main idea of each section (paragraph) of the text and the announcer where the speaker decides which members are going to read or share an idea. This student makes sure that everyone participates and that only one person speaks at a time.

The timekeeper help the group complete the reading assignment within the time limit and the entertainer observes the group, tells the members if they are doing well and explain how they can work better.

For a long time, a concept of culture has prevailed in a broad sense, this include knowledge, beliefs, art, morals, law, customs and any other capacity acquired by man, as a member of a society. Subsequently, the concept was crossed by other analysis perspectives that also include and highlight it, the subjective, symbolic aspects and those related to the components of power and social conflict. This now leads to define culture as the study of symbolic forms: actions, objects, expressions, modes, expectations, rituals, motivations, styles and customs, in relationship to historically specific and socially structured contexts and processes, by virtue of which said symbolic forms are produced, transmitted and received.

CSR combines instruction in comprehension strategies and cooperative learning (Gani, Yusuf, & Susiani, 2016). CSR has been designed to improve the acquisition of conceptual learning, language development and comprehension reading. Reading is one

of the skills that are developed from preschool, however reading comprehension is acquired in elementary school and secondary school and with it develops competences both for the handling of information, as for the lifelong learning in all disciplines. Without reading comprehension there is neither assimilation, nor changes in behavior. There are no meanings and concepts that student can make theirs and put them into practice.

Teachers must innovate a strategy in order to encourage students to read by choosing any text of their interests for their knowledge. It is observed that young learners are less interested in reading, that is because nowadays there are many distractors such as internet where students are not accustomed to read long texts and they prefer to find any information without analyzing or comprehending, and look for summary.

Collaborative Strategic Reading is an essential element to understand the culture in which the individual develops their ability to read through formal learning (schools) and informal learning (media and experience in the family). Both help to acquire skill and knowledge that will allow students to show the society all their skills they acquire in the English language. (Reutebuch, Roberts, & Klingner, 2016)

In today's world, much of the communication is done through written language newspapers, books, magazines, etc.; so it is common in students to see that various materials have arrived but all written in English. This situation creates the need to instruct the students of the English language to practice reading in the language and to face the demands of the society in which they develop, in view of the diverse demands of reading in the present, the government and the Ministry of Education has been carrying out various actions to promote the taste for reading throughout our work stoppages, such as reading plan, reading corner, read story program, among others, with the purpose that the students have at hand various books, both recreational or informative, so that they can read them or be guided by the teacher so that they are interested in them.

2.3. Legal Framework

Constitución de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

bb. Plurilingüismo.- Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional.

A partir del año 2016, el Ministerio de Educación emitió un acuerdo en el que se establece la enseñanza obligatoria de este idioma. “Con esto se busca que el estudiante al finalizar bachillerato alcance un nivel B1 de acuerdo al marco común europeo, lo que significa que es capaz de leer y escribir sin dificultad”, dijo esta cartera de Estado.

En ese afán, el Ministerio de Educación incorporó entre 2016 y 2017, a 762 docentes angloparlantes (de habla inglesa) al sistema educativo nacional que se desempeñan en cerca de 750 instituciones de más de 800 alumnos. No hay duda que esta decisión constituye un paso muy importante en el mejoramiento de la educación en el Ecuador.

Así lo establece el acuerdo ministerial 0052-14 artículo 1. Disponer que la enseñanza de inglés, a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018 régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país.

Plan de desarrollo social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Collaborative Strategic Reading (CSR) is a reading comprehension practice that consists of four comprehension strategies that students apply before, during, and after reading in small, cooperative groups. These reading strategies are (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap-up (after reading) (Conrad & Deacon, 2016).

Collaborative Learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product (Israel, S. E., & Duffy, G. G, 2014)

Communicative Language Teaching (CLT): or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study (Klingner & Vaughn, Using collaborative strategic reading, 2012).

Common European Framework of Reference for Languages (CEFR) The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability (Rosenshine, Skill hierarchies in reading comprehension. In Theoretical issues in reading comprehension , 2017).

Click & Clunk is a strategy used during reading that allows students to monitor their own comprehension. While reading, students pause intermittently to determine if they understand the content. When they understand, the material is “clicking.” When they are having difficulty with the material, it is “clunking (Richardson & Tidwell, 2013).

Pedagogical Teaching. – The occupation, profession, or work of a teacher; professional practice which is dedicated and taught some kind of teaching (Israel, S. E., & Duffy, G. G, 2014).

Strategies. - is the set of actions that will be implemented in order to achieve the proposed purpose (Klingner, J. K., Vaughn, S., & Boardman, A, 2015).

Teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model (Noh & Yusuf, 2018).

CHAPTER III

3.1. Research Methodology

3.1.1. Inductive Method

“The inductive method is a process in which, research started from particular cases, conclusions or universal laws are obtained. It explains or relates the phenomena studied” (Seliger, 2014, p. 18). This method studies the phenomena or problems from parts to the whole information, it considers the whole elements in order to get a concept or law. It follows an analytical-synthetic process and allows theoretical framework development which goes from the general to particular and the respective diagnostics result analysis, conclusions and recommendations focused on developing teacher strategic reading in order to foster reading comprehension in seventh grade students at Unidad Educativa “Cucalon Lasso”

3.1.2. Deductive Method

(Takefuji & Yamada, 2019), mentions that the deductive method “Consists on getting particular research conclusions from a universal law” (p. 33). Deductive method is also used in investigation which consists on a data accumulation; these are expanded and classified for finally get a general statement of what is needed. The phenomenon or problem is studied from the whole to particular case. This process is synthetic analytical.

Through the deductive method, it is possible to perform the analysis of the problematic situation concerning to shortcomings and the lack of using teaching techniques to foster reading skills. Searching the causes and effects of educational flaws in English teaching and learning process to later take the results, synthesizing the information and creating conclusions and recommendations as to know the need for design a didactic guidance didactic to foster reading comprehension in seventh grade students.

The statistical - mathematical method allowed the collection of information concerning to Teaching strategic reading in the educational process and the teacher’s need to carry

out activities as to encourage students to reinforce and improve their way of reading. Information which has been collected and tabulate its results in Excel spreadsheet program to generate graphic illustrations and tables. This will be analyzed and interpreted to know the reality of the institution and able to apply measurements that favor students and improve the education quality.

3.2. Type of Research Description

3.2.1. Field Research

This investigation is field research as it is defined as a qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment. The present research project was addressed to seventh graders students at Unidad Educativa “Cucalon Lasso” which is a public school located at Juan Montalvo and Bolivar streets in Naranjal. Its purpose is to identify the students' weaknesses when working on reading comprehension, because through the results obtained it will be possible to learn about the appropriate techniques and strategies that will boost the development of the educational community.

It is considered that the present investigation is of field since it is carried out in the Educational Institution, it is carried out in the place where the phenomenon occurs without the manipulation of data so as not to alter the results of the same.

3.2.2. Descriptive Research

Descriptive Research helps teachers find a solution with greater depth of the phenomenon or object of investigation, to obtain new data and elements that can lead to formulate with more precision the questions of the investigation. From the descriptive point of view; this research describes the characteristics that are developed teacher strategic reading in order to foster reading comprehension in seventh grade students at Unidad Educativa “Cucalon Lasso”

The present project is descriptive and investigative and to be able to develop this project more effectively, because it focuses on the influence of expressive reading, even when expanding the investigation process it will be supported by methodologies already

approved and applied with approaches such as: the empirical, theoretical, statistical, performed during the exploration.

3.2.3. Applied Research

Applied research is aimed at gathering information to build a knowledge base in order to solve a specific problem or approach faced in the school community or in the classroom; it is used to answer to specific questions and it is usually launched in order to address a specific problem base on the teaching procedure in order to foster reading skill development.

3.3. Methods and Techniques

3.3.1. Qualitative Method

Qualitative research comprises of the following methods: logic, ethnography, discourse analysis, case study, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc. (Cibangu, 2015).

The qualitative method focus on the observation, interview and techniques to gather non-numerical data. This method has been used to interpret the results of the observation in order to understand and draw conclusion. The author is the observer and get involved in the procedure of using teaching strategic reading and its influence on teaching reading comprehension.

3.3.2. Quantitative Method

Quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. (Creswell, 2017).

This research project has a quantitative method because it applies surveys, pretest and post-test in order to evaluate the student's proficiency emphasizing the objectives and measurements of the statistical data.

3.4. Research Instruments

3.4.1. Surveys

Surveys were designed with a list of questionnaires with the purpose of detecting the needs to perform writing skills by using graphic organizers. Results from students' surveys allow the authors to know the students' need and how to perform their academic performance in reading comprehension. This survey consists on a questionnaire with ten (10) questions; it was designed with the purpose to identify students' preferences in their English classes and gather information regarding to teacher's experience and professional skills in teaching English as a foreign language.

3.4.2 Interview

The educational interview is a conversation between the researcher and the school principal in order to know, guide and help them in solving a problem. The objective is to obtain data about English skill shortcomings in seventh grade students and provided with information about their learning background and find strategies as to help students to increase their English level. The interview is also based on offering a guide and support in students who have clear ideas regarding what he wants in his professional life.

3.4.3. Pretest and Post-test

In order to follow-up that included a diagnostic evaluation, formative evaluation and summative evaluation of school achievement, a pre-test and post-test was applied to students who are in the seventh grade, in order to check their school performance and improve reading comprehension level. The objective of the pretest and the posttest is to evaluate the effect of the methodological change carried out in the English language

area to improve the final grades obtained by the students who study this language. It is about assessing the impact of implementing a methodology or strategy that in previous courses has used a traditional methodology.

Sorts of reading activities as pretest and posttest have been used to assess the level of understanding students have in order to solve the questions. They provide a more complete instrument, in relation to some strategies, which has been classically used for English teaching and learning; in addition, it is also used as to measure the degree of satisfaction and acceptance of the proposal. In order to evaluate the implementation of teaching strategic reading as to enhance reading skill, pretest and posttest have questions and activities useful to diagnose and assess the students' English level which carry out in the development of students' reading comprehension and academic performance.

3.5. Population

The population is a set of elements that corresponds to the reference on which the study is going to be developed, and it is extremely important to take into account that each time an investigation is carried out, all essential characteristics must be considered when the population is selected through study. Population is comprised of all the individuals that are part of the study problem. In the present investigation the population consists of 60 students from seventh; 13 teachers and 1 school principal at Unidad Educativa Cucalón Lasso in Naranjal, Ecuador.

3.6. Samples

The sample is obtained with the intention of inferring properties of the entire population; non-probabilistic sampling has been chosen. This sample is mainly focused on the interview with a Director and the survey of 13 teachers and 38 students.

Table 5. Population and Sample

Group	Population	Sample	Percentage
Students	60	38	63.33
Teachers	13	13	100%
School Principal	1	1	100%

Elaborated by: Figueroa, D (2019)

3.7. Students' Survey

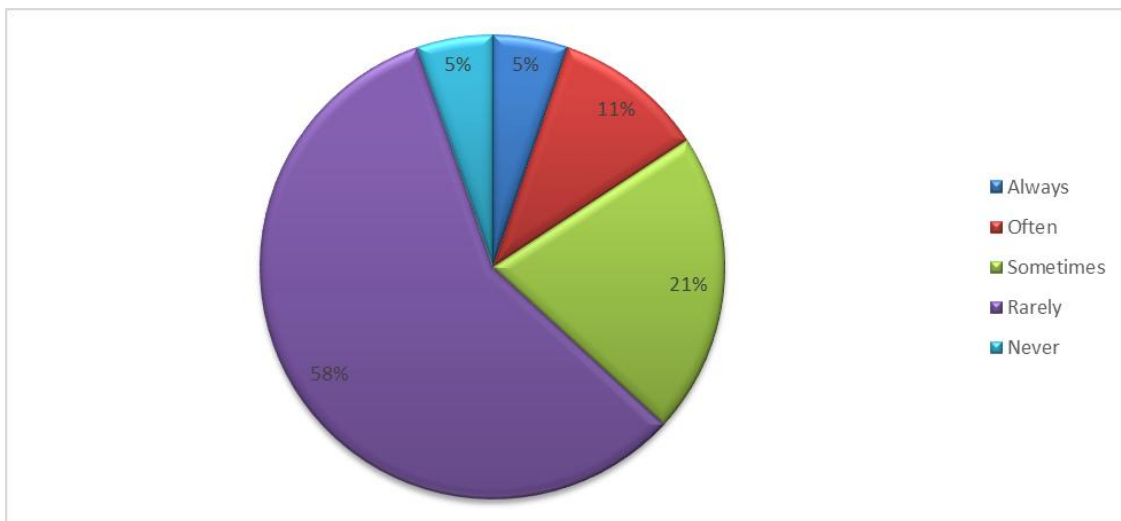
Table 6. Reading Comprehension

After reading, do you find it easy to comprehend the text you have read?

Code	Category	Frequency	Percentage
Item 1	Always	2	5%
	Often	4	11%
	Sometimes	8	21%
	Rarely	22	58%
	Never	2	5%
	Total		38

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 6: Reading Comprehension

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

Many students do not understand what they read because they have difficulties in reading comprehension which impede them to generate a summary and explaining about the text read due to the poor development of transversal skills for the cognitive development of the student.

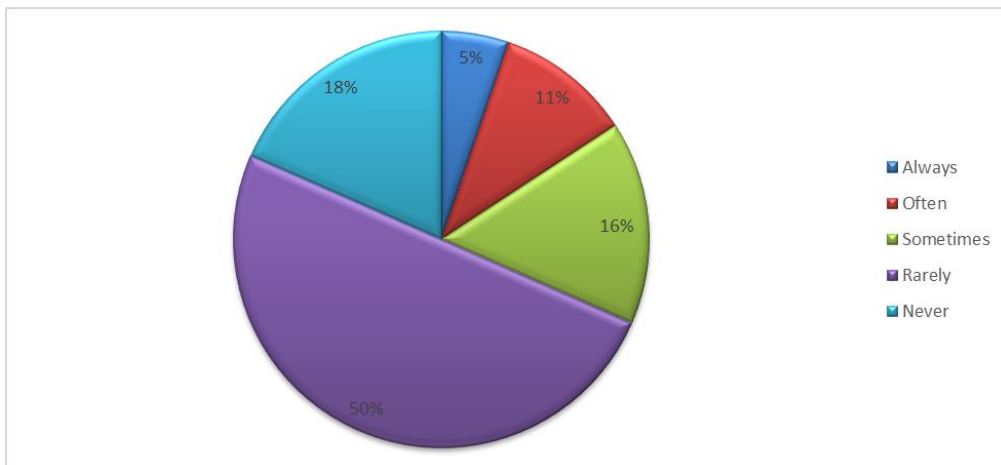
Table 7. How to Summarize

When you read it is easy for you to rewrite the text in your own words?

Code	Category	Frequency	Percentage
Item 1	Always	2	5%
	Often	4	11%
	Sometimes	6	16%
	Rarely	19	50%
	Never	7	18%
	Total	38	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 7: How to Summarize

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

Most students can rarely make a summary after a reading, this is mainly due to problems in reading comprehension which affects their ability to generate their own ideas since they have not developed the reasoning process and therefore do not recognize the main ideas that help them to generate summaries more easily.

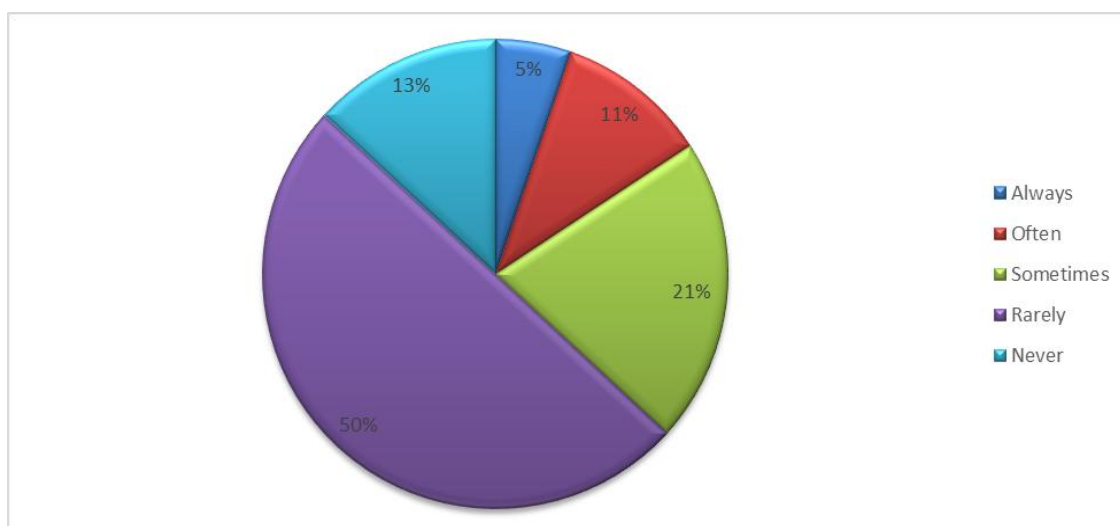
Table 8. Time for Reading Comprehension Activities

In the classroom, do you usually analyze articles form books or magazines?

Code	Category	Frequency	Percentage
Item 1	Always	2	5%
	Often	4	11%
	Sometimes	8	21%
	Rarely	19	50%
	Never	5	13%
Total		38	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 8: Time for Reading Comprehension Activities

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

In the classroom, reading activities are rarely carried out in order to promote reading comprehension since the educational system within the teaching-learning process has not been properly considered the practice and habit of reading, so it affects students since they cannot develop this skill adequately.

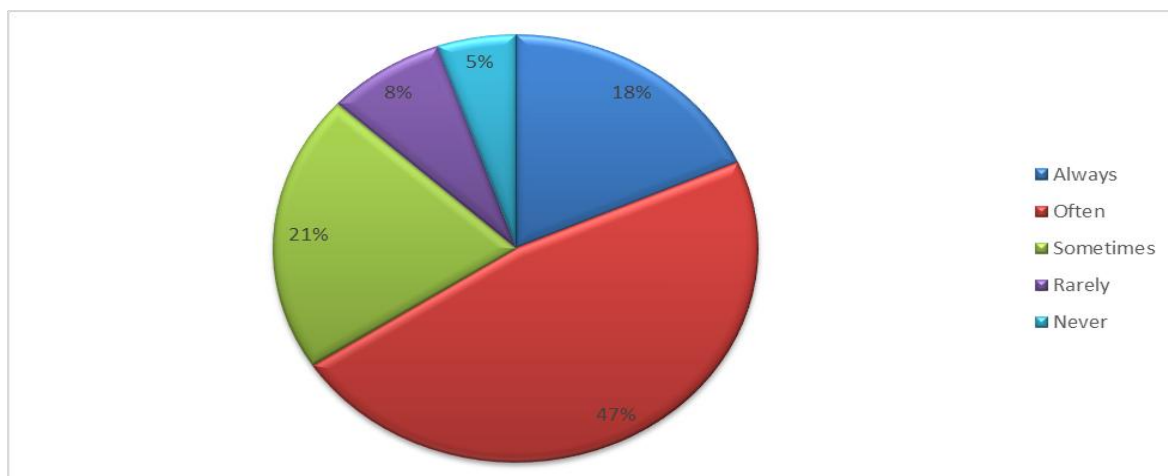
Table 9. *Inferring Meaning from the Text*

When you read, have you found any words which have been difficult to understand?

Code	Category	Frequency	Percentage
Item 1	Always	7	18%
	Often	18	47%
	Sometimes	8	21%
	Rarely	3	8%
	Never	2	5%
Total		38	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 9: *Inferring Meaning from the Text*

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

According to the data obtained, a large part of the students affirm they almost always find words whose meaning they do not know, this is due to the lack of reading and its understanding. Students do not adequately develop the interaction of reading comprehension based on the writer and the reader.

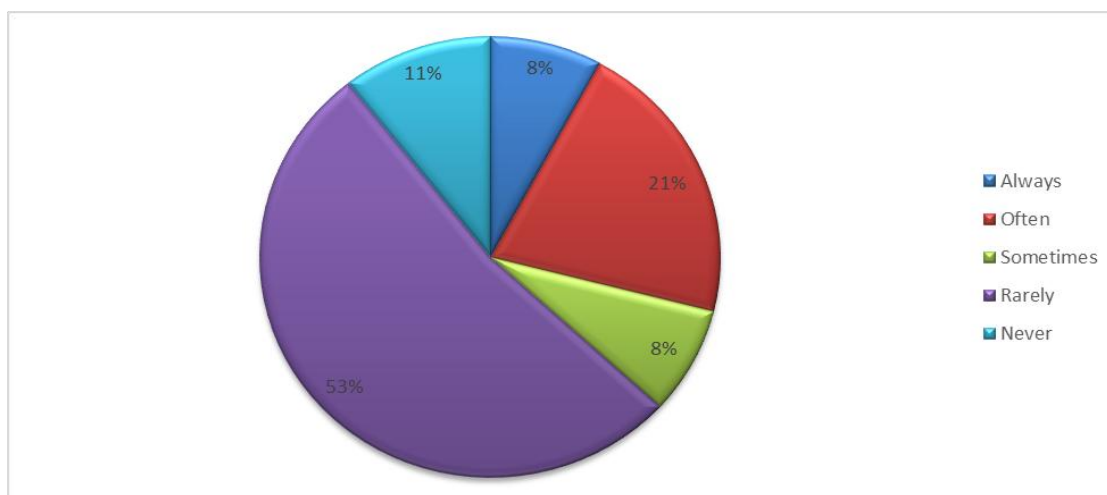
Table 10. Encouraging a Taste for Reading

Do you like reading?

Code	Category	Frequency	Percentage
Item 1	Always	3	8%
	Often	8	21%
	Sometimes	3	8%
	Rarely	20	53%
	Never	4	11%
	Total		38

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 10: Encouraging a Taste for Reading

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

Many students rarely read, so they lose the habit of reading, it also affects the learning process and reading comprehension. In the current educational system, students have problems when practicing reading, so teachers must innovate their way of teaching by applying some new strategies to encourage them to read and develop their habit of reading.

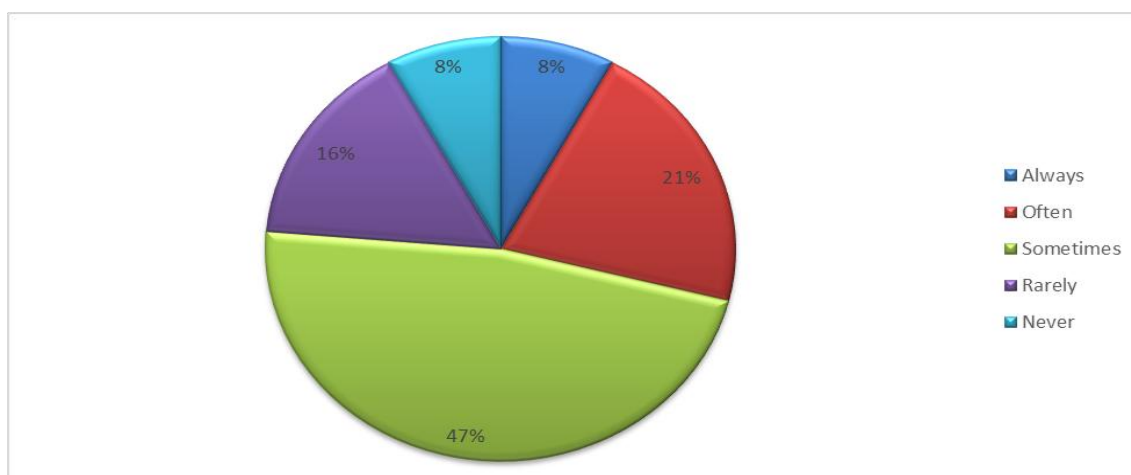
Table 11. Frequency of Reading

Do you understand easily when your teacher reads a text in class?

Code	Category	Frequency	Percentage
Item 1	Always	3	8%
	Often	8	21%
	Sometimes	18	47%
	Rarely	6	16%
	Never	3	8%
	Total	38	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 11: Frequency of Reading

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

Students present problems in the learning of the English language through reading due to their low level of comprehension and therefore it is difficult for them to memorize, recognize the meaning of words and create their own meanings, this prevents students from developing the Analysis process properly.

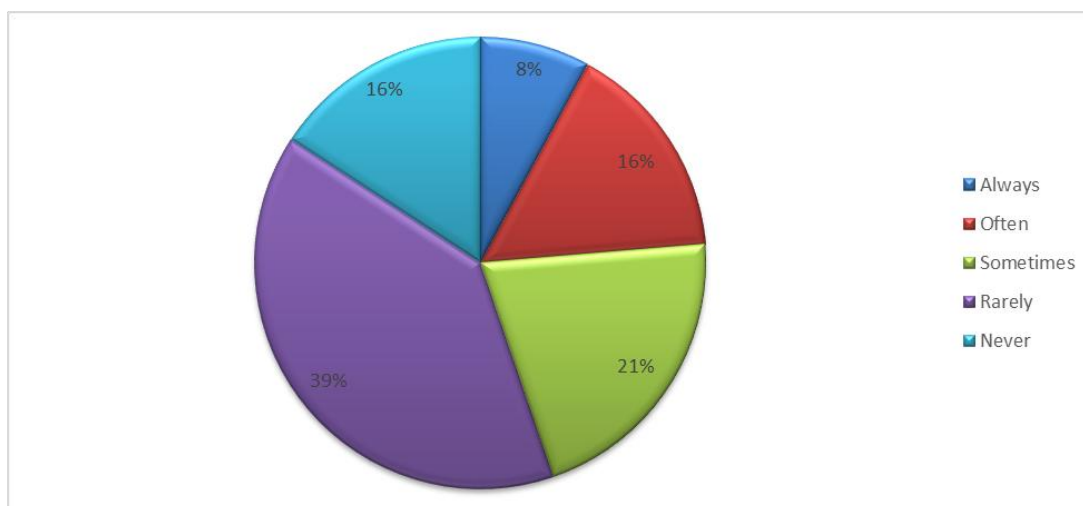
Table 12. Learning New Words

Do you like to investigate the meaning of new words?

Code	Category	Frequency	Percentage
Item 1	Always	3	8%
	Often	6	16%
	Sometimes	8	21%
	Rarely	15	39%
	Never	6	16%
	Total		38

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 12: Learning New Words

Source: Students' Survey

Elaborated by: Figueroa, D (2019)

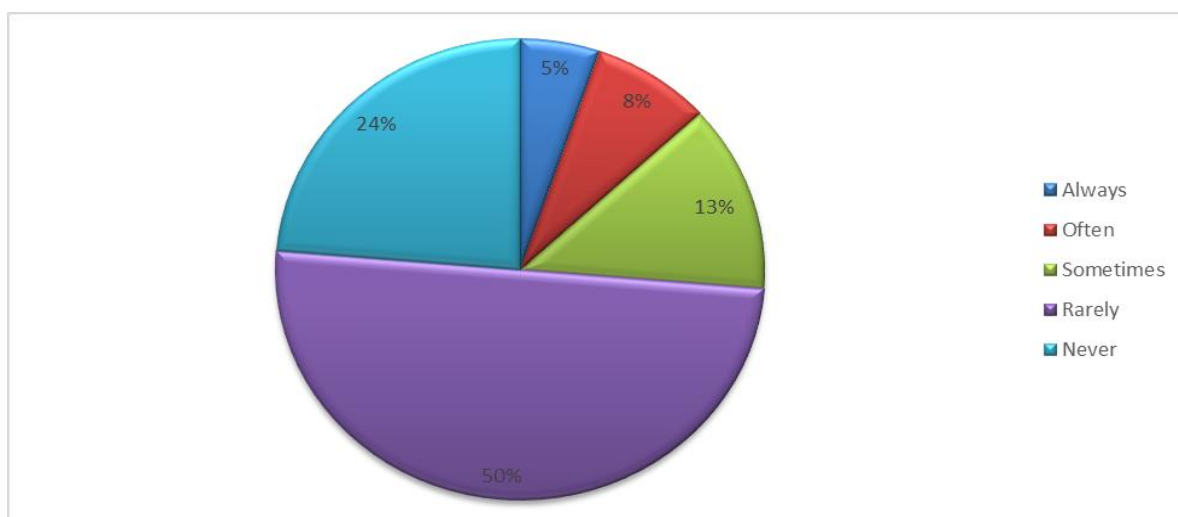
Many students are rarely able to learn the meaning of new words, this is caused due to the lack of reading habits since it affects them and cannot improve their lexicon, also this is related to the low level of decoding that students have. A large part of the students affirm the difficulty to understand what they read because they have problems in reading comprehension which prevents them from generating an idea of the text read, this causes problems in personal development.

Table 13. Idea Recognition

Do you find it easy to recognize the elements of a text as an author, characters or main ideas?

Code	Category	Frequency	Percentage
Item 8	Always	2	5%
	Often	3	8%
	Sometimes	5	13%
	Rarely	19	50%
	Never	9	24%
	Total		38

Source: U.E. Cucalón Lasso
Elaborated by: Figueroa, D (2019)



Graph 13: Idea Recognition
Source: Students' Survey
Elaborated by: Figueroa, D (2019)

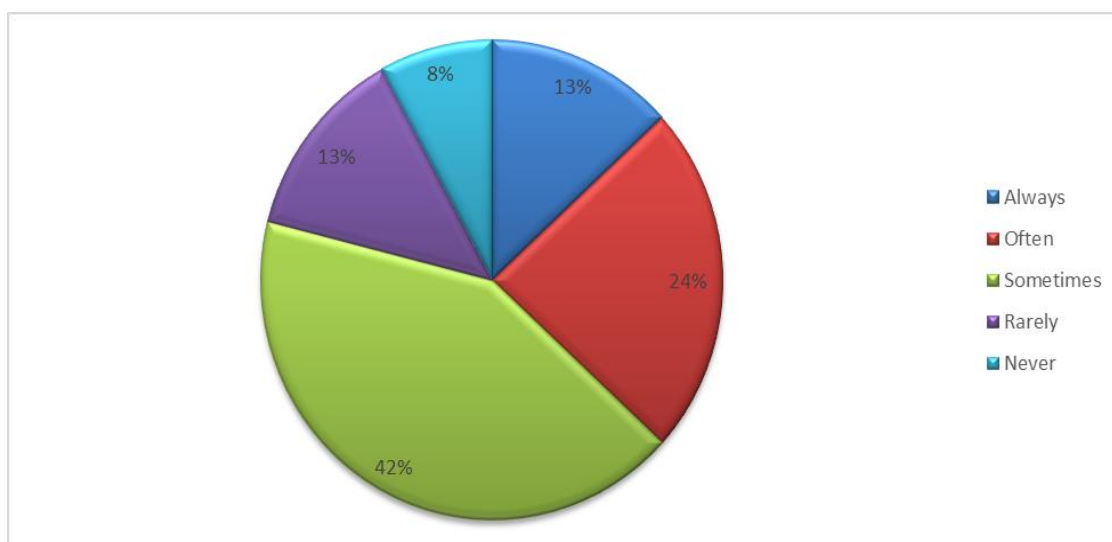
Most of students presents difficulties to distinguish the main idea and secondary idea when they read, which limits them and makes it more difficult to recognize the types of ideas that a text has due to the deficiency in the development of skills. Students find reading difficult and, in some cases, they are not able to give an opinion about what they have read; this is mainly due to problems in reading comprehension that affect their ability to generate their own ideas.

Table 14. Activities to Improve Reading Comprehension

Does your English teacher encourage activities to improve Reading learning and comprehension?

Code	Category	Frequency	Percentage
Item 9	Always	5	13%
	Often	9	24%
	Sometimes	16	42%
	Rarely	5	13%
	Never	3	8%
	Total		38

Source: U.E. Cucalón Lasso
Elaborated by: Figueroa, D (2019)



Graph 14: Activities to Improve Reading Comprehension

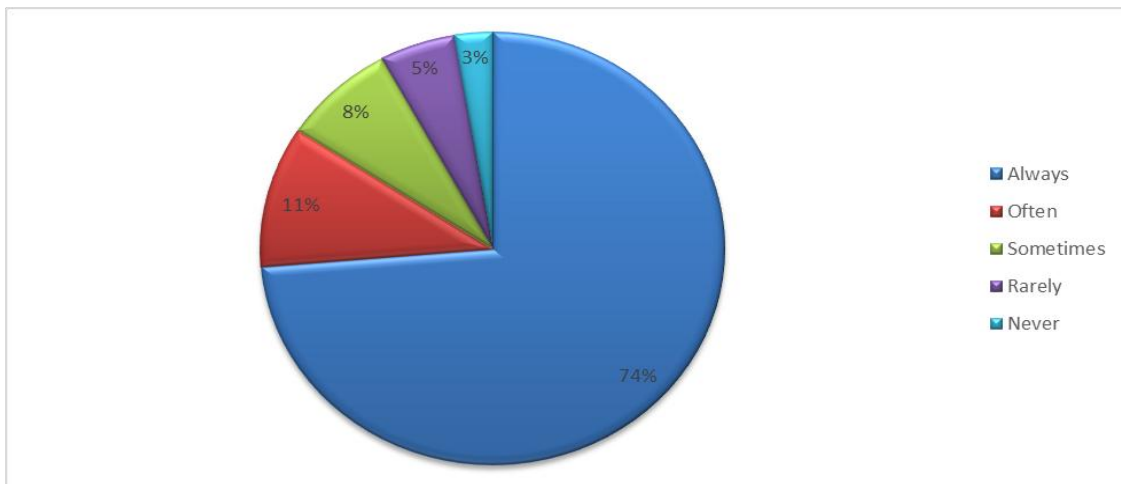
Source: Students' Survey
Elaborated by: Figueroa, D (2019)

Teachers rarely provide fun activities to encourage students to develop their habit of reading and improve its comprehension. Teachers must provide teaching techniques so students are able to foster their cognitive development in order to enhance their reading comprehension.

Table 15. Collaborative Strategic Reading Activities

Do you participate in reading comprehension activities in the classroom?			
Code	Category	Frequency	Percentage
Item 10	Always	28	74%
	Often	4	11%
	Sometimes	3	8%
	Rarely	2	5%
	Never	1	3%
	Total		38

Source: U.E. Cucalón Lasso
 Elaborated by: Figueroa, D (2019)



Graph 15: Collaborative Strategic Reading Activities

Source: Students' Survey
 Elaborated by: Figueroa, D (2019)

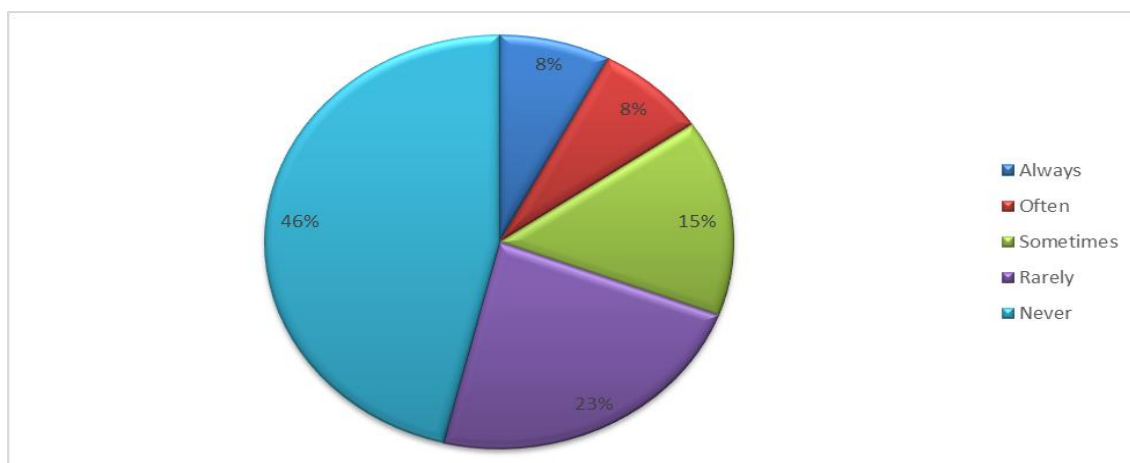
Students present problems in the comprehension of texts due to their low level of comprehension and for that reason they find it difficult to memorize, recognize the meaning of the words and create their own meanings. The majority of students are willing to participate in activities that help them to promote reading comprehension since they are aware this is an aspect that helps them improve their learning, since in the educational field this ability is essential for obtaining a better academic achievement.

3.8. Teachers' Survey

Table 16. Reading Comprehension

Do your students easily understand what they read?			
Code	Category	Frequency	Percentage
Item 1	Always	1	8%
	Often	1	8%
	Sometimes	2	15%
	Rarely	3	23%
	Never	6	46%
	Total	13	100,00%

Source: U.E. Cucalón Lasso
 Elaborated by: Figueroa, D (2019)



Graph 16: Reading Comprehension
 Source: Teacher' Survey
 Elaborated by: Figueroa, D (2019)

According to the data obtained from teachers, most of them express that it is not so easy for their students to understand what they read, due to the poor development of reading ability, so this affect their cognitive development. Students rarely compare characters with daily situations or comprehend the text, due to the lack of activities they need in order to compare and deduce implicit aspects of a text.

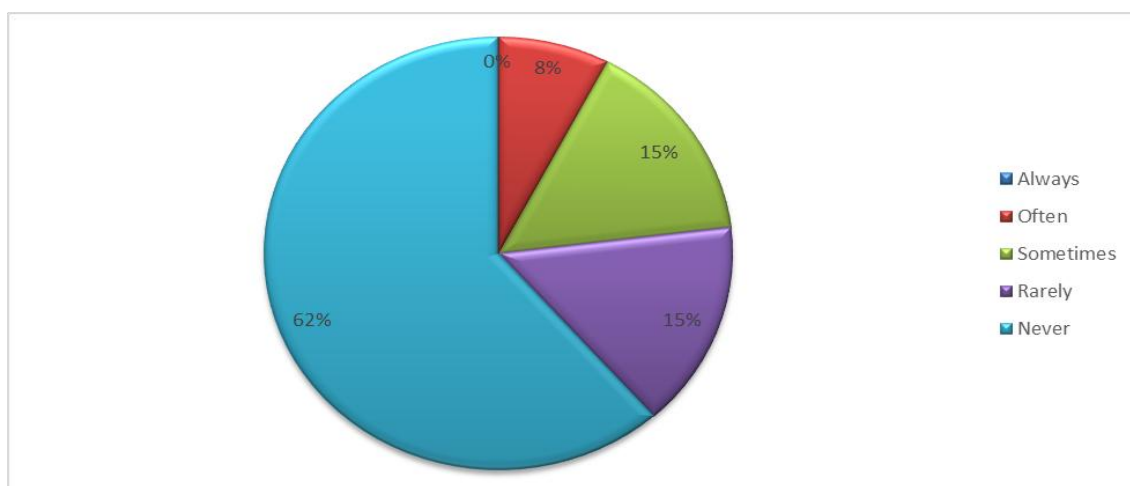
Table 17. How to Make a Summary

How often can your students make a summary?

Code	Category	Frequency	Percentage
	Always	0	0%
	Often	1	8%
Item	Sometimes	2	15%
2	Rarely	2	15%
	Never	8	62%
	Total	13	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 17: How to Make a Summary

Source: Teacher' Survey

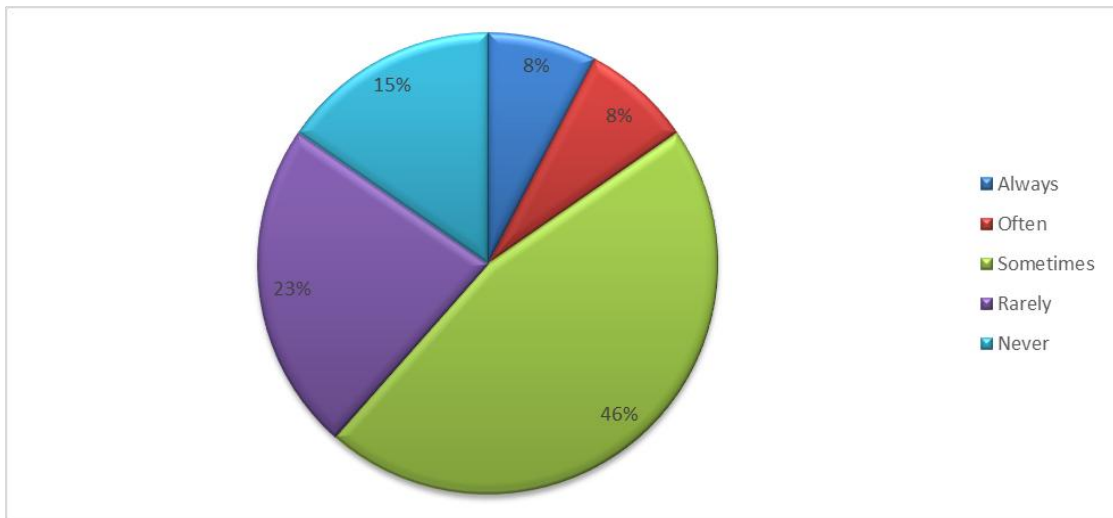
Elaborated by: Figueroa, D (2019)

Most teachers say that students can never adequately summarize, because of having serious problems in the English area. They have not adequately developed reading comprehension and this is due to the limited skills related to orality, critical thinking, abstraction, inference among others.

Table 18. Reading Comprehension Activities

Is there a time dedicated to reading comprehension activities in the classroom?			
Code	Category	Frequency	Percentage
	Always	1	8%
	Often	1	8%
Item	Sometimes	6	46%
3	Rarely	3	23%
	Never	2	15%
	Total	13	100,00%

Source: U.E. Cucalón Lasso
 Elaborated by: Figueroa, D (2019)



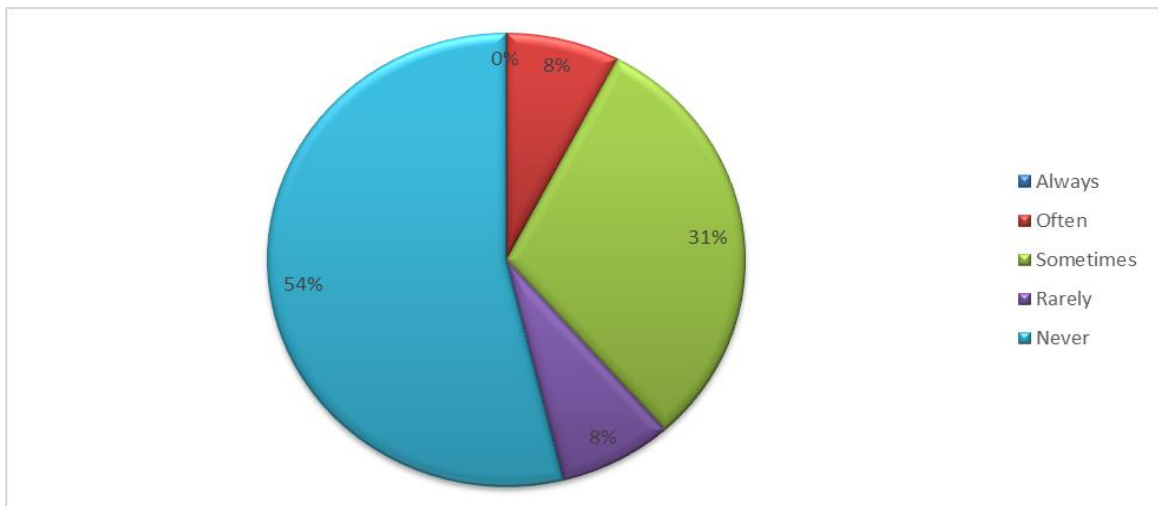
Graph 18: Reading Comprehension Activities
 Source: Teacher' Survey
 Elaborated by: Figueroa, D (2019)

Unfortunately, in the current academic curriculum there are not enough activities that help to promote reading comprehension and as there are no daily plans for this, teachers find difficult to implement activities or tools to improve an appropriate deployment of skills in Middle School students.

Table 19. Finding Word Meaning

Do your students understand the meaning of the words?			
Code	Category	Frequency	Percentage
	Always	0	0%
	Often	1	8%
Item	Sometimes	4	31%
4	Rarely	1	8%
	Never	7	54%
	Total	13	100,00%

Source: U.E. Cucalón Lasso
 Elaborated by: Figueroa, D (2019)



Graph 19: Finding Word Meaning.
 Source: Teacher' Survey
 Elaborated by: Figueroa, D (2019)

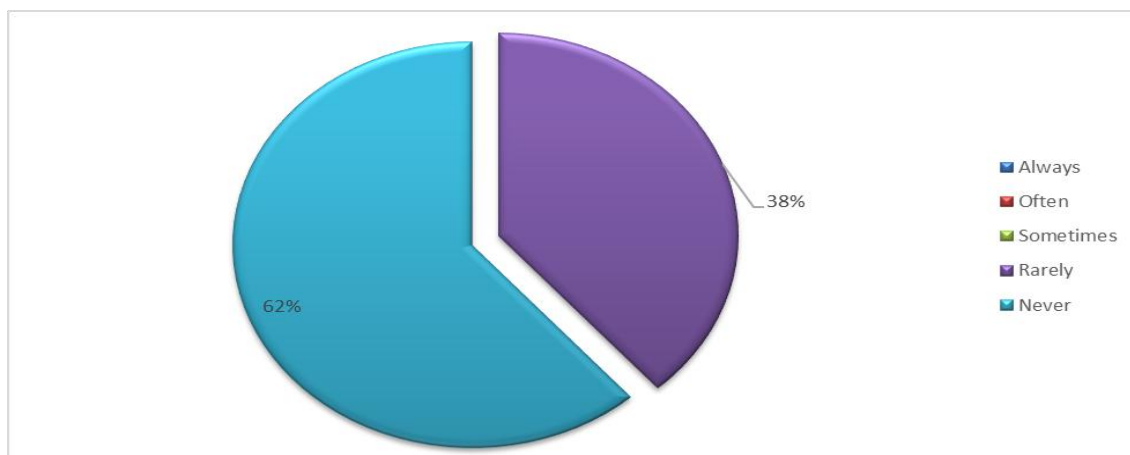
Most teachers say that their students never understand the meaning of words and these are due to the lack of activities to promote reading comprehension, since it is not considered the importance of understanding texts; Reading helps develop individual competencies and abilities in middle school students.

Table 20. *Motivating Students to Reading*

Do you think that your students can find the title, author, meaning of the words and sentences in a text?

Code	Category	Frequency	Percentage
	Always	0	0%
	Often	0	0%
Item	Sometimes	0	0%
5	Rarely	5	38%
	Never	8	62%
	Total	13	100,00%

Source: U.E. Cucalón Lasso
 Elaborated by: Figueroa, D (2019)



Graph 20: *Motivating Students to Reading*

Source: Teacher' Survey
 Elaborated by: Figueroa, D (2019)

Many teachers say that students do not like to read because they have shortcomings in the comprehension of texts and cannot even understand some words, this is because reading comprehension helps the understanding of critical thinking and decoding, in In general, this allows to acquire what is necessary for a better academic performance.

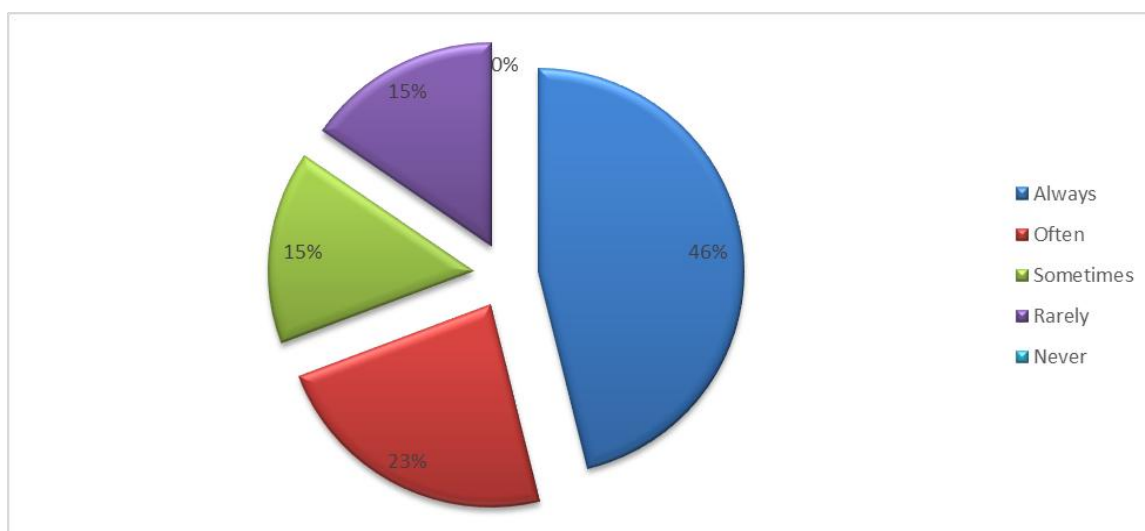
Table 21. Understanding Assessment

When you do evaluations, how often have you made remedial activities?

Code	Category	Frequency	Percentage
	Always	6	46%
	Often	3	23%
Item	Sometimes	2	15%
6	Rarely	2	15%
	Never	0	0%
	Total	13	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 21: Understanding Assessment

Source: Teacher' Survey

Elaborated by: Figueroa, D (2019)

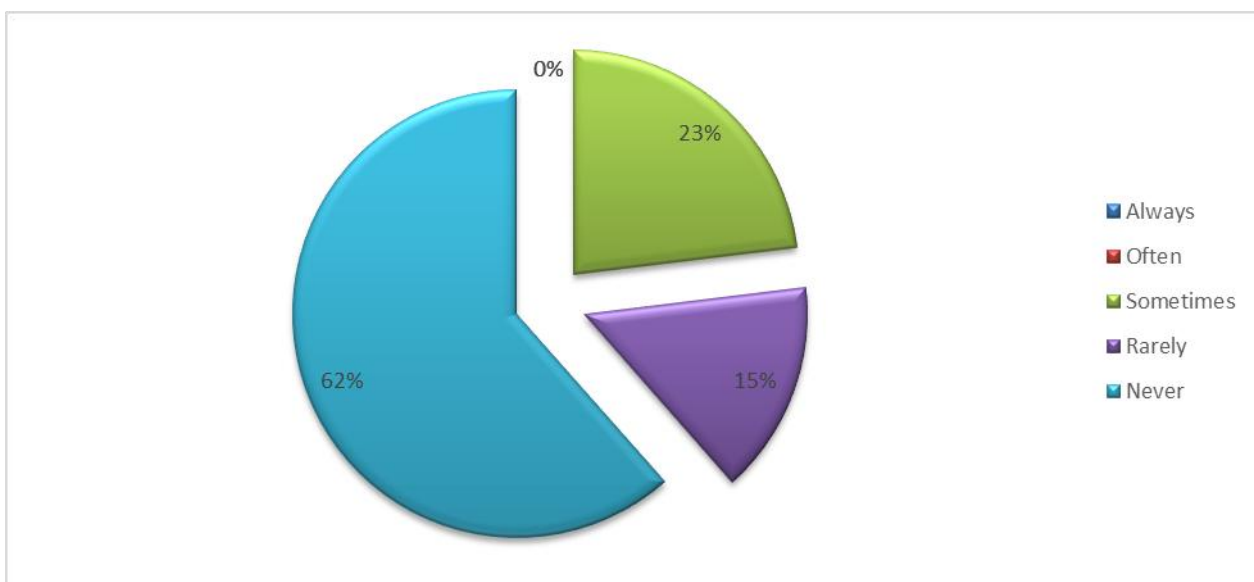
Many teachers make recoveries after an evaluation, this is because students have learning problems and especially do not understand the activity that is requested to perform due to their low level of reading comprehension.

Table 22. Word Comprehension

Is it easy for your students to learn the meaning of words?			
Code	Category	Frequency	Percentage
	Always	0	0%
	Often	0	0%
Item	Sometimes	3	23%
7	Rarely	2	15%
	Never	8	62%
	Total	13	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 22: Word Comprehension

Source: Teacher' Survey

Elaborated by: Figueroa, D (2019)

Teachers have perceived a certain difficulty in students to understand new words and this is due to their lack of interest in reading, since reading ability helps to develop personal knowledge and potential for better student participation.

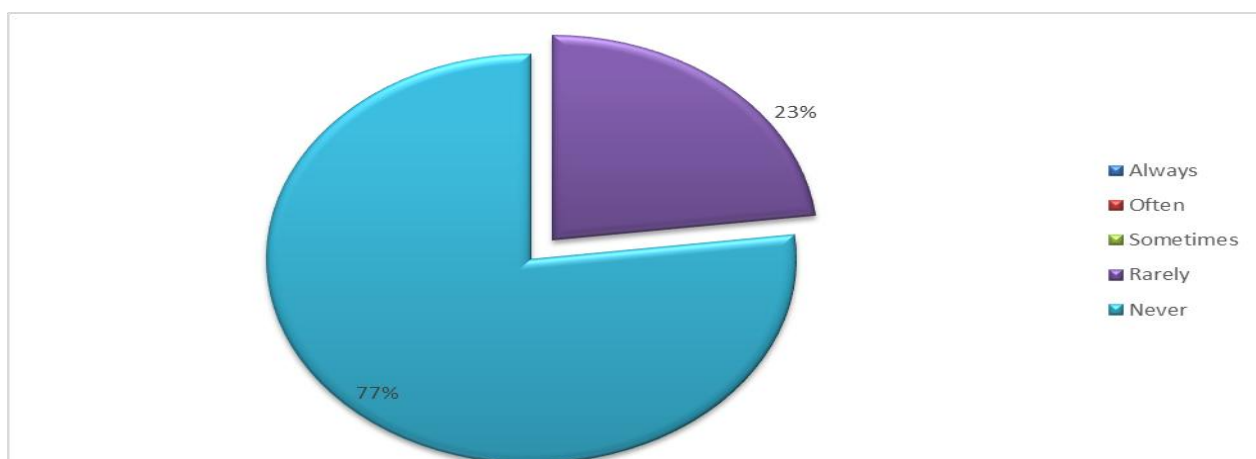
Table 23. Distinction of Ideas

When you do activities with readings, is it easy for your students to distinguish a main idea and a secondary idea from a text or an article?

Code	Category	Frequency	Percentage
	Always	0	0%
	Often	0	0%
Item	Sometimes	0	0%
8	Rarely	3	23%
	Never	10	77%
	Total	13	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 23: Distinction of Ideas

Source: Teacher' Survey

Elaborated by: Figueroa, D (2019)

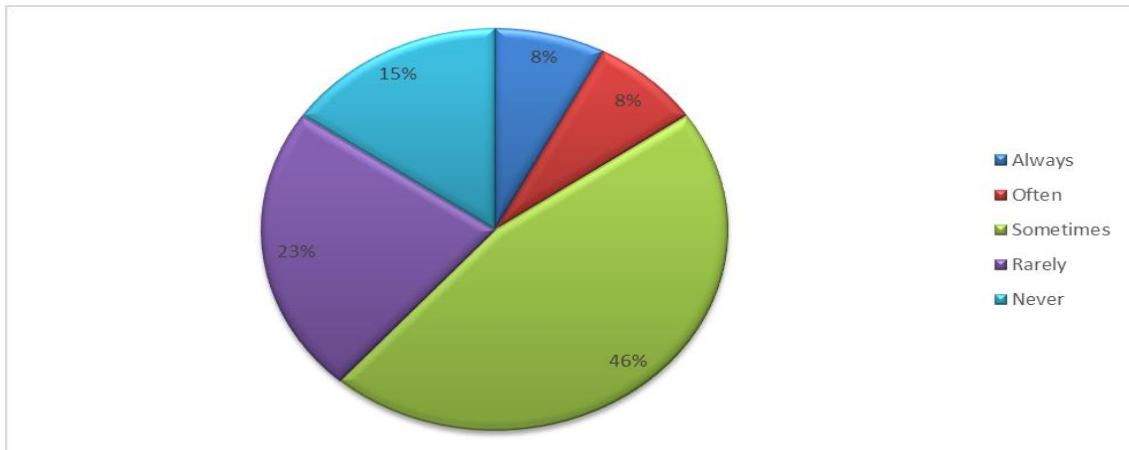
When the teacher carries out activities with readings, most students have presented difficulties in distinguishing a main idea and a secondary idea from a reading, this is due to their lack of reading comprehension since it is more difficult for them to understand the meaning of the words, to understand grammatical structures, decode the text and understand or interpret ideas.

Table 24. Improving Learning Process

How often do you do activities to improve learning?			
Code	Category	Frequency	Percentage
	Always	1	8%
	Often	1	8%
Item	Sometimes	6	46%
9	Rarely	3	23%
	Never	2	15%
	Total	13	100,00%

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 24: Improving Learning Process

Source: Teacher' Survey

Elaborated by: Figueroa, D (2019)

Teachers can rarely carry out activities to encourage learning and this is because current planning does not consider the activities necessary to encourage reading comprehension and enhance knowledge development.

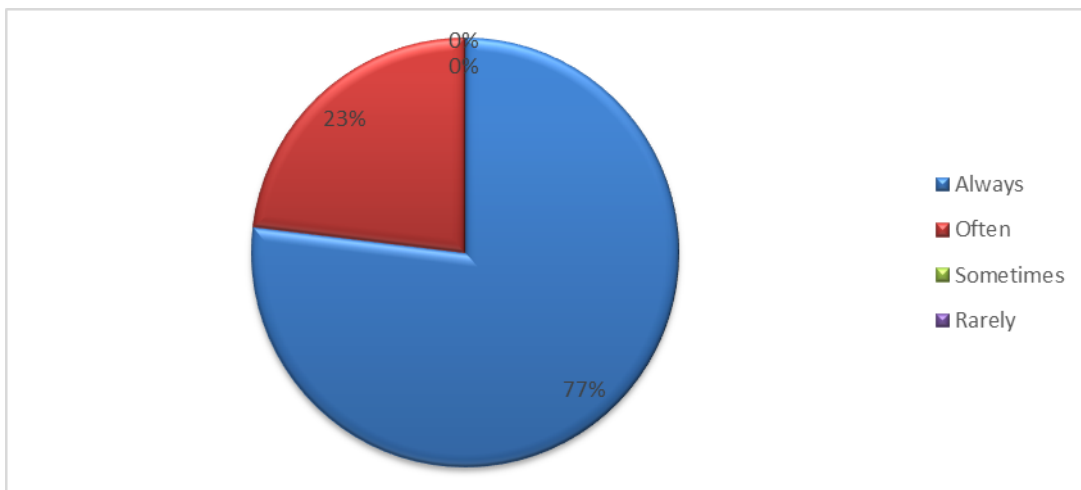
Table 25. Reading Comprehension Activities

Would you encourage reading comprehension activities in the classroom?

Code	Category	Frequency	Percentage
Item 10	Always	10	77%
	Often	3	23%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Total		13

Source: U.E. Cucalón Lasso

Elaborated by: Figueroa, D (2019)



Graph 25: Reading Comprehension Activities

Source: Teacher' Survey

Elaborated by: Figueroa, D (2019)

Teachers agree to promote activities to improve reading comprehension in the classroom, and this is because they are aware that the correct development of this will help students in the development of intelligence and learning, by creating reflection habits that allow reasoning properly.

Interview Results

1. Are there activities in the institution that promote reading comprehension?

Reading comprehension begins in the initial stages of education as it is in the first and second year of basic education. Before children learn to read, they depend on oral language and images to make sense of the world around them. However, the institution does not have adequate material for the implementation of these activities. English teachers do not have teaching strategies in order to develop the ability to comprehend the text.

2. How often do activities apply to encourage reading?

Many students say they had trouble keeping attention for a long period of time. This is due to the lack of reading habit from their homes, on the other hand there are teachers who also do not like to read and therefore do not consider these skills in their planning. These activities are independent and are only encouraged by teachers so they are implemented without planning and therefore are not as frequent.

3. Is reading comprehension considered for learning?

Reading learning is a process that begins before the child enters systematized education and continues throughout life. Didactic strategies for teaching reading in primary education, is a topic that has worried teachers, theorists and researchers in the field of education. It is considered as it is a very important factor, but unfortunately it has not been possible to make plans for their implementation.

4. Have teachers proposed activities to encourage reading in students?

English teachers feel worried about the students' flaws to understand a text, but unfortunately, they have not been implemented due to lack of resources. Collaborative strategic reading are procedures aimed at planning and promote situations in which the student organizes their experiences, structure their ideas, analyze processes and express their thoughts. This strategy will influence on teaching reading comprehension

5. Is there an adequate area for reading in the institution?

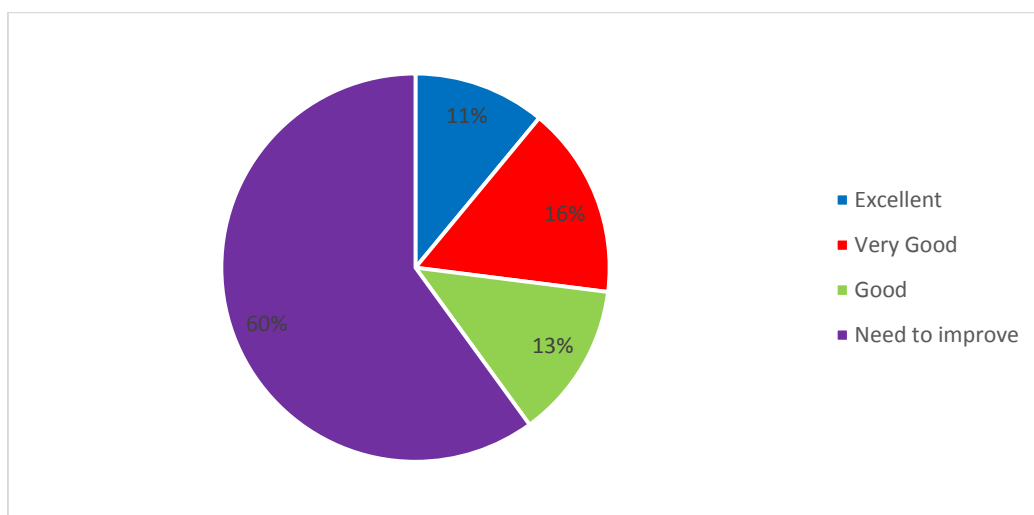
Physical space contributes to concentration. It is necessary to find the most appropriate place to focus on reading and make the most of the hours spent. It's about having a good study environment: Unfortunately, this institute does not have enough space to read and it is considered as a big problem since students do not feel the need to read.

3.9. Pretest and Post-test Results

Table 26. Pretest Results

Category	Frequency	Percentage
Excellent	4	11%
Very good	6	16%
Good	5	13%
Need to improve	23	60%
Total	38	100,00%

Elaborated by: Figueroa, D (2019)



Graph 26: Results of Pre-test

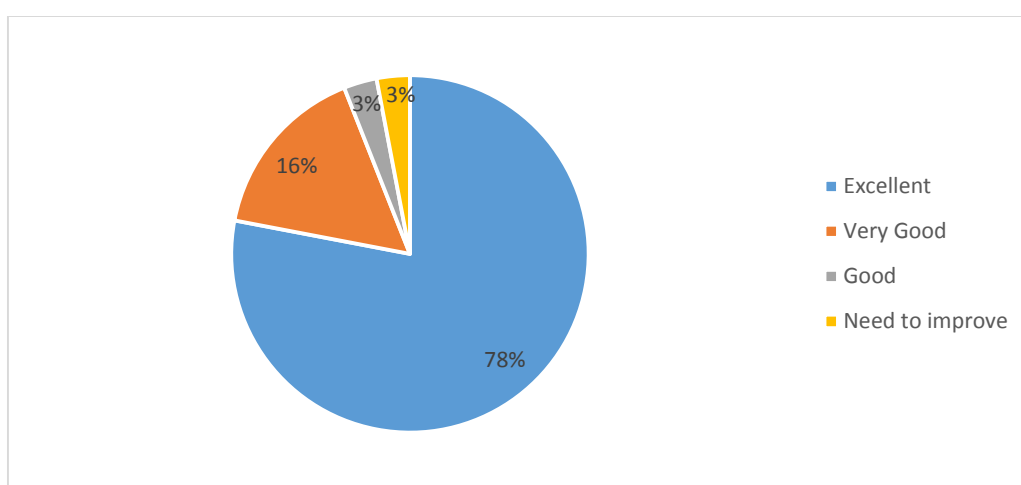
Elaborated by: Figueroa, D (2019)

The results of the pre-test, show serious students' weaknesses. Every aspect is graded out of 20 points with an average of 100% in the speaking skill. The results shown in the graph above explain that the 60% of learners have problems in this reading skill development; which refers the lack of knowledge in order to comprehend the text. This indicates the existence of a problem in this group of learners and the need to apply collaborative strategic reading.

Table 27. Post-test Results

Category	Frequency	Percentage
Excellent	30	78%
Very good	6	16%
Good	1	3%
Need to improve	1	3%
Total	38	100,00%

Elaborated by: Figueroa, D (2019)



Graph 27: Post-test Results

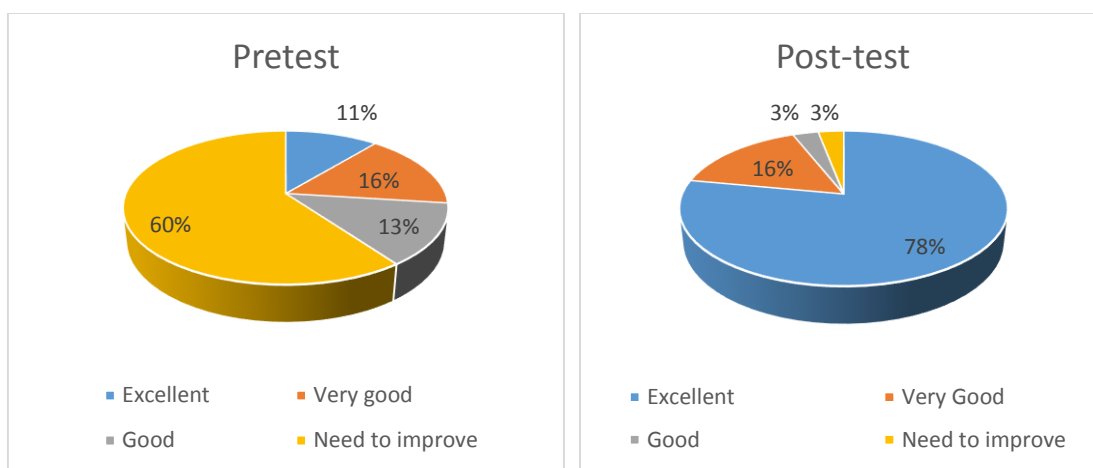
Elaborated by: Figueroa, D (2019)

Student reading training for effective participation in modern society requires the ability to decode the text, interpret the meaning of grammar words and structures, as well as build the meaning of what is read, children and young people today need access not only to the new information and communication technologies but also to recognize the changes that are generated through it in the reading process, which is why in the school environment relationships between reading and new ones must be woven technologies to take advantage of the best of these two great paths of access to knowledge.

Post-test was applied in students after the proposal in order to check the feasibility of the project. The post-test was based on reading exercise in order to compare the results. In the chart, the results display a very acceptable proficiency in all the aspects evaluated. Having a 78% of positive results showing effectiveness. On the other hand,

there is a very low percentage of students who still need to improve in order to achieve a very good level of reading skills.

3.10. Pretest and Post-test Comparative Graph



Graph 28: Pretest and Post-test Comparative Graph

Elaborated by: Figueroa, D (2019)

The comparative graphs show the pretest and post-test results. In the pretest found student's weakness in the reading skill improvement, the graph explains 60% of learners face difficulty using the comprehension to decode the reading information. The post-test describe 78% of students had changes with the use of the strategy, because it let students to enhance the ability to interpret the text and recognize fragments or words in the reading.

3.10. Preliminary Conclusions

Collaborative Strategic Reading has the purpose of describing and interpreting according to their constituent factors, thus giving an explanation of the causes, effects or predicting the use of characteristics of any of the paradigms of a known investigation. Based on the Jean Piaget's theory, he raises the teaching of reading based on the implicit hypotheses student develops about the phonological aspect; that is, a student in

his normal learning of the written language ends up naturally developing ideas about writing, in the sense of warning, for example, that it is not the same as drawings and eventually establishing relationships between oral and written.

Students learned to dramatize and virtualize literary works, which contributed to improving reading comprehension, body and verbal expression, and developing skills for daily life. With the management of collaborative strategic reading resources, sequential didactic reading moments were applied. It was complemented with other strategies, such as the dramatization of literary works, which produced significant changes in public expression, spontaneity and leadership of the participating students.

The teaching staff in charge of systematically introducing schoolchildren into oral language requires a solid initial training in teaching about reading, and this training should include a reflection on the role played by language in society, there are three different concepts that are included in the term "practical thinking": knowledge in action is the intelligent component that guides all human activity; It manifests itself in the know-how and know how to explain what one does. The knowledge and skills you use when acting competently are really two different intellectual abilities.

Collaborative Strategic Reading was handled, since the particular answers are analyzed one by one to reach a general conclusion. Induction is the process that goes from the particular to the general, or also from the facts to the laws. This method is considered in all areas of study.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

Collaborative Strategic Reading: An Essential Teaching Strategy for English Reading Skills

4.3. Objectives (Broad and Specific)

Broad

Apply the teaching guide with collaborative strategic reading through teaching activities for the development of reading comprehension.

Specific

To make teachers aware about the importance to apply CSR activities to identify reading learning difficulties in the students

To Guide teachers adequately by using CRS activities in order to improve their teaching methods toward their students and enhance their reading skill development

To Assess the teaching strategy in teachers and seventh year students through the use of Collaborative Strategic Reading and its influence in student academic performance

To apply Collaborative Reading strategy guidance in English teaching and learning process in seventh grade students through methodological strategies to improve reading skill.

4.4. Content Framework of the Proposal Project Plan

The use of didactic guide with CSR in basic education acquire every time greater significance and functionality; they are a learning resource that optimizes the development of the teaching-learning process because of its relevance by allowing the student's autonomy and cognitive independence. For this reason, the present study carries out with the objective of summarizing information about them in Basic Educational context, the use of CSR for the development of reading at the level of reading comprehension, and the importance of its use as an essential element for teachers' methods and the students' learning process. Its theoretical foundation is exposed at the expense of constructivist theories and the teaching task as a basic cell of the teaching-learning process.

In all this process the guides have a fundamental role didactics or study guides as they are also usually called, they constitute a pedagogical tool that has been used traditionally in both basic education and in other areas, fundamentally for those who support their teaching work in the constructivism. The proposal consisted in the elaboration of a guide with methodological strategies to improve reading comprehension, thus allowing teachers to be more motivated at the moment of teaching reading and develop their critical thinking as to comprehend different text or books in their students.

Collaborative Strategic Reading activities include a series of selected readings and strategies that allowed students to get the attention and feel motivate or attracted for reading. This guide is structured by a series of activities in which different strategies are developed methodologically. In this proposal, active understanding strategies are presented. It consists on activities that help students to elaborate and answer questions in a coherent way, encourage the development of the imagination and visual aids are implemented.

It also has strategies to improve the memory and addressing activities to strengthen short and long-term memory. It also helps identify the structure of a text and the meaning of new words; encourage the creative capacity in students and improves

understanding by expanding the lexicon, imagination and sequencing of many skills that contribute to students' ability to understand what they read.

CSR has activities that allow students to organize information and ideas efficiently by interpreting readings, to learn the meanings of new words, also to encourage writing in a synthetic way, by preparing a summary and recognizing main ideas to improve text comprehension. This proposal looks for strategies to involve teachers, parents and the entire educational community to improve students' academic performance towards Collaborative strategic reading activities, so that they can develop reading skills as to understand texts in seventh grade students.

It also provides an education of quality with the aim of assuming commitments for changes in attitude, facing the challenge of improving education through participation in each of the activities to be carried out. The current proposal has a qualitative character, as it is feasible to do it, because all didactic work seeks to improve the system and educational quality under the holistic paradigm. Therefore, students are the direct beneficiaries of this proposal to be executed with progressive and transformative processes.

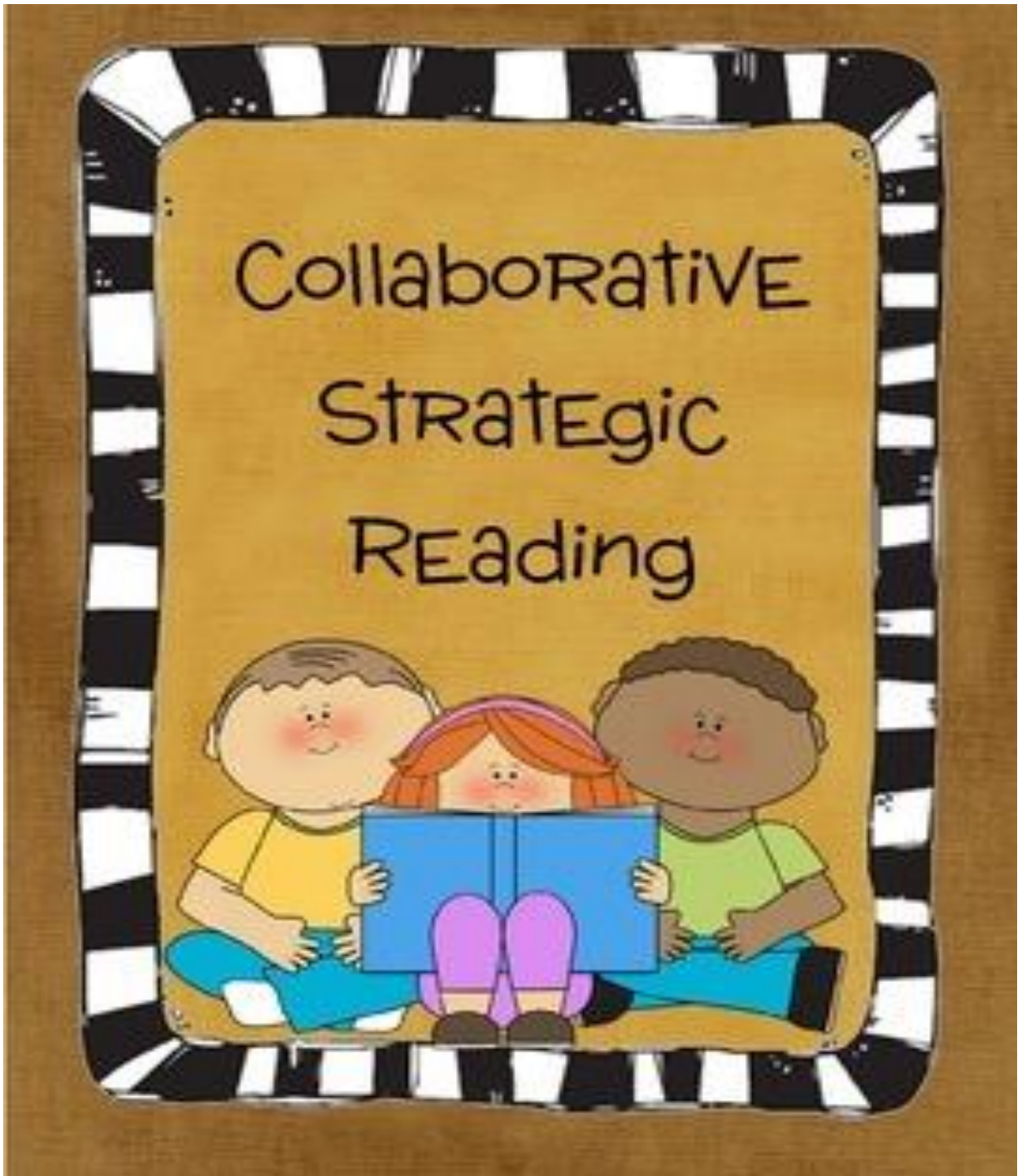
Table 28. List of Content

<p>Activity 1. Animals and Plants in an Ecosystem Objective: To understand, analyze and produce adequate biographies with the textual properties, processes, elements of the Language and specific communicative objectives to learn about the nature and ecosystem and discover their importance and communicative function.</p>	<p>Time: 45 minutes</p>
<p>Activity 2. The legend of Guayas and Quil Objective: To understand, analyze and produce appropriate literary legends with the literary specificity to know, value, enjoy and criticize from artistic expression.</p>	<p>Time: 45 minutes</p>
<p>Activity 3. The hoarse box Objective: To understand, analyze and produce appropriate literary legends with the literary specificity to know, value, enjoy and criticize from artistic expression.</p>	<p>Time: 45 minutes</p>
<p>Activity 4. Cinderella Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, value, enjoy and criticize from artistic expression.</p>	<p>Time: 45 minutes</p>

Activity 5. The Sleeping Beauty in the Wood	Time: 45 minutes
Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, reinforce the simple past tense and vocabulary.	
Activity 6. The seven crows	Time: 45 minutes
Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, reinforce the simple past tense and vocabulary.	
Activity 7. The legend of Cantuña	Time: 45 minutes
Objective: To understand, analyze and produce appropriate literary legend about Cantuña as to know, reinforce the simple past tense and vocabulary.	
Activity 8. Little Red Riding Hood	Time: 45 minutes
Objective: To understand, analyze and produce appropriate literary legend about Little Red Riding Hood as to know, reinforce the simple past tense and vocabulary.	
Activity 9. The Coliseum	Time: 45 minutes
Objective: To read the passage and answer the questions, to understand, analyze the history about the coliseum as to know and reinforce the simple past tense regular and irregular verbs and vocabulary.	
Activity 10. Father Almeida	Time: 45 minutes
Objective: To read the passage and answer the questions, to understand, analyze the legend of Father Almeida as to know and reinforce the simple past tense regular and irregular verbs and vocabulary.	

Elaborated by: Figueroa, D (2019)

**Collaborative Strategic Reading (CSR): An Essential Teaching
Strategy for English Reading Skills**



Source: <https://ecdn.teacherspayteachers.com/thumbitem/CSR-Collaborative-Strategic-Reading-Posters-1335891-1405881964/original-1335891-1.jpg>

4.5. Collaborative Strategic Reading (CSR): An Essential Teaching Strategy for English Reading Skills

CRS is one which can be used to help students improve their reading skills and comprehension by having them work independently to understand concepts and collaborative to put the concepts to use CSR is a two-stage process with centers firstly around teacher based instruction and secondly on the students working in collaboration to put that teaching into effect.

Phase one

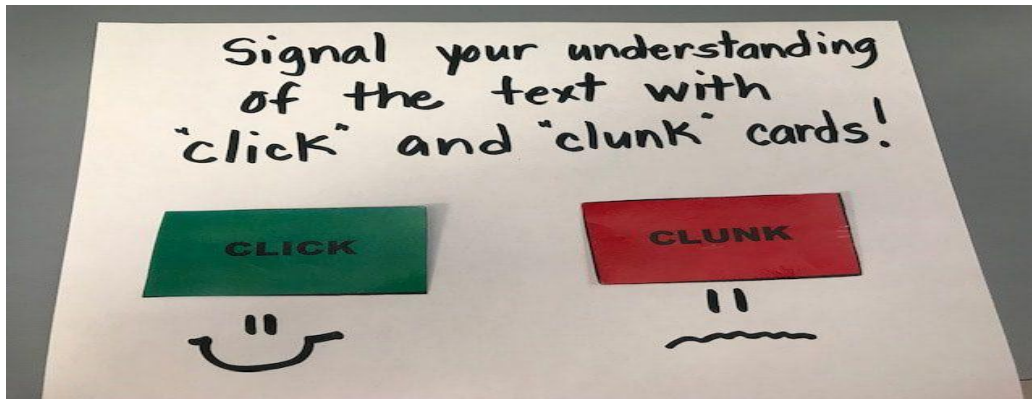
Based on teaching the strategies where teachers tell the students about the four strategies that make up CSR. These are: **Preview, Click, Clunk, get the gist and Wrap up.**

The first strategy is **preview**; where the teacher should explain to students how they can use headings, image and bolded words to predict the main points of the text. Students may use a journal entry to record their thought about what they see what their prior knowledge is and what they think they will learn from the text.



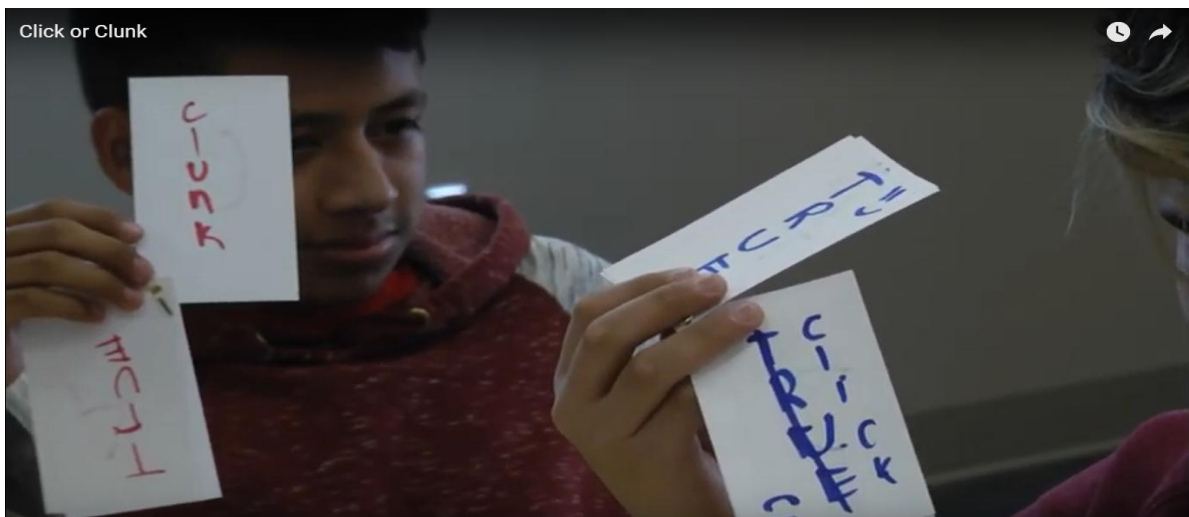
Source: <https://www.youtube.com/watch?v=vNV8baJGdWU>

The next part of the strategy is the **CLICK ad CLUNK method** which forces students to keep track of what they understand and do not quite get within the text. Clicks are pieces of information which the students understand without difficulty. A clunk is a piece of a specific part of the text that the student needs help with.



Source:<http://www.schoolofthoughtblog.com/uploads/1/2/0/3/120340249/published/click-and-clunk-cards.jpg?250>

To monitor these students may keep a chart including page number including page numbers or sticky notes to keep tabs or where they have difficulty. Once the concept is identified the student should have clunk cards available with strategies to use. Suggested strategies are reading the passage using context clues looking at the words prefixes and suffixes breaking the word apart. If these strategies do not fit your own classroom you may want different ones. In some classrooms the focus on clunk cards may need to be tailored to look at large concepts more so than individual words.



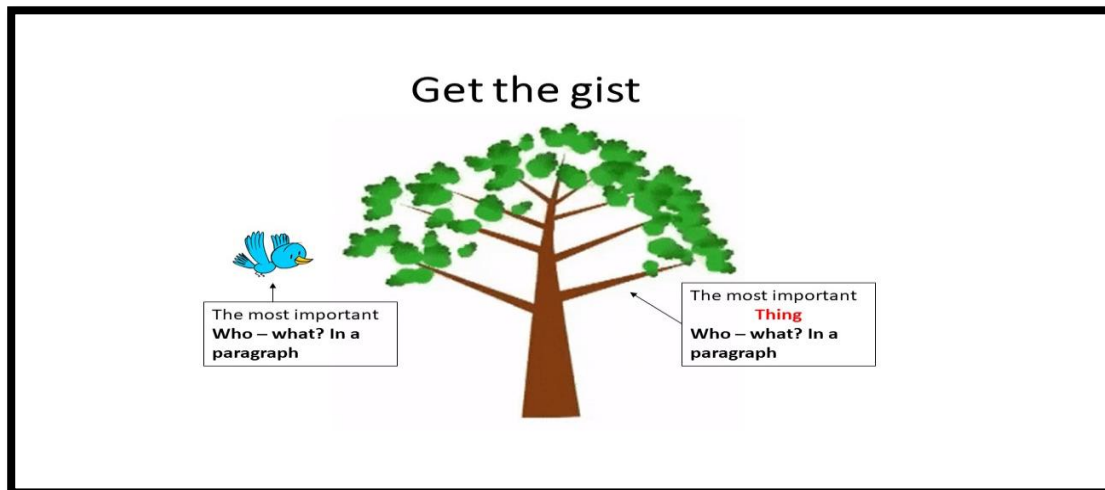
Source: <https://www.youtube.com/watch?v=JOYua6BSKd0>



Source: <https://iris.peabody.vanderbilt.edu/module/csr/cresource/q3/p10/clunk-expert-card/#content>

Elaborated by: Figueroa, D (2019)

Get the gist as a third strategy which has students summarized section within the entire text as they move along. Depending on the reading level of the students they may need to work paragraph by paragraph and gradually work into summarizing larger sections of the text. Students should focus them just on firstly who is important and secondly what about them is important.



Source: https://thesaurus.plus/synonyms/get_the_gist

Elaborated by: Figueroa, D (2019)

Get the gist is another term for main idea which allows the students to figure out the main point that the author wants us to get across. Whenever we get the gist, students

have to make something called it just statement. In order for us to make adjust statement students have to consider two very important things. The most important people or thing by asking who or what in a paragraph.

The final part of CSR is to wrap up, which means to have students ask questions and review the information they just spread, there are two part of this; firstly, the students act as a teacher and make questions about the reading. Finally, the students should review the information they learn from the text and write down what they fell is most important form the section.



Source: <https://www.youtube.com/watch?v=OdYev6MXTOA>



Source: <https://media.gettyimages.com/photos/students-explaining-to-classmates-in-classroom-picture-id681887993>

Phase Two

Cooperative learning

The second stage of CSR is to apply students learn in phase one in a team setting. Each of the strategies is turned into a role that students are assigned the Leader, the Clunk expert, the gist expert and the announcer.

The leader of the group may be given a cue card to better direct the discussion. To keep a track of the information students should keep a record of everything they discuss in the group. This log is a basic model for what a journal entry may look like. If students are given the basic outline, they can translate it to their own personal notebook or journal in a way that makes best sense to them.



Source: <https://www.youtube.com/watch?v=vNV8baJGdWU>

Important things when using the strategy are to allow students to take charge of their learning. This process encourages self-advocacy along with a need for students to understand their own learning. Also remember to monitor where the students are the learning process even though they may be working independently you may need to add additional roles clunk cards or change leaders cue cards to better fit your own classroom. Also remember to continually enforce the expectation and the meaning behind each of the steps. Make sure that the students understand why they are doing the step by step that it is more useful than tedious.

CSR can be used in classrooms where students are having difficulty in reading the text and gathering information from the text that they read. It also encourages class collaboration, leadership and encourages students to recognize their own strength and areas where they can improve.

Activity 1

Animals and Plants in an Ecosystem

Objective: To understand, analyze and produce adequate biographies with the textual properties, processes, elements of the Language and specific communicative objectives to learn about the nature and ecosystem and discover their importance and communicative function.

Description of the activity:

Reading Preview: Students activate prior knowledge and make predictions about what they will learn from the text.

During Reading: Click and Clunk Students monitor their comprehension of vocabulary as they read, applying fix-up strategies to infer the meaning of unknown words by their context.

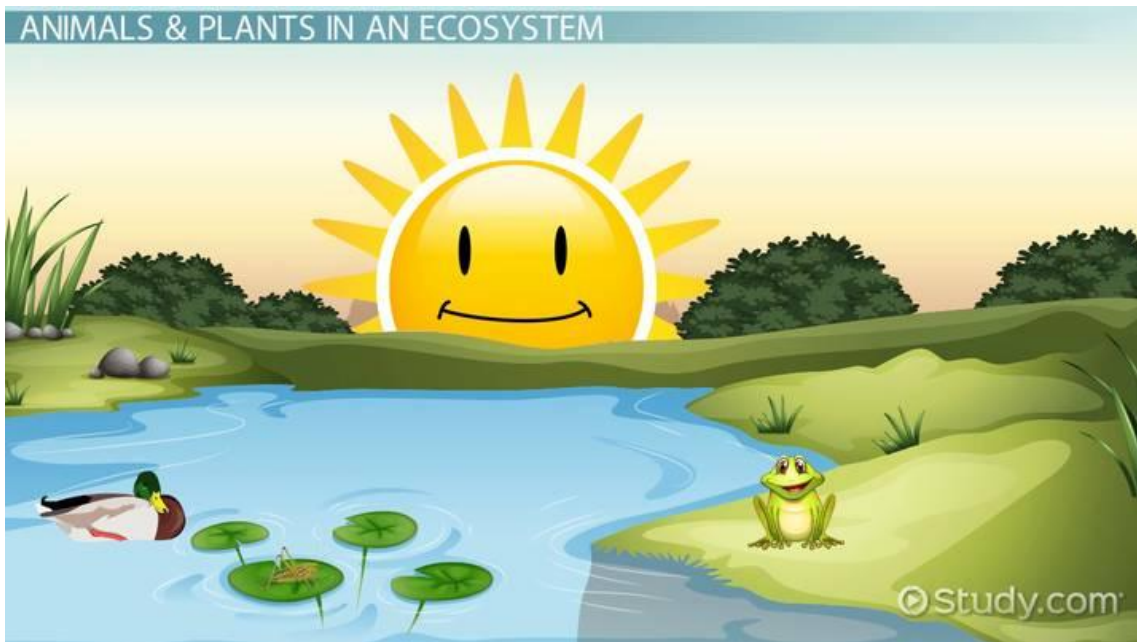
Get the Gist: Students identify the most important information contained within each section of text.

After Reading Wrap Up: Students generate questions and answers based on the information in the passage they have just read.

Methodological strategies: Listen and read to bring to mind characters from the ecosystem

Resources: texts, board, pencil.

Read about the ecosystem



Source: <https://study.com/cimages/videopreview/videopreview-full/7bvyadpilk.jpg>

Ecosystems

An ecosystem is part of the environment. In an ecosystem, big and small animals live in harmony with the rest of their natural world. A shoreline is one kind of ecosystem. Other kinds include deserts and rain forests. The parts of an ecosystem rely on each other for the health of the environment. That means that if one part is damaged, the balance of the whole can be upset. If this damage is big enough, the ecosystem might even collapse.

To help you understand ecosystems, you might imagine a spider-web. All of its threads are connected. If one-part breaks or is torn, the rest of the web is weakened until it can be repaired.

Source: <https://iris.peabody.vanderbilt.edu/module/csr/cresource/q2/p05/#content>

The Ecosystem
CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: An ecosystem is the environment.</p> <p>2. What I think I will learn: I will learn something about deserts and rain forests.</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: harmony - in peace with each other</p> <p>Gist: The parts of an ecosystem rely on each other</p>	<p>Clunks: interdependence - relying on each other</p> <p>Gist: An ecosystem can be broken.</p>	<p>Clunks:</p> <p>Gist:</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage: What is an ecosystem? It is a part of the environment. What happens if a part of an ecosystem is damaged? The balance of the whole can be upset, and the ecosystem might collapse.</p> <p>What I learned: The ecosystems need to be taken care.</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by K. Klingler, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 2

Title: The legend of Guayas and Quil.



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Objective: To understand, analyze and produce appropriate literary legends with the literary specificity to know, value, enjoy and criticize from artistic expression.

Description of the activity:

1. To read the literary legends known in our country.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: Posters, cards, literary legends.

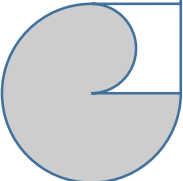


This Legend talks about Sebastián de Benalcázar who after founding San Francisco of Quito, a city who was already built by the Incas, reached the coastal territories to found the city of Santiago on the coast. This was very difficult for Spanish since the Huancavilcas, who was led by the brave chieftain GUAYAS, dominated this region and destroyed the European settlements.

This leader of the Huancavilcas was married to a beautiful woman called Quil, who besides being beautiful, was also known for her Great spirit warrior and strong personality. Both refused to surrender to the Spanish conquerors. But nevertheless, unfortunately after some time the Spanish forces took Guayas and quil as their prisoners.

Guayas offered to give all the treasure in exchange for their freedom which he only knew where they were hidden. The Iberians gladly accepted the proposal and all went to the top of a hill which would be called after Cerrito Verde and currently known as Santa Ana.

When they reached the place where it was supposed to be full of riches, Guayas asked for a dagger to lift the stone that covered the treasure, but what he did was quickly stabbed in the heart of his beloved Quil and then he stuck it in his own chest.



According to legend, it was Francisco de Orellana, who founded the city under the name of Very Noble and Very Loyal City of Santiago de Guayaquil. Because of the day of Apostle St James the Greater and in memory of the heroic chief Guayas and his idolized wife Quil,

The legend of Guayas and Quil.

CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: The legend of Guayas and Quil</p> <p>2. What I think I will learn: I will learn something about Spanish and Huancavilcas</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: Founding: conquer- to conquest chieftain – a boss, manager, the principal</p> <p>Gist: Sebastián de Benalcázar reached the coastal territories to found the city of Santiago on the coast.</p>	<p>Clunks: Treasure: gold, coins, silvers, jewelry</p> <p>Gist: The Spanish forces took Guayas and Quil as their prisoners.</p>	<p>Clunks: Dagger: knife</p> <p>Gist: He did was quickly stabbed in the heart of his beloved Quil and then he stuck it in his own chest.</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage: Who was Sebastian de Benalcazar? He was a Spanish conqueror. Who were Guayas and Quil? They were Huancavilcas chieftain. What I learned: Guayaquil city has its name because of the day of Apostle St James the Greater and in memory of the heroic chief Guayas and his idolized wife Quil,</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingler, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 3

The hoarse box

Objective: To understand, analyze and produce appropriate literary legends with the literary specificity to know, value, enjoy and criticize from artistic expression.



Source:http://3.bp.blogspot.com/M8MIyw2ESKw/UPZJilpcksI/AAAAAAAAARw/U099MH_KhKk/s1600/12.jpg

Description of the activity:

1. To read the literary legends known in our country.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: Posters, cards, literary legends.

The hoarse box

There were two great friends who lived in Ibarra, the capital of the province Imbabura in Ecuador, their names are Manuel and Carlos; one day, Mr. Martín (Carlos's father), told them to do a commission which consisted on arriving at a certain paddock in order to take water from the ditch and watered the family's potato crop which was almost about to damage. Already in the evening, very late at night, the two could be found walking among the dark alleys, where as they advanced, a chilling voice was heard more and intensely saying "tararan-tararan". With their nerves, they decided to hide behind the wall of an abandoned house, from where they lived a scene that would change their lives forever.

Hooded floating bodies with long candles out, they crossed the place carrying a carriage which was mounted by a fearsome being with curved horns, sharp wolf teeth, and snake eyes that they disturbed even the soul of the bravest person. Following him, there was an individual with a white face, almost transparent, who played a kind of drum, from which came the heard "taran-taran."

Here is the horror, remembering certain stories told from their grandparents' mouth and they recognized the drum which was played by that whitish being, it was nothing more or nothing less than the legendary hoarse box. Seeing this object so named by their grandparents, the two friends, dead of fear, collapsed instantly. Minutes later, full of horror, Carlos and Manuel woke up, but the nightmare had not come to an end.

They carried a candle whose hooded beings held, but they were not simple candles, they were cold dead bones. A cry of despair woke the few neighbors. In that dark place, they found the two people shivering from head to toe muttering certain unintelligible words, which later they were ceased and calm them down by their families Dominguez and Guanoluisa (neighbors).

After certain discussions among these families the youngsters came back to Martín's house, who they told him about the terrified moment they spent at the potato crop. By Of course, Martín did not believe them a word, calling them so lazy. After the incident, the "tararan-tararán" was never heard again among the streets of Ibarra, but the time of that fear night would never be forgotten by Manuel or Carlos. Hopefully they learnt not to walk again in the dark very late at night.

The hoarse box
CSR Learning Log

Topic: _____ Date: _____

Before reading	Preview	<p>1. What I already know about the topic: The legend of The hoarse box</p> <p>2. What I think I will learn: Hooded floating bodies with long candles out, they crossed the place carrying a carriage which was mounted by a fearsome being with curved horns</p>		
During reading	Clunks and gists	First Section	Second Section	Third section
		<p>Clunks: Paddock: farm crop – to cultivate dark alleys- path Gist: Mr. Martín told them to do a commission which consisted on arriving at a certain paddock in order to take water from the ditch and watered the family's potato crop which was almost about to damage.</p>	<p>Clunks: Horn. Cornicle Candle. torch Gist: Hooded floating bodies with long candles out, they crossed the place carrying a carriage which was mounted by a fearsome being with curved horns, sharp wolf teeth, and snake eyes.</p>	<p>Clunks: Unintelligible misunderstood Gist: They found the two people shivering from head to toe muttering certain unintelligible words.</p>
After reading	Wrap up	<p>Questions about the important ideas in the passage: Who were the two youngsters? They were two great friends. What did they do at late night? They did a commission which consisted on arriving at a certain paddock in order to take water from the ditch and watered the family's potato crop. What did they see? They saw hooded floating bodies with long candles out. What I learned: they learnt not to walk again in the dark very late at night.</p>		

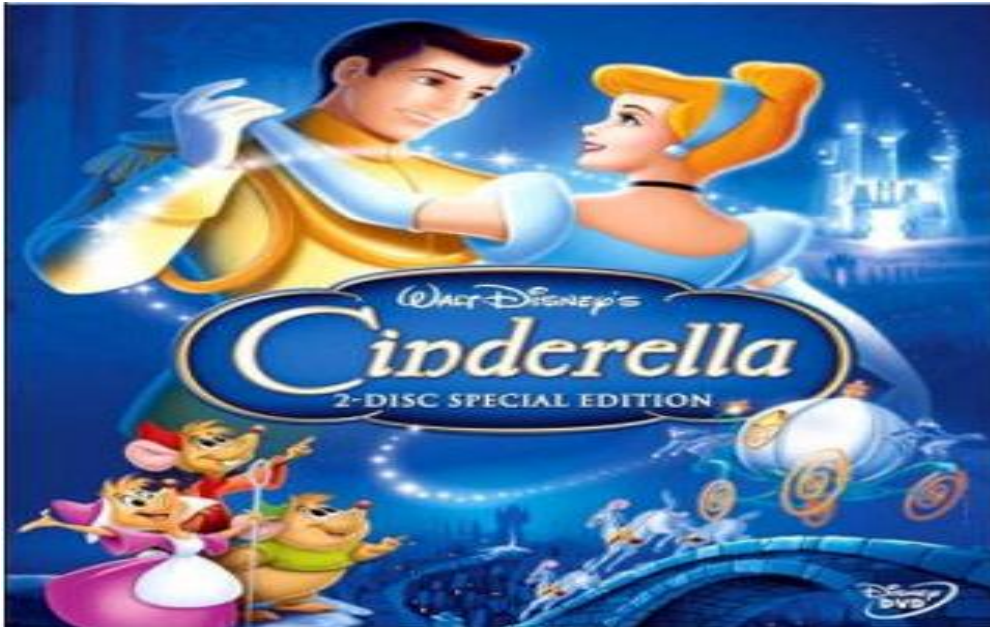
Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klinger, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 4

Cinderella

Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, value, enjoy and criticize from artistic expression.



Source:https://i5.walmartimages.com/asr/fe8c8b55-7b12-4f87-9077-a6f975c28807_1.5fb8001ad92ee1ad98d3cccfae3149c4.jpeg?odnHeight=450&odnWidth=450&odnBg=FFFFFF

Description of the activity:

1. To read the literary legends known in our country.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.

Methodological strategies: Recreate literary legends for different audiences in different formats. **Resources:** Posters, cards, literary legends.

Cinderella

Once there was a rich man. He had a little girl. His wife was dead. The man found a new wife. She had two girls. The girls were very mean to their step-sister. They called her Cinderella. Cinderella had to wash and clean and cook all day. But she was still kind and beautiful. After work she sat by the fire. One day, an invitation came. The King was having a ball at the castle. But Cinderella was not invited. The King didn't know her.



Cinderella's step-sisters talked and talked about the ball. Cinderella was so kind. She helped her step-sisters with their hair and make-up. She watched them set off for the castle. Then Cinderella burst into tears. She wanted to go to the ball. And a good thing happened. Her Godmother came. Godmother could do magic! Cinderella told Godmother, "Everyone has gone to the ball. I want to go as well." "You shall go," Godmother said and she went into action! "We need a big pumpkin," Godmother said.



Cinderella was surprised. But she ran off to get one. Godmother's magic made the big pumpkin into a coach. There was much more magic! Six mice turned into horses. A rat became the coachman. But Cinderella was still upset. "I haven't anything to wear," she cried. Godmother had not finished. She gave Cinderella a lovely dress and glass shoes. Godmother had a warning: "Listen to me very carefully! You must leave before 12! At midnight the magic stops." Cinderella said, "Okay."

And off she went to the castle. Cinderella had a grand time. She danced with the Prince. They ate a splendid dinner. He invited her to another ball the next night. Cinderella remembered to go before midnight. BUT the next night, Cinderella didn't remember. She was dancing when— suddenly—the clock struck 12. Cinderella ran. Her magic coach had gone. Cinderella had to run home.

The Prince ran after her but she had gone. He did see some mice running away. He found just one glass shoe. He was so sad. Cinderella got home before her step-sisters. They told her a girl had run off. Cinderella didn't tell them it was her! The Prince had a good idea. He gave the shoe to a helper. "Take this," he said. "Go and find the girl who can wear it!" The mean step-sisters tried on the shoe. It was too small. But it fitted Cinderella! And in a little while, the Prince and Cinderella were married. Even the mean step-sisters were asked to the wedding. So everyone was happy.



Source: https://www.espeeglobal.com/media/contentpage_99_30_10.pdf

Cinderella
CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic:</p> <p>The live of Cinderella and the three step sister</p> <p>2. What I think I will learn:</p> <p>How cinderella met the prince and become a beautiful princess</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks:</p> <p>Ball: party</p> <p>Step sister: half sisters</p> <p>Gist:</p> <p>The King was having a ball at the castle. But Cinderella was not invited. The King didn't know her.</p>	<p>Clunks:</p> <p>Pumkin – vegetable</p> <p>Gist:</p> <p>Godmother's magic made the big pumpkin into a coach. There was much more magic! Six mice turned into horses.</p>	<p>Clunks:</p> <p>Unintelligible. misunderstood</p> <p>Gist:</p> <p>The Prince found just one glass shoe and went to look for the girl who can wear it!"</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage:</p> <p>Who was Cinderella?</p> <p>She was a beautiful woman who lived with her stepmother and three little sister</p> <p>What kind of chore did she do at home?</p> <p>Wash the dishes, sweep the floor</p> <p>What did the godmother do?</p> <p>Godmother's magic made the big pumpkin into a coach., a rat became the coachman and gave Cinderella a lovely dress and glass shoes</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klinger, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 5

The Sleeping Beauty in the Wood

Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, reinforce the simple past tense and vocabulary



Source:https://images-na.ssl-images-amazon.com/images/I/51sAVX7zCTL._SX368_BO1,204,203,200_.jpg

Description of the activity:

1. To read the literary fairy tale about the sleeping beauty.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: Posters, cards, literary legends.

The Sleeping Beauty in the Wood

Once upon a time there was a king and a queen who, although they lived happily in their castle, longed to have a child day after day. One day, the Queen was bathing in the river when a frog who heard her prayers told her. "My Queen, very soon you will see your wish fulfilled. In less than a year you will give birth to a girl."

After a year the forecast was fulfilled and the Queen gave birth to a beautiful little princess. She and her husband, the King, were so happy that they wanted to celebrate a big party in honor of their firstborn. The whole Kingdom came to her, including fairies, whom the King expressly invited to grant noble virtues to her daughter. But it happened that the fairies of the kingdom were thirteen, and the King had only twelve gold plates, so he had to stop inviting one of them. But the sovereign did not give importance to this fact.

At the end of the banquet each fairy gave a gift to the little princess. The first granted virtue; the second, beauty; the third, wealth. But when there was only the last fairy left to grant her virtue, the fairy that had not been invited appeared very angry and said: "When the princess turns fifteen, she will prick herself with the spindle of a spinning wheel and die." All the guests were left with their mouths open, scared, not knowing what to say or what to do. There was still a fairy, but she didn't have enough power to nullify the enchantment, so she did what she could to placate the sentence: He will not die, but will fall asleep for a hundred years.

After the incident, the King sent to burn all the spindles of the kingdom believing that this would prevent the enchantment from being fulfilled. The princess grew and her gifts flourished. She was beautiful, humble, and intelligent. A princess that everyone who saw her was in love. The marked day arrived: the fifteenth birthday of the princess, and it coincided that the King and Queen were outside the Palace, so the princess took the opportunity to walk around the castle. He reached the tower and met an old woman who spun linen. What's that spinning around? - Said the girl pointing to the spindle.

But he put his finger a little closer and just touched it, the enchantment took effect and the princess fell deeply asleep. The dream was spreading through the court and everyone who lived within the palace walls began to fall asleep inexplicably. The King and the Queen, the maids, the cook, the horses, the dogs ... until the kitchen fire fell asleep. But while inside the dream took over everything, outside a hedge of wild rose

bushes began to grow and eventually surrounded the castle until it covered it completely. That is why the princess began to be known as Rosa Silvestre.

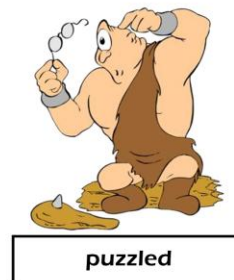
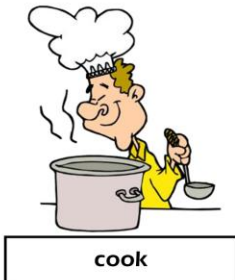
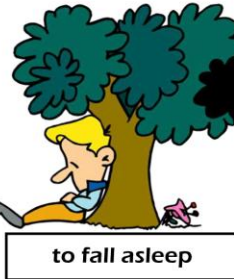
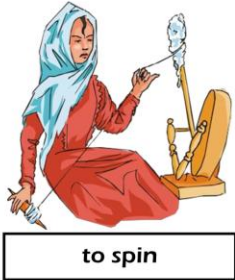
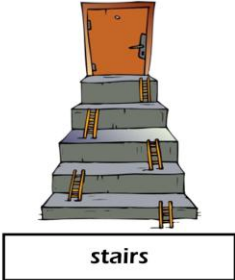
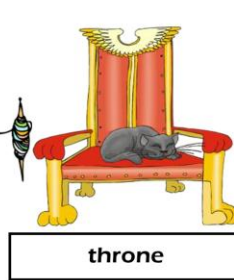
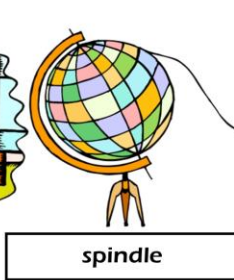
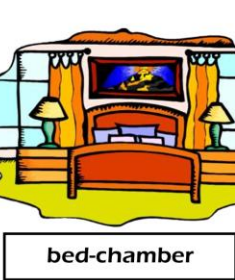
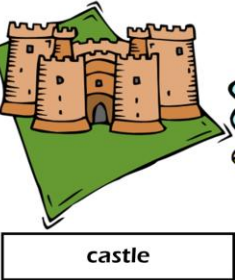
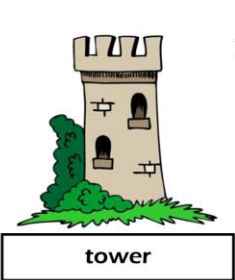
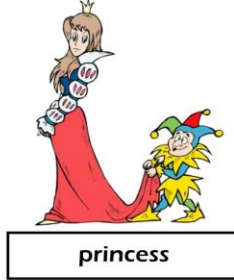
Sleeping Beauty Over the years there were many intrepid knights who believed they could cross the rose bush and access the castle, but they were wrong because it was impossible to cross it. One day the son of a king arrived, and prepared to try again. But as the enchantment was about to break because the hundred years had almost passed, this time the rose bush opened before him, letting him access inside. He toured the palace until he reached the princess and was bewitched to see her. He approached her and as soon as he kissed her the princess opened her eyes behind her long lethargy. With her they were also waking up little by little all the palace people and also the animals and the kingdom regained its splendor and happiness.

In that atmosphere of happiness, the wedding took place between the prince and the princess and they were happy forever.

Created for Lit2Go on the web at fcit.usf.edu

Spource: <file:///C:/Users/HP/Downloads/fairy-tales-and-other-traditional-stories-026-sleeping-beauty.pdf>

SLEEPING BEAUTY PICTURE DICTIONARY



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Source: <https://englishwsheets.com/sleeping%20beauty%20fairy%20tale%20picture%20dictionary.pdf>

The Sleeping Beauty in the Wood

CSR Learning Log

Topic: _____

Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: The live of the sleeping beauty</p> <p>2. What I think I will learn: How The princess becomes sleepy beauty</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: First born: a year-old baby King: the monarch, the supreme ruler Gist: The forecast was fulfilled and the Queen gave birth to a beautiful little princess. She and her husband, the King, were so happy that they wanted to celebrate a big party in honor of their firstborn.</p>	<p>Clunks: Spindle: needle Gist: The princess met an old woman who spun linen. Said the girl pointing to the spindle.</p>	<p>Clunks: Lethargy Gist: The prince kissed her and opened her eyes behind her long lethargy. The people and also the animals and the kingdom regained its splendor and happiness.</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage: Who was the sleeping beauty? She was the king's daughter the little princess.</p> <p>How was the firstborn celebrated? It was celebrated with a big party, inviting to grant noble virtues.</p> <p>Who was the old woman? She was a fairy.</p> <p>What did the old woman after knowing she was not invited to the party? She appeared very angry and said: "When the princess turns fifteen, she will prick herself with the spindle of a spinning wheel and die."</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingler, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 6

The seven crows



Source:<https://cloud10.todocoleccion.online/libros-segunda-mano-cuentos/tc/2016/07/21/19/58189338.jpg>

Objective: To understand, analyze and produce appropriate literary fairy tales with the literary specificity to know, reinforce the simple past tense and vocabulary

Description of the activity:

1. To read the literary fairy tale about the sleeping beauty.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: Posters, cards, literary legends.

The seven crows

There was once a widowed woman who had seven sons and one daughter. They were very poor and almost not they had to eat. One day the boys came home hungry and began to ask for bread desperately. Bread! We want bread! They said loudly. The mother, discouraged, told them: You look like hungry crows! I wish you became crows! And at that precise moment, they became crows and began to fly. The poor mother, desperate to see them like that because of her, died shortly after, leaving the girl alone. This, disconsolate, went every day to a cave in the forest to see her brothers flying and always returned crying to his house.

One day a dwarf passed by the cave and said: -look! if you want your brothers to cover their human appearance, you have to spin seven shirts, one for each of them, and one for me, because I am also a dwarf because of an unfortunate curse. But, while you spin them, you shouldn't say a single word because, otherwise, you would not break the spell.



Source: <https://i.ytimg.com/vi/r5PdEzSafnw/hqdefault.jpg>

One day the king of the place went for a walk and, when he arrived with the girl, asked Who you are? What is your name? Why are you crying? But the young woman only responded with gestures because she remembered what the dwarf had said.



The king then asked him: Would you like to come with me to the palace? She nodded and together they headed to the king's palace. Every day the king went to visit her and ask her some questions, but she never answered, although the king already knew that she was mute and that everything was due to some mysterious promise.

Meanwhile the girl kept spinning as fast as her hands could. When he already had the seven shirts almost finished, the king expressed his desire to marry her. But in the palace there was also an aunt of the king who was very evil and who opposed that marriage. He said that the girl was just a poor girl and that all she wanted was to make fun of the king and that is why I did not speak to him.

With similar arguments he managed to convince the king and he sent the young woman to hang. They prepared the gallows and set the day of execution. When the girl knew it, she started spin day and night to finish the shirts before the fateful day. The date indicated finally arrived for the execution and, one hour before taking her to the gallows, she finished the shirts. The poor, what not He knew where the dwarf would be so he could deliver the shirts, he took them with him under his arm.



Everything was ready when the dwarf appeared accompanied by a flock of crows they put on a shirt each and instantly became seven boys and in A venerable old man. Then, as the girl could already speak, she told everything that had happened to the king and the because of its prolonged silence. Then the king took her off the gallows and instead placed her aunt, which they hanged at the moment.

The king married the girl and his seven brothers obtained important positions in the Court, living all since then very happy.

The seven crows
CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: The live of the sleeping beauty</p> <p>2. What I think I will learn: How The princess becomes sleepy beauty</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: Crow: bird Widowed: a woman without her husband Poor: homeless- no money Gist: There was once a widowed woman who had seven sons and one daughter. They were very poor and almost not They had to eat. One day the boys came home hungry and began to ask for bread desperately</p>	<p>Clunks: Cave: like a tunel King. The person who ruled in the monarchy Gist: Every day the king went to visit her and ask her some questions, but she never answered, although the king already knew that she was mute and that everything was due to some mysterious promise.</p>	<p>Clunks: Court -position Gist: The king married the girl and his seven brothers obtained important positions in the Court, living all since then very happy. .</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage: What was the family’s main problem? The family was widowed who had seven sons and one daughter. How did children become crows? They became crows for their mother’s wish. Where was the cave? The cave was in the forest.</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingner, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 7

The legend of Cantuña



Source:

[https://img00.deviantart.net/05f9/i/2016/335/e/b/the legend of cantuna by kraus illustration-daq7vno.png](https://img00.deviantart.net/05f9/i/2016/335/e/b/the_legend_of_cantuna_by_kraus_illustration-daq7vno.png)

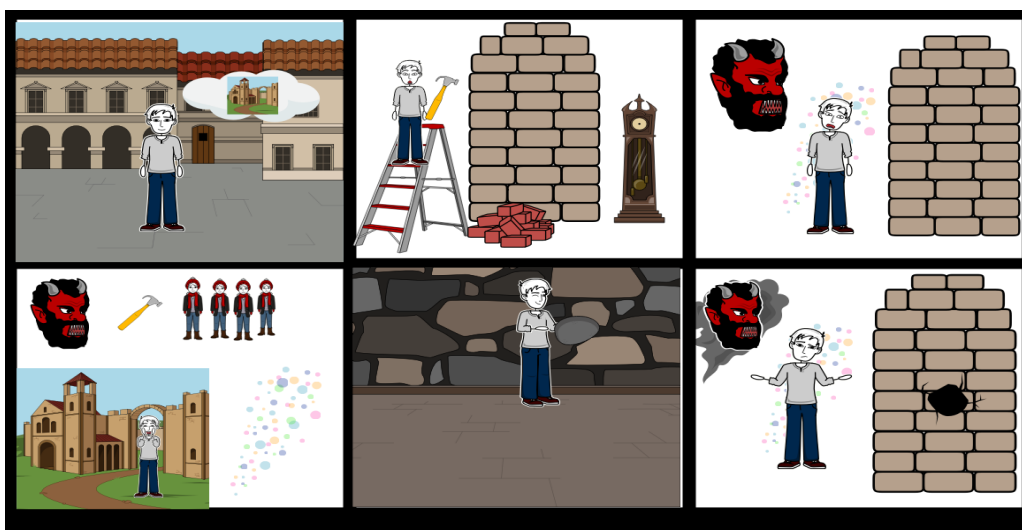
Objective: To understand, analyze and produce appropriate literary legend about Cantuña as to know, reinforce the simple past tense and vocabulary

Description of the activity:

1. To read the literary fairy tale about the Legend of Cantuña.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes or synonyms in order to get the idea of the meaning
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.
6. To work in group making a story-building using cards

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: book, worksheet, posters, cards, literary legends.



Source: <https://sbt.blob.core.windows.net/storyboards/rosabennett17/la-leyenda-de-cantuna.png?utc=131578290925670000>

The legend of Cantuña

This first legend of Ecuador, refers to an indigenous who everyone in his town knew him as Cantuña. The story begins at a time when the Franciscan monks had already settled in Ecuador. In fact, it was they who entrusted the native to begin the construction of a Catholic temple in the city of Quito. Cantuña gladly accepted and even assured that he would have it ready in a semester.

As a sole condition, he requested that, at the end of his work, a large amount of money be given to him. Certainly, the Franciscans doubted the word of that individual, because they thought that, even if his companions helped him to build the temple, it would take much longer than indicated to conclude the works. Several months passed (in total five) and the construction was not even halfway. Desperate for this situation, Cantuña crossed his mind, making a pact with the devil in which he would hand over his soul, in exchange for "Satan" completing the task within the stipulated period.

Lucifer accepted the deal and put to work several of the demons of hell to be able to take the soul of the indigenous to the ends of hell. However, when Cantuña observed that the Church was almost finished, he thought of a plan not to lose his soul. He approached the place where the stones that were being used to build the last wall were and in one of them, he carved the following inscription: "He who places this slab in its place, will immediately recognize that God is much more powerful than he."

Two days later, the devil took the stone in his hands and when he looked at the message, he immediately ordered his entourage to return with him immediately to hell. In that way, the astute indigenous Cantuña had not only managed to preserve his soul, but also completed the construction of the Church in time, with which the Franciscan monks had to pay him the coins they had agreed upon.

The legend of Cantuña

CSR Learning Log

Topic: _____ Date: _____

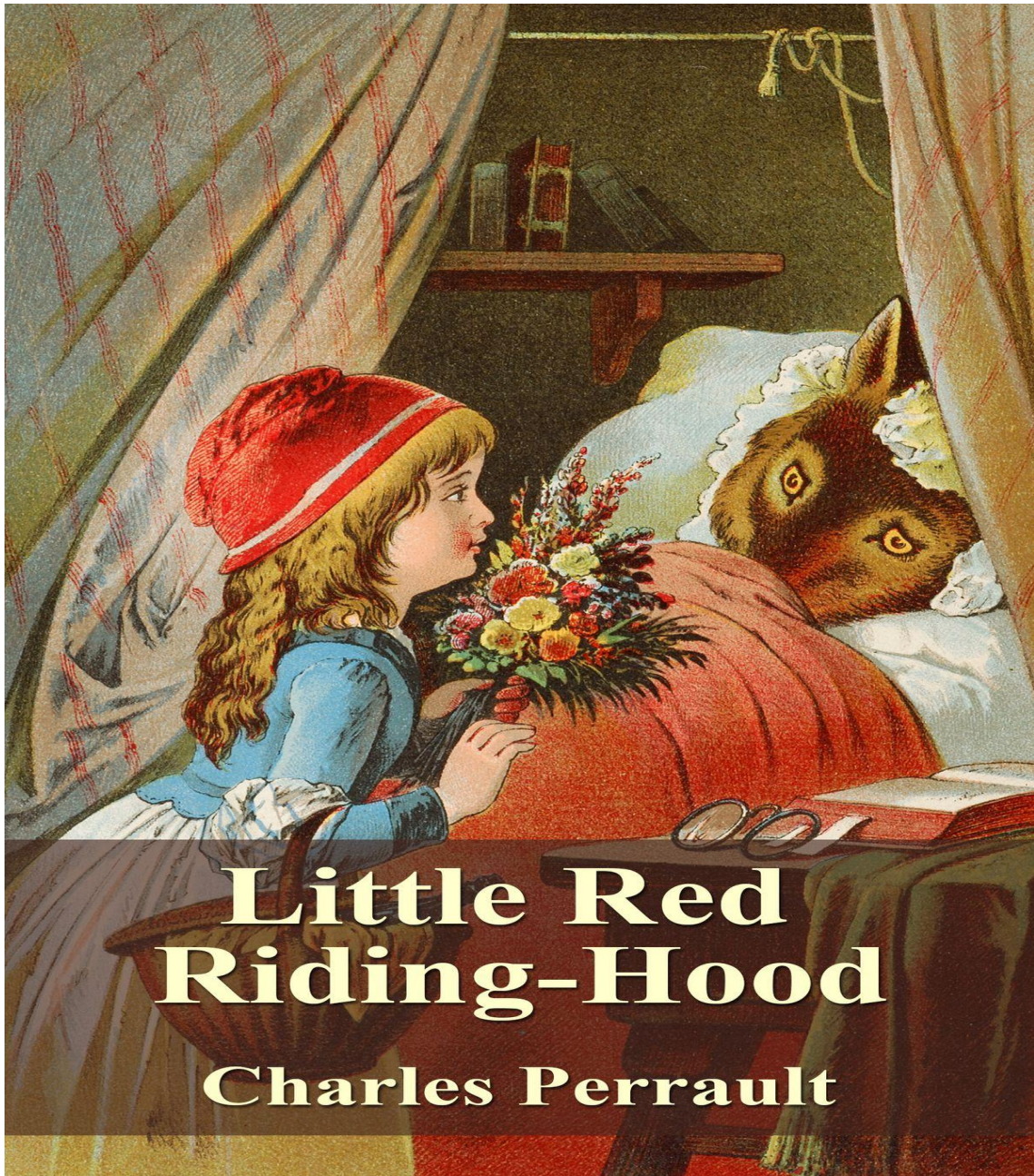
Before reading	<i>preview</i>	<p>1. What I already know about the topic: A famous Ecuadorian legend about Cantuña commitment with the evil</p> <p>2. What I think I will learn: How Cantuña built the San Francisco Church</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: monks: father of the church- bishop</p> <p>Gist: The Franciscan monks had already settled in Ecuador. In fact, it was they who entrusted the native to begin the construction of a Catholic temple in the city of Quito. Cantuña gladly accepted</p>	<p>Clunks: Satan: evil</p> <p>Soul. Gist: Making a pact with the devil in which he would hand over his soul, in exchange for "Satan" completing the task within the stipulated period.</p>	<p>Clunks:</p> <p>Gist:</p>
After reading	<i>Wrap up</i>	<p>Questions about the important ideas in the passage: What was Cantuña's main problem? He could not complete the construction on time What was the agreement between Cantuña and the Satan? He would hand over his soul, in exchange for satan complete the building. How did the legend end? Cantuña had not only managed to preserve his soul, but also completed the construction of the Church in time, with which the Franciscan monks had to pay him the coins they had agreed upon</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingner, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 8

Little Red Riding Hood



Source: <https://kbimages1-a.akamaihd.net/db1ddc28-bda1-42d6-bb03-e10cfaf29429/1200/1200/False/little-red-riding-hood-42.jpg>

Objective: To understand, analyze and produce appropriate literary legend about Little Red Riding Hood as to know, reinforce the simple past tense and vocabulary

Description of the activity:

1. To read the literary fairy tale about Little Red Riding Hood.
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes or synonyms in order to get the idea of the meaning
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.
6. To work in group making a story-building using cards

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: book, worksheet, posters, cards, literary legends.



Source: <https://ecdn.teacherspayteachers.com/thumbitem/Little-Red-Riding-Hood-A-primary-literacy-unit-1534727223/original-140902-3.jpg>

Little Red Riding Hood

Author: Charles Perrault

Once upon a time there was a very pretty girl who lived in the forest with her mother, who had made her a red cape to protect herself from the cold and the wind. The girl liked the hood so much that she wore it at all hours, so everyone called her Little Red Riding Hood.

One day, his grandmother who lived on the other side of the forest became illiterate and his mother asked him to bring him some cakes, fruits and honey. Little Red Riding Hood picked up the basket with the cakes. Fruit and honey and set off. Little Red Riding Hood had to go through the forest to get to Granny's house, but she wasn't afraid because she always met many friends there: the birds, the squirrels.



Suddenly he found the wolf in front of her, who was very very large and with her husky and scary voice asked Little Red Riding Hood.



- Little Red Riding Hood Little Red Riding Hood where are you going so pretty?

- To my grandmother's house- answered Little Red Riding Hood.

- I challenge you to a career- said the wolf - to see who arrives before your grandmother's house. I will give you an advantage, I will go the longest way, you can take this shortcut.

- Okay - said Little Red Riding Hood.

Not knowing that the shortcut was actually a longer road. Little Red Riding Hood set off through the forest, ignoring her mother and at one point along the way she entertained picking flowers for her grandmother. Meanwhile, the wolf went very fast and without wasting time at Granny's house, knocked on the door and the old woman opened it thinking it was Little Red Riding Hood.

The fierce wolf devoured the grandmother and lay on the bed and dressed her grandmother's pink nightgown and hat. Little Red Riding Hood arrived happily at the

house and when she saw the open door she entered and approached the bed and was surprised that her grandmother was changed.

Granny, what big eyes you have!
'All the better to see you with!' said the
wolf.

'Granny, what big ears you have!
'All the better to hear you with!' said the
wolf.

'Granny, what a big nose you have!
'All the better to smell you with!' said the
wolf.

'Granny, what big teeth you have!
'All the better to eat you with!' shouted the wolf



Little Red Riding Hood started running around the room screaming desperately. Meanwhile, a hunter who was passing by at that time, heard the screams of Little Red Riding Hood and ran to his aid. He entered the house and saw the wolf trying to devour it.



The hunter hit the wolf hard on the head and fell to the ground fainting, took out his knife, cracked his belly and took out the grandmother who was still alive. To punish the evil wolf, the hunter filled his belly with stones and then closed it again. When the wolf woke up from his heavy sleep, he felt very thirsty and went to a nearby pond to drink. As the stones weighed heavily, he fell into the head pond and drowned.

Little Red Riding Hood and her grandmother suffered no more than a big scare and Little Red Riding Hood had learned the lesson. He promised his grandmother never to get out of the way as his mother had told him and not talk to any stranger who was on the road.

Source: <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf>

Little Red Riding Hood

CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: A famous fairy tale about little red riding hood</p> <p>2. What I think I will learn: The little girl who wants to visit her grandmother.</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: Hood: cover, capeline</p> <p>Gist: The girl liked the hood so much that she wore it at all hours, so everyone called her Little Red Riding Hood.</p>	<p>Clunks: Wolf: wild animal, wild dog</p> <p>Gist: Suddenly he found the wolf in front of her, who was very very large and with her husky and scary voice asked Little Red Riding Hood.</p>	<p>Clunks: Hunter: shooter</p> <p>Gist: The hunter hit the wolf hard on the head and fell to the ground fainting, took out his knife, cracked his belly and took out the grandmother who was still alive</p>
After reading	<i>Wrap up</i>	<p>Where did the little red riding hood used to visit? She used to visit the grandmother's house.</p> <p>Who met in the forest? She met a wolf.</p> <p>Why did the girl stop at the forest? Because she was picking flower for her grandmother.</p> <p>Who helped the grandmother and the little red riding hood? A hunter.</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingner, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 9

The Coliseum



Source: <https://www.americanlearninglibrary.com/search/C/colosseum/colosseum.jpg>

Objective: To read the passage and answer the questions, to understand, analyze the history about the coliseum as to know and reinforce the simple past tense regular and irregular verbs and vocabulary.

Description of the activity:

1. To read the history about the Coliseum
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes or synonyms in order to get the idea of the meaning
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.
6. To work in group using click and clunk cards

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: book, worksheet, posters, cards.

The Coliseum

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

The Coliseum is an ancient stadium in the center of Rome. It is the largest of its kind. It is very old. They started building it in the year 70. It took ten years to build. It is still around today.

The Coliseum has been used in many ways. In ancient Rome, men fought each other in it. They fought against lions, tigers, and bears. Oh my! It was dreadful. But most of the people loved it. As many as 80,000 Romans would pack inside to watch. These gruesome events went on until 523.

The Coliseum has been damaged many times over the years. It was struck by lightning in the year 217. This started a fire. Much of the Coliseum is made of stone. But the fire damaged the upper levels. They were made of wood. This damage took many years to repair. It was not finished until the year 240.

The worst damage happened in 1349. A mighty earthquake shook Rome and the Coliseum. The south side of the building collapsed. Pieces of the arena were all over the ground. Many people

took the fallen stones. Others took stones from the seating areas. They used them to repair houses and churches.



A sketch of the Coliseum

<https://image.shutterstock.com/image-vector/coliseum-rome-italy-vector-colosseum-260nw-743650663.jpg>

The Romans of those days were not connected to the Coliseum. It had last been used as a castle. Before that it was a graveyard. It has been hundreds of years since the games. The damage to the Coliseum was never repaired. It's a good thing the outer wall of it still stands strong. Today the Coliseum is one of Rome's most popular attractions. People from all over the world come to Italy to see it. The Pope leads a big march around it every Good Friday. It is a symbol that many know. It has even appeared on the back of a coin. I guess that makes it a symbol that many people want too

Source:

<https://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-coliseum.pdf>

The Coliseum
CSR Learning Log

Topic: _____ Date: _____

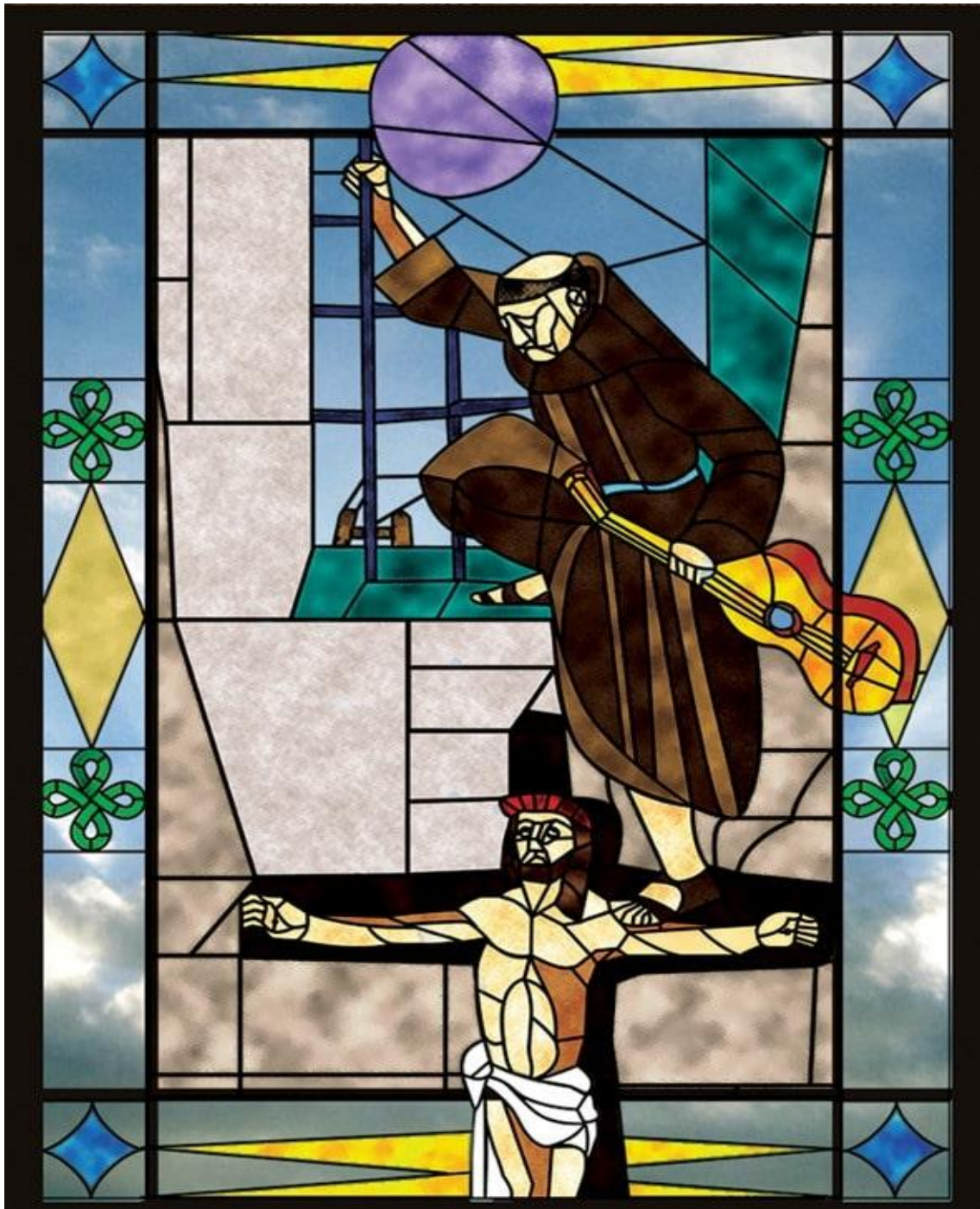
Before reading	<i>preview</i>	<p>1. What I already know about the topic: The history about the gladiators and the coliseum</p> <p>2. What I think I will learn: The history of the Roman empire</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: dreadful. gruesome</p> <p>Gist: They started building it in the year 70. It took ten years to build. It is still around today.</p>	<p>Clunks: Damage wood</p> <p>Gist: But the fire damaged the upper levels. They were made of wood. This damage took many years to repair. It was not finished until the year 240</p>	
After reading	<i>Wrap up</i>	<p>When did the Romans start building the Coliseum? They started building in the year 70.</p> <p>What caused the fire that damaged the upper levels of the Coliseum? It was struck by lightning in the year 217.</p> <p>Which caused the most damage to the Coliseum? An earthquake.</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingner, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Activity 10

Father Almeida



<http://hastalavuelta.com/wp-content/uploads/2015/04/vitral-leyenda-baja-1.jpg>

Objective: To read the passage and answer the questions, to understand, analyze the legend of Father Almeida as to know and reinforce the simple past tense regular and irregular verbs and vocabulary.

Description of the activity:

1. To read the history about Father Almeida
2. Fill in the CSR Learning Log with the qualities of the text, real elements and Imaginary.
3. Discuss in class and show the clunk cards if there are some words or phrases which are not comprehensible.
4. The moderator must give some hints in order to find the meaning by using synonyms, prefixes or suffixes or synonyms in order to get the idea of the meaning
5. Ask questions and answer in order to complete the CSR log and talk with their classmates about what they have understood.
6. To work in group using click and clunk cards

Methodological strategies: Recreate literary legends for different audiences in different formats.

Resources: book, worksheet, posters, cards.

Father Almeida

Source: <https://wellingtonchurch.co.uk/2017/03/14/the-legend-of-father-almeida/>

Father Almeida is a character from Ecuadorian legends who liked to go out at night without being seen in order to have a drink of brandy. The way he left the Church was somewhat strange, as he climbed to the top of a tower and then descended into the street. But not everyone knew that he had to stand on top of a life-size statue of Jesus Christ.

One night he planned to go out to "have a drink" he landed on his arm and when he was about to leave, he could hear a voice saying: - Until when, Father Almeida?" The priest believed the voice had been the product of his imagination and simply replied: "Until I come back Lord!"

After saying that, he went to the clandestine canteen where he drank and did not leave until he was completely drunk. The priest was knocking down the street until he encountered a funeral procession with some men carrying a coffin on the way to the cemetery. He asked one of the mourners who the dead person was. The reply was 'its Father Almeida and we are on our way to bury him.'" The coffin fell to the middle of the street. When Almeida approached the bier and lifted the shroud, he was shocked to see himself dead

Needless to say, he immediately regained sobriety and as soon as he arrived at his Church he swore to the Christ of the tower that he would never taste a drop of wine again. Since then, people affirm that the face of this image changed completely and that even today it can be seen that it outlines a smile of satisfaction, since one of its sheep returned to the fold.



Source:
<https://hablemosdemitologias.com/wp-content/uploads/2018/10/6-4.jpg>

Father Almeida
CSR Learning Log

Topic: _____ Date: _____

Before reading	<i>preview</i>	<p>1. What I already know about the topic: The legend about father Almeida</p> <p>2. What I think I will learn: The life of Father Almeida as to get some drinks he used to scape from the church</p>		
During reading	<i>Clunks and gists</i>	First Section	Second Section	Third section
		<p>Clunks: Priest: Father Cross: tails, fracs, rood</p> <p>Gist: The way he left the Church was somewhat strange, as he climbed to the top of a tower and then descended into the street. But not everyone knew that he had to stand on top of a life-size statue of Jesus Christ.</p>	<p>Clunks: Coffin: casket, capsule</p> <p>Gist: The priest was knocking down the street until he encountered a funeral procession with some men carrying a coffin on the way to the cemetery</p>	<p>Clunks: Wine: a kind of beverage with alcohol made of wine</p> <p>Gist: He immediately regained sobriety and as soon as he arrived at his Church he swore to the Christ of the tower that he would never taste a drop of wine again.</p>
After reading	<i>Wrap up</i>	<p>What did the priest used to do at night? He used to get out without being seen to have a drink of brandy.</p> <p>What did Jesus Crist tell the Priest? Jesus Crist told him: Until when, Father Almeida.</p> <p>What did the priest see in the street? He saw funeral procession.</p>		

Source: https://iris.peabody.vanderbilt.edu/wpcontent/uploads/modules/csr/pdfs/csr_04_LINK_learningLog.pdf#content

(Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klinger, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

4.6.Social Impact and Beneficiaries

Applying this proposal students will be able to enhance their academic performance and the develop reading skills by using strategies which students will use and reinforce their previous knowledge and be able to read texts or articles without any troubles. Teachers are also the beneficiaries due to the sorts of pedagogical resources this proposal has, so the application of this new methodological strategies will improve them through the analysis and understanding of concepts, the development and improvement of reading skills in students and abilities to find the main ideas and conclusion.

This present project will contribute through the quality of English teaching and learning required by the current education; children get a significant learning process which is acquired and they put it into practice in their daily life as to solve problems. Students could have the ability to analyze and clearly understand each text or situation by applying collaborative strategic reading.

The direct beneficiaries are the seventh graders from Unidad Educativa Cucalón Lasso, without their participation, the failure could not be detected which has been affected them in their reading skills and academic performance, In addition, the teachers will be the collaborators, who with their pedagogical support and permanent encouragement, will achieve an improvement in their academic performance.

Both teachers and students have access to the use of this study material to innovate and implement CSR in order to enhance reading skills, without neglecting the objective proposed in the teaching guide. In the same way to contribute to the educational community. Teachers must facilitate different types of CSR didactic materials so the students feel motivated and eager to learn new knowledge for the English teaching and learning process.

4.7. Conclusions and Recommendations

4.7.1. Conclusions

Before applying the proposal, Students showed failure in comprehending text from different articles or text given by the teachers. They have problem in finding the main idea and in some cases, they do not understand the process of skimming and scanning. The teacher spent too much time to explain a paragraph.

The teacher's methodology is not appropriate according to the new social trends of the students. They apply an unusual methodology such as dictation, repetition and doing silent reading or sending homework or activities without being checked. This issue causes learning problem at the moment of developing reading skills. This failure provokes student's disinterest and, in some cases, they feel bored and do not want to read in class.

Another cause seen in class by doing class observation is the lack of previous knowledge, so students were not able to solve the problem due to the high amount of vocabulary the text has. Students needed to reinforce their ability to read by giving some hints to learn new words and how to identify the main ideas from the text.

Once detected the main problem Collaborative Strategic Reading was applied through sorts of activities as to improve their reading skills. There was a favorable acceptance by them, at the beginning there was rejection, but in spare of the time they felt comfortable and motivated to learn new things the text had such as legends, history and games. Students found easy to learn in groups rather than individually.

Through collaborative strategic reading English teachers were able to change their teaching style, that is, through group work students got better results in the development of reading skills and also motivates students with teaching materials for the development of this skill.

The Collaborative Strategic Reading determine the influence in the improvement of reading comprehension through didactive resources, strategies, and activities while working cooperatively, also it will foster an active learning with the main aim to encourage students to develop the critical thinking.

Working in small teams help with the construction of knowledge during the class. The social interaction is based on students exchange information, organizing ideas, and comparing the results to reach an agreement on the subject and develops the reasoning skills and critical thinking. This form of interaction generates a better and greater outcomes than working individually.

Moreover, the strategy wants to provide teachers a successful collaborative strategic reading training in order to promote the reading habit in learners due to the statistical data, surveys, and interview show a low level of practice reading. Its purpose is to maximize the student's performance which allow them to grasp new concepts and lose the fear to participate during the learning process.

Applying the collaborative strategic reading the beneficiaries are the students and teachers because the benefits of the strategic will contribute in solve pedagogical problems making the learning more active and having a good school environment. The strategy also provides several techniques in order to engage students still learning and understanding English books from basic context.

4.7.2 Recommendations

Before applying the proposal, Students showed failure in comprehending text from different articles or text given by the teachers. They have problem in finding the main idea and in some cases, they do not understand the process of skimming and scanning. The teacher spent too much time to explain a paragraph.

Teacher must activate students' previous knowledge in order to reinforce the last class and foster the short- and long-term memory. It also helps students to enrich the vocabulary and the ability to read with fluency and comprehend what the author wants to express in the books. It also helps students develop other techniques such as skimming and scanning, so students will be able to solve the reading problem and reinforce their ability to read by giving some hints to learn new words and how to identify the main ideas from the text.

Teachers must innovate their way of teaching in order to catch the students' attention for reading, and analyze each students' problems as to find some pedagogical resources to make students learning the English class. The use of Collaborative Strategic Reading will be a great usage for the development of literacy skills in students at Unidad Educativa Cucalón Lasso.

Teachers must improve the educational level of students in the English area through the innovative methodological strategies such as CSR, since they will find tools that help in their cognitive development as to foster reading strategy. Teachers' Motivation is essential in the learning process. Parents should also use this resource for teaching homework.

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ANNEXES



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 1. Survey to Students

Objective: To get information related to Collaborative strategic reading and its influence on teaching reading comprehension to seventh grade students at u.e. Cocalón lasso, school year 2019-2020. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly</u> <u>ever</u> <u>4</u>	<u>Never</u> <u>5</u>
1. Do you like reading?					
2. After reading, do you find it easy to comprehend the text you have read?					
3. When you read it is easy for you to rewrite the text with your own words?					
4. In the classroom, do you usually analyze articles form books or magazines?					
5. When you read, have you found any words which have been difficult to understand?					
6. Do you understand easily when your teacher reads a text in class?					
7. Do you like to investigate the meaning of new words?					
8. Do you find it easy to recognize the elements of a text as an author, characters or main ideas?					
9. Does your English teacher encourage activities to improve Reading learning and comprehension?					
10. Do you participate in reading comprehension activities in the classroom?					



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 2. Survey to Teachers

Objective: To get information related to Collaborative strategic reading and its influence on teaching reading comprehension to seventh grade students at u.e. Cucalón lasso, school year 2019-2020. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly</u> <u>ever</u> <u>4</u>	<u>Never</u> <u>5</u>
1. Do your students easily understand what they read?					
2. How often can your students make a summary?					
3. Is there a time dedicated to reading comprehension activities in the classroom?					
4. Do your students understand the meaning of the words?					
5. Do you think that your students can find the title, author, meaning of the words and sentences in a text?					
6. When you do evaluations, how often have you made remedial activities?					
7. Is it easy for your students to learn the meaning of words?					
8. When you do activities with readings, is it easy for your students to distinguish a main idea and a secondary idea from a text or an article?					
9. How often do you do activities to improve learning?					
10. Would you encourage reading comprehension activities in the classroom?					

Annex 3. Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project Plan

Collaborative Strategic Reading and Its Influence on Teaching Reading Comprehension to Seventh Grade Students at U.E. Cucalón Lasso, School Year 2019-2020

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Use activities to improve reading

Name:	<i>Jeneth Mora</i>	<i>Jeneth L Mora</i>
Occupation:	<i>Teacher</i>	
Phone number	<i>0990536501</i>	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project Plan

Collaborative Strategic Reading and Its Influence on Teaching Reading
Comprehension to Seventh Grade Students at U.E. Cucalón Lasso, School
Year 2019-2020

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Comments

No comments

Name:	<i>Norma Hinojosa</i>	<i>Norma Hinojosa</i>
Occupation:	<i>Coordinador</i>	
Phone number	<i>0993742876</i>	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project Plan

Collaborative Strategic Reading and Its Influence on Teaching Reading Comprehension to Seventh Grade Students at U.E. Cucalón Lasso, School Year 2019-2020

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Comments

No comments

Name:	<i>Sarita Orellana</i>	<i>Sarita Orellana</i>
Occupation:	<i>English Teacher</i>	
Phone number	<i>0958720302</i>	

Annex 4. Pretest Worksheet

READING

I. Read the restaurant review and mark sentences 1 to 7 True (T) or False (F).

CHARLIE'S PLACE

Charlie's is a new American restaurant, near the subway on Fifth Avenue. It is open 365 days a year, including Christmas. The prices are very reasonable – that's probably why it's popular with young people and parents with kids. Charlie's does good hamburgers and chips, but why are there hardly any salads or vegetables? There is karaoke every evening from 10.00 pm to 3.00 am. It's a relaxed and informal restaurant and there are always lots of customers. Service is very nice, fast and helpful. Go there with all your friends and have fun but not if you want to stay slim!

Charlie's restaurant:

- | | |
|------------------------------|-------|
| 1) doesn't have any music. | T / F |
| 2) isn't open everyday. | T / F |
| 3) is always full of people. | T / F |
| 4) has a healthy menu. | T / F |
| 5) is perfect for groups. | T / F |
| 6) is quite cheap. | T / F |
| 7) has friendly waiters. | T / F |

II. Read the text about 'Learning to swim' and answer the questions.

LEARNING TO SWIM

- a) **Rachel Robbins:** I learnt to swim when I was a teenager. I went to the local swimming pool with my two sisters. It was old and cold and not very nice. I can still remember my instructor: his name was Colin Firth, like the actor. But he wasn't as good-looking!

- b) Geoffrey Hopkins:** It took me a long time to learn. I wasn't a natural. I still don't swim very well. I certainly wouldn't like to be in a boat in rough seas. I never really learnt to put my face in the water. It hurts my eyes and I can't see.
- c) Simon Fordham:** My father was a swimming instructor so I guess it's in the blood. I can't remember a time when I couldn't swim. I spent most of my childhood holidays at the beach and I still go at any opportunity I get.
- d) Karen Marks:** One day I was standing by the deep end of the swimming pool and I suddenly fell in. I don't know how I did it but I managed to get to the side. I was coughing but I could swim! My brother saw me when I got out and thought it was very funny. But he didn't laugh when I hit him.
- e) Phillip Parker:** I was on a small boat with about ten other boys. It was very small and someone pushed me in the water. The water was very clean and I could see everything. I remember feeling very peaceful and comfortable, I wasn't worried at all. I started swimming, not very well, but another boy helped me to return to the beach.

Which person:

- 8) enjoyed the experience? _____
- 9) doesn't feel comfortable in water? _____
- 10) learnt to swim without any help? _____
- 11) took swimming lessons? _____
- 12) learnt when he / she was very young? _____
- 13) goes swimming now when it's possible? _____

III. Read the e-mail and answer the questions with a short phrase.

Hi! How are you? Thanks for the e-mail. Sorry for not answering sooner. I've just come back from Angra Dos Reis, Brazil, with Maria. I'm very tired because we couldn't get a direct flight back. We left from JFK airport at six o'clock this morning! We had the most wonderful time in Brazil. We stayed at the Green Park Hotel, which is about six kilometres from the town. It was very comfortable and good value for money. I can definitely recommend it. The

weather was great – very hot and the people were superb. The only problem was the food. There wasn't much variety and I got bored eating the same things every day. The first week we spent in the gym and on the beach. Then Maria's parents came for the second week.

All the best.

Tony

Source: [http://www.dsw.edu.pl/fileadmin/user_upload/SJO/pliki/English_Language_Exam -
_A2.pdf](http://www.dsw.edu.pl/fileadmin/user_upload/SJO/pliki/English_Language_Exam_-_A2.pdf)

Annex 5. Posttest Worksheet.

Chess

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate. Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game from India. The chess we play today is from Europe.

Chess is a two-player game. One player uses the white pieces. The other uses the White Chess Pieces black pieces. Each piece moves in a special way. One piece is called the king. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her king. There are a few more rules, but those are the basics.

Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life and in chess. Chess is kind of like a work out for the mind.

You don't always have lots of time to think when playing chess. There is a type of chess with short time limits. It's called blitz chess. In blitz chess, each player gets ten minutes to use for the whole game. Your clock runs during your turn. You hit the time clock after your move. This stops your clock. It also starts the other player's clock. If you run out of time, you lose. Games of blitz chess are fast-paced.

Chess is not just for people. Computers have been playing chess since the 1970s. At first they did not play well. They made mistakes. As time went on they grew stronger. In 1997, a computer beat the best player in the world for the first time. It was a computer called Deep Blue. Deep Blue was big. It took up a whole room. By 2006 a cell phone could beat the best players in the world. Chess sure has come a long way. Don't you think so?

Source:<https://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-chess.pdf>

1. What is the author's purpose in writing the second paragraph?
 - a. To explain the rules of chess
 - b. To compare different types of games
 - c. To talk about game pieces
 - d. To persuade people to play chess

2. Which is not a reason that chess is a good workout for the mind according to the text?
 - a. Good chess players think about what will happen next.
 - b. Good chess players take a lot of risks.
 - c. Good chess players take their time.
 - d. Good chess players use their brains.

3. How long have people been playing chess?
 - a. Over 100 years
 - b. Over 500 years
 - c. Over 1000 years
 - d. Over 5000 years

4. Where did the game that chess is based on come from?
 - a. Europe
 - b. America
 - c. India
 - d. All of these

5. Which best describes the main idea in the fourth paragraph?
 - a. This paragraph argues that players should think less.
 - b. This paragraph explains how blitz chess is played.
 - c. This paragraph explains time clocks work.
 - d. This paragraph describes many different ways to play chess.

6. How does a game of chess end according to the text?
- a. One player takes all of the other player's pieces.
 - b. One player makes it to the end of the board.
 - c. One player becomes king.
 - d. One player loses his or her king.
7. Which happened first?
- a. Computers did not play chess well.
 - b. Deep Blue won an important game.
 - c. Cell phones got good at playing chess.
 - d. Deep Blue took up a whole room.
8. How is blitz chess different from regular chess?
- a. Each player has two kings.
 - b. Players are blindfolded.
 - c. Players only have ten minutes to play.
 - d. Players start from a random position.
9. If it's your turn in blitz chess, what happens when you hit the clock?
- a. Both your clock and the other person's clock keep running.
 - b. The other person's clock stops running and yours starts.
 - c. Both clocks stop running.
 - d. Your clock stops running and the other person's clock begins.
10. When did a computer first beat a strong human player in chess?
- a. 2006
 - b. 1997 c. 1970
 - d. 1976

Annex 6. Pictures of Survey Applied in Seventh Grade Students

