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ESCUELA DE LENGUAS - INGLÉS**

**RESEARCH PROJECT:
“STRATEGIES TO IMPROVE READING COMPREHENSION
SKILLS IN CHILDREN FROM 6 TO 7 YEARS OLD AT A PRIVATE
BILINGUAL SCHOOL IN GUAYAQUIL DURING THE SCHOOL
ACADEMIC YEAR 2013-2014”.**

**PREVIO A LA OBTENCION DEL TITULO DE:
LICENCIADA EN LENGUA INGLESA
ESPECIALIZACION LINGÜÍSTICA Y LITERATURA**

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ABSTRACT

A serious problem that students from 6 to 7 years old face when studying at bilingual schools is the lack of tools to understand and acquire comprehension strategies while reading different texts. Parents find these skills really difficult for their children to get because comprehension questions or comprehension activities were not a matter of learning in the past, so they feel concerned about this subject at school and transmit that feeling to their children.

Teachers have tried to find solutions to overcome these difficulties in the classroom since this subject is not well accepted by kids without the appropriate reading habit.

This research was developed to determine:

- The possible factors that prevent learners from mastering this skill.
- The best way to help children to get these skills and to acquire the reading habit.
- The correct strategies for teachers to use in the classroom to overcome this difficulty.

In order to collect the necessary information for this study a pre-test, a post-test and two surveys were applied to students. Some classes in a period four weeks were given to students to apply different strategies to overcome this difficulty. During these classes, different activities such as games, puzzles, group work, pair work, solo work, ask and answer turns, worksheets guided with music, and funny stories were applied.

The results showed that the necessary strategies for the mastering of these skills in students have not been applied properly due to the lack of time within the school curriculum. The necessary time for the students' mastering each reading skill in English was not given, so this makes the challenge of getting a good level of reading comprehension in children at this age which is pretty difficult to acquire. Lack of motivation from children towards the subject was another important fact to consider due to the lack of appropriate activities applied in class by the teachers.

After the diagnosis of the factors that led to the lack of strategies to get reading comprehension skills for 6 to 7 year-old students, it has been proposed to create a booklet with different activities, games, and clues for teachers to apply in the classroom to help students to develop these skills from the first years of study. This booklet will include different readings created specially to get different skills such as sequence of events, Venn diagrams, compare and contrast activities, similarities and differences, etc. In addition, it will give teachers ideas for different classroom activities that may include picture cards, puzzles, coloring pictures, songs, rhymes, among others.

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CHAPTER I

1. Introduction

1.1. Background of the problem and Statement of the Problem

According to the Ecuadorian in service English Teacher Standards (2012), based on the Common European Framework References of the languages (CEFRL), at the end of 9th year of General Basic Education, all the students, especially those of public institutions need to achieve the A1 level in all language skills. (Ministerio de Educación, 2012)

The Common European Framework is a standardized format which consists on a widely developed language basis that must be followed in order to create syllabuses, curriculum guidelines, tests, textbooks within European education. It provides learners with mainly steps that they need to follow so they can be able to use the language and acquire the necessary skills to communicate as effectively as possible. Besides that, it involves the cultural background in which language is established and defines the level of proficiency which allow them to measure their progress gradually at each stage on long basis term, as a consequence it promotes international co-operation in the field of modern languages (Common European Framework, 2001).

Common European Basis promoted globally within learners has caused a great impact within Ecuadorian government, in which its main objective is improving education in both public and private sectors. Furthermore, Ecuadorian schools administrators have started to adapt their

English syllabuses and curriculum guidelines to be almost similar to European standards according to Ecuadorian context and culture.

Moreover, it is pretty important to develop the necessary pointers for students to reach the proficiency needed within the four skills, in particular, reading comprehension in which students have serious problem to deal with. For that reason, teachers must be fully aware to provide the correspondent tools to assure learners' success within this global Common European Framework scale required in the skill of reading on this type of examinations. In relation with this scale, learners must be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

In addition, they understand familiar names, words, basic phrases and very simple sentences such as the one included in posters, catalogues, and postcards.

It is also important to mention that learners have to be able to get an idea of the content of simpler informational material and short simple descriptions, especially with visual support.

This issue had greatly effects on both teachers and students because the English Ecuadorian Curriculum has turned extremely challenging and requires teachers to search for adequate strategies to develop the necessary reading comprehension skills on students at this level.

Therefore, bilingual private institutions have to apply the same standards with some differences in comparison to public institutions.

Indeed, the private institution where this project was applied is looking for the bilingual category and its curriculum has also adopted these standards in order to teach English as a foreign language to students of all academic levels.

Thus, in this process of learning, 3rd year “Educación General Básica” (EGB) students from this private institution had difficulties at the moment of learning these essential skills. During the past few months, teachers at this school had been facing a huge problem related to the lack of reading comprehension skills in students. This problem had become an issue for teachers since students at the age of 6 and 7 years old did not seem to understand simple pieces of reading and made themselves confused at the time of sharing their ideas about any story.

Besides that, the reading comprehension skills taught were difficult for students to understand. This required a great effort from teachers in the class. Reading comprehension standards have different levels according students’ age, level of English and academic year. Thus, the Educational Policies requires students to get specific reading skills at the end of their primary studies.

Despite the fact that reading comprehension skills in this private bilingual school were a matter of importance for teachers in English subjects and students learning the language, these had not been developed accurately in children from 6 to 7 years old.

During the first quimester, it was observed through different activities in class and staff meetings that the reading comprehension skills acquired by students did not reach the objectives set at the beginning of the school year.

Traditional strategies given by teachers did not provide enough tools for 6 to 7 years old children to get an effective reading comprehension skill while reading a story or any piece of information. This situation brought complaints from parents because at the moment they were studying with their children at home they did not seem to understand the task that involved reading comprehension skill covered during the assessment period.

In addition, the activities performed were not suitable enough for the students' ages causing lack of interest and ability to understand and acquire this important skill. As a result, the majority of students were not able to recognize main and secondary ideas, characters, settings, moral, facts or opinions in stories, cause and effect, or compare and contrast ideas in a text. Moreover, students memorized possible answers for the quizzes or tests. It was also found that if the questions were presented in a completely different way to the exposed in class, they simply did not understand them. As a result, the acquisition of this skill had become an issue that concerned authorities, parents, and therefore teachers.

Students' abilities to develop skills while reading are of vital importance. Therefore, we as teachers must be prepared to provide effective and necessary strategies so learners get plenty of tools to succeed at this important skill. Teachers also need to be aware of this problem and try to find

out solutions. This was one of the main reasons why this research project was developed for.

1.2. Statement of the problem

The purpose of this study was to apply the appropriate strategies to improve reading comprehension skills in students from 6 to 7 years old in a private bilingual school.

1.3. Objectives : Broad and Specific

Broad Objective

The acquisition of reading comprehension skills for students at this age is not an easy task to achieve for teachers. Thus, this project pretends to inform the results of providing useful strategies to improve reading comprehension skills in order to face and sort out the difficulties presented in class.

Specific Objectives

- Determine the main weaknesses that students from 6 to 7 years old have in developing reading comprehension skills.
- Evaluate the effectiveness of reading comprehension strategies worked along the second “quimestre.”
- Validate or support the strategies proposed through expertise criteria.
- Test the effectiveness of the strategies proposed in this research paper during the second “quimestre” with a group of 20 students.
- Give suggestions to find out ways to solve this difficulty.

1.4. Rationale of the study

Based on the daily development of students in class and teachers experiences in reading comprehension classes using a textbook with few activities along the first “quimestre” at this school, it could be proved that students presented difficulties to acquire the necessary knowledge to carry on this subject. This research project was set to discover different social, academic, and personal factors that cause the lack of suitable well-structured reading comprehension strategies provided in class to 6 and 7 years old students.

This research offered integration in the updated theoretical field that could be examined by teachers based on effective strategies in relation with reading comprehension teaching in the English Language for students at this age. From the practical point of view, we presented a set of strategies which constituted a valuable material for teachers as a guide, not only while planning the lesson, but also while using specific strategies for the development of reading skills in students. This research Project also allowed students the acquisition and necessary knowledge to use the language in order to be more competitive and capable of developing the essential reading skills to be applied at any social field, using a language of great importance such as English.

1.5. Scope and Delimitations of the study

This research was conducted at “Liceo Panamericano” Private School located at the South of Guayaquil city. This research was carried out with third

basic primary students of 6 and 7 years old. The set of strategies proposed were put into practice along the second “quimestre” with this group.

The research project had the necessary human team such as: students, teachers, and the administrators who were part of the school and benefited directly with the considerable amount of strategies provided to improve reading comprehension skills in students from 6 to 7 years old through the development of this project. Besides that, the constantly support of teachers and coordinator who were of great help during the development of the research.

It is important to mention that the researchers covered all the economical requirements needed in the development of this project and motivated students to present the appropriate willingness to acquire the knowledge and the skills provided.

CHAPTER II

2. Literature Review

2.1. Introduction

There are four skills in English that students need to acquire in order to have a good performance of the language and be able to communicate effectively while managing themselves into a second language acquisition. Therefore, these skills development have different complexity according to students' age and level. These skills also have different components as well, which make their acquisition and performance possible. The amount of time given to each skill is a matter of importance in order to acquire them. The mastering of these skills is not an easy task for students or teachers to get, but with the correct strategies applied it is possible to do.

For many learners, reading is by far one of the most important of the four skills in a second language (SL). Surely, the situation within English learners is that they should possess solid reading proficiency in order to succeed at it. Thus, effective reading in SL is critical. (Carrell, 1989)

In order to succeed at each skill, learners should be able to recognize their weaknesses and strengths so based on the language performance they improved within the diary practice of the skills as a result, language skills acquisition becomes utterly challenging and demanding for them. Students must know the four skills: writing, speaking, listening, and reading. The appropriate development of each skill depends basically in the type of strategies that students get from the teacher within the lesson.

Reading is, as well as the others skills, one of the basics for mastering the language. In fact, a great significance of importance within reading comprehension has been put by the government of Ecuador.

According to Ecuadorian in service English Teacher Standards (2012), based on the Common European Framework References of the languages (CEFRL), Ecuadorian students must reach the A1 level at the end of 9th grade. In the reading section is stated that they should be able to understand familiar names, words, and simple sentences in posters or catalogues. Additionally, they should be able to understand short simple messages, and very basic phrases in the most common everyday situations, specially, with the use of visual support.

Reading is not an isolate skill which can be left aside within young learners who are trying to reach a specific level in English, but a matter of receiving the most useful strategies and activities by their teachers in order to succeed at it.

It is also important for learners to be able to comprehend what is being read to get the knowledge that the text provide to the reader so they are able to apply it in daily situations and eventually reach the governments requirements.

Moreover, teachers should be prepared with the essential tools and strategies to make students succeed at this decisive challenge that Ecuadorian government is implementing in education and also be able to provide students with sufficient motivation to produce as much as the government is asking for.

2.2 Theoretical Review

Motivation Theories

Motivation has been considered the process that initiates, guides, and maintains goal-oriented behaviors in every single person. It is what causes people to act in every situation, whether is getting a glass of water to reduce thirst or getting a book to get knowledge.

The way motivation works in each person has been a matter of research for many psychologists through different theories and the most common explanation is based on the individual's needs. The basic model about needs makes reference to a content theory of motivation, where there are some specific factors that motivate a person. Even though, these factors are related within a person, the environment can change these needs as well.

As a summary, everyone has needs to satisfy; some of them are primary such as the simple ones: sleep, eat, and so on; these are biological needs and are stable and cause an obvious behavior. On the other hand, secondary needs are psychological or acquired by experiences, which change depending on the person, customs, culture, and other factors. These secondary needs are based on internal desires of power, improvement, achievement, and love that is why identifying these needs is more difficult because they can be shown in different ways. CliffsNotes (2013)

The theorist Abraham Maslow stated need as a physiological or psychological deficiency of a compulsion a person feels to satisfy. This need may influence the work attitude and behavior of a person.

This theorist stated that these needs exist in a hierarchical order. His theory stated that only an unsatisfied need can change or influence someone's behavior and that a satisfied need is not a motivator. Maslow based his theory on two main principles: Deficit Principle and Progression Principle. CliffsNotes (2013)

The deficit principle states that a satisfied need is not a motivator because people act to satisfy personal needs. On the other hand, the Progression Principle identifies five main needs in a hierarchical order that means that any level need only comes into play after a lower-level need is satisfied.

TABLE 1 Maslow's Hierarchy of Human Needs

Higher Level Needs	To Satisfy, Offer:
Self-actualization needs	Creative and challenging work
Participation in decision making	
	Job flexibility and autonomy
Esteem needs	Responsibility of an important job
	Promotion to higher status job
	Praise and recognition from boss
<i>Lower Level Needs</i>	<i>To Satisfy, Offer:</i>
Social needs	Friendly coworkers
	Interaction with customers
	Pleasant supervisor
Safety needs	Safe working conditions
	Job security
	Base compensation and benefits
Physiological needs	Rest and refreshment breaks
	Physical comfort on the job
	Reasonable work hours

The theorist Frederick Herzberg proposed a different context to understand the motivational assumption of work environment through two set of factors: Hygiene factors and satisfiers factors.

Herzberg's two-factor theory which can change motivation in the workplace or study place. CliffsNotes (2013)

Hygiene factors are the first set stated by Herzberg, which includes encouragement, studies stability, studying conditions, classroom rules, and technical quality of supervision or feedback. Even though these factors mentioned do not motivate students, they can bring dissatisfaction if they are missing.

Responsibility, achievement, and feeling of recognition are mentioned within satisfiers and motivators. They are the basis for satisfaction and motivation in a workplace.

Alderfer's Existence, Relatedness, Growth theory

In contrast with the two others theorists presented, Alderfer put needs into three categories. This approach states that unsatisfied needs motivate behavior, and lower level needs do not become important when they are acquired. Higher level needs become more important if satisfied, but if those are not met, a person can go down to a lower hierarchy; which is called the frustration-regression principle. CliffsNotes (2013)

Existence needs is based on the physiological and material needs of human beings.

Relatedness needs is based on the desires of human beings on satisfying interpersonal or social relationships.

Growth needs is based on the need of human beings for self-realization which includes esteem.

McClelland's acquired needs theory

McClelland's theory states that everyone gives different importance to their needs according each ones reality, and that we are not born with needs, but we learn to get them through life experiences. He classified needs into three categories. McClelland connects each need with a different group of work preference.

Need for achievement. It is the desire of improvement within each person. High achievers are different among themselves for their desires of doing things better. These achievers find motivation in different job or study situations with personal responsibility, feedback and some risk in their tasks. They also find solutions to different problems, require quick feedback on their duties so they may know if they are improving or not, and set their own challenges when they feel they can succeed better.

Need for power. It is the desire to make others behave in the way you want. These individuals are used to follow rules to get promoted after a period of time, enjoy responsibilities of being in charge of a particular task, like to influence others, are very competitive people, and worry more about prestige than getting influence and effective steps in the job.

Need for affiliation. It is the desire of making friends, have social relations, and avoid problems or difficulties. These individuals enjoy companionship, social interaction, approval, and interpersonal relationships in any task. They try hard for friendship, enjoy cooperative work, try to have a mutual understanding, and enjoy working as a team.

Constructivist learning theory

Essentially, constructivism states that every human being constructs their own knowledge and comprehension of the world through facing things and reflecting on different experiences. Giesen. (2004)

Christie, A (2005) assured that constructivism is a learning theory in which knowledge is assembled and shaped by experience. It is also considered as an individual interpretation of the world. She also emphasized that constructivism is a process in which the teacher should provide different modes of illustrations and viewpoints on specific content. This perspective, which is derived from Piagetian theory (Piaget, 1977, 1970), highlighted that individual knowledge stimulated by internal cognitive conflict happened as learners struggle to resolve any situation. Basically children as well as older learners must be able to convey their experiences and phenomena, which is

different from their existing schema. As a result, learners may be said to get their own knowledge through revising and creating new understandings out of existing ones accomplished individually or socially oriented learning activities.

As well as a direct reflection of Vygotsky (1978) of the sociocultural theory of learning, this accentuates the supportive supervision given by the teacher as the learner is able to achieve more difficult skills, comprehension, and independent competence. Consequently, the cognitive and social interaction constructs personal knowledge. Applefield, Huber & Moallem (2006).

While there are many interpretations of what constructivist theory means, most authors agree that it includes a dramatic change in the focus of teaching, putting the learners' own effort to understand the core of the educational enterprise. Applefield, Huber & Moallem (2006)

For the learner to construct meaning, he or she must enthusiastically attempt to make sense of new experiences and must be related to what is already known or believed about a specific issue. Learners develop knowledge through an active construction process not through a passive reception of any information. (Brophy, 1992). Applefield, Huber & Moallem (2006)

Metacognition

The American Developmental psychologist John Flavell (1976) gave to a higher level cognition the name of metacognition. Flavell defined metacognition as the perception about intelligence and the controlling of that intelligence. This knowledge component embraces what a person knows about learning, including knowledge about oneself as a learner, about aspects of learning, and the strategies needed to learn effectively. Baker, L., (2009).

Reading comprehension

Snow, C. (2002, p. 11-13) defined reading comprehension as a two-way process of extraction and construction of meaning by an interaction and involvement of written language. This process involves three important elements: the reader, the text, and the activity. The reader is not only the person who comprehends the text, but also the one who applies all the skills, knowledge, and experiences to get the most of it. The text is the source of information that allows the reader to expand knowledge and capacities in any particular subject. On the other hand, activity includes purpose, process, and consequences within the act of reading.

An unknown author (nd) also defines reading comprehension as the process of taking out and constructing meaning through interaction and involvement with a piece of text. It is also mentioned that comprehension involves three entails elements: the reader, the text, and the activity. Reader is the person who has all the essential capacities, abilities, knowledge, and experiences that the act of reading a text needs. Text is any printed or electronic piece of information in which the reader has different

representations of the information given by that text. Activity includes mainly the purpose, processes, and consequences of reading a text.

Likewise, Sweet, A. (1993) mentions that readers constructs meaning at the time of interacting with a text. This process takes into account their prior knowledge about the world. According to this, readers get to understand something that they are reading only at the moment they relate it with what they know.

Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, and an interactive process which happens before, during, and after a person reads any article or piece of information. Comprehension is one of the main components in the act of reading". Brummitt, J. (2012)

According to the Minister of Education requirements, it is clear that reading comprehension is an ability of great importance that students have to develop. Reading comprehension skill does not focus in reading a text only but to understand what is being read. It is about identifying different types of information since the very beginning of school years with different level of complexity to apply this knowledge in daily life. (Ministerio de Educación, 2012)

The act of reading a text is of a great importance for any person since the first years of education, not only for recognizing it as one the basic elements in everyday communication but also because it is the greatest source of knowledge that people has access to. Reading is the best tool for improving

writing as well as speaking skills due to the huge amount of new vocabulary words and terminology it provides to the reader which includes coherence tips, text organization, and appropriate use of punctuation.

Levels of Comprehension

According to Donoghue (2008), there are different levels of comprehension while reading. “(1) Literal or text-explicit comprehension, (2) Interpretive or text-implicit comprehension, (3) Critical or applied comprehension, (4) Creative comprehension.”

Literal or text-explicit comprehension is the first level of comprehension according to Donoghue. It refers to what is commonly called “reading on the lines.” Within this level, the reader is required to process information that is clearly defined in the text such as main ideas, details, directions, settings, characters, moral, and sequence of events. This is the level where Reading comprehension has its basis.

Interpretive or text-implicit comprehension is defined as the second level of comprehension. In contrast to the first level, it is about “reading between the lines.” This level requires the reader to process information based on what was read but not stated in the text. It involves intuition, personal experiences, imagination and making inferences in order to understand what the author means. It also includes predicting future events, determining word meanings from context, drawing conclusions, making generalizations, determining cause-effect relationships, etc. That is the reason teachers should stimulate classroom discussion and interpretive comprehension within the classes.

Critical or applied comprehension is the third level which is called “reading beyond the lines”. Readers are required to apply facts from the reading and their own ideas, experiences, and judgments in order to put into practice skills such as the ability to differentiate facts from opinions, fantasy from reality, etc.

Creative comprehension is the last and most advanced level to take into consideration. Among the skills required to master this level of comprehension, students need to generate new and original ideas, propose different endings, or solutions to difficulties or situations stated in the reading.

Importance of Reading Comprehension

Armbruster, Lehr, & Osborn. (2010) said that: “Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active.”

People in general read for many different reasons. Among this action, the key is to get the idea of what is been read and it is always part of the main objective of reading. Reading comprehension is one of the main skills to be developed because through this the reader gets the information provided by the text. (Marshall, P., 2012).

There are two important elements that make up possible the process of comprehension while reading. They are vocabulary knowledge and text comprehension. Understanding a text depends basically on the reader’s ability to comprehend the vocabulary used in the text due to the use of prior

knowledge which increases everyday through the process of learning.

Brummitt, J. (2012)

Essential Elements of Effective Reading Comprehension Instruction.

According to Duke, Pearson, Strachan, & Billman (2009) there are some essential elements that effective teachers of reading comprehension should apply to guarantee effective reading comprehension instructions in class. “(1) Build disciplinary and world knowledge. (2) Provide exposure to a volume and range of texts. (3) Provide motivating texts and contexts for reading. (4) Teach strategies for comprehending. (5) Teach text structures. (6) Engage students in discussion. (7) Build vocabulary and language knowledge. (8) Integrate reading and writing. (9) Observe and assess. (10) Differentiate instruction”.

The first essential element for an effective reading comprehension is stated as build disciplinary and world knowledge. This element emphasizes the great importance of word knowledge and decoding skills young readers possess. This knowledge and skills are gotten by the opportunities readers have when reading a variety of texts related to different topics. The more students read about different topics, the more world knowledge they will get.

Provide exposure to a volume and range of text is the second element for an effective reading comprehension instruction. This element deals with the exposure students have in and out of the classroom to different types of reading. In addition, this element focuses its attention to students' early literacy improvement through different genres text exposition such as fairy

tales, true stories, fables, etc., which can be electronic books version or published books.

As a third element the author considered to provide motivating texts and contexts for reading. This element, besides teacher's motivation in class, enhances the importance of providing texts, necessary tools, and materials that catch the natural attention and interest of students giving tasks with authentic purpose and knowledge they can relate with their daily life.

Teach strategies for comprehending is stated as the fourth element to consider. According to this element, students become active readers after developing the necessary strategies and recognizing why, how, and when to put them into practice with the guidance of an effective reading comprehension teacher. Those strategies must not be taught separately but simultaneously in order to get a better performance from students as well as a better understanding of the subject. Following this principle will increase students' comprehension of different text on different school subjects such as science, social studies, etc. Among those basics strategies, we can consider the following: purposes for reading, previewing and predicting, activating prior knowledge, monitoring, clarifying and fixing, visualizing and creating visual representations, drawing inferences, self-questioning and thinking aloud, and summarizing and retelling.

Teach Text Structures is considered as the fifth element for Effective Reading Comprehension Instruction. This element enhances the importance of giving children a direct text structure instruction using different methods or techniques that may use graphic organizers, games emphasizing main words,

analyzing texts, etc. Among the elements within a text that children must recognize and use we can mention the title, characters, setting, goal, problem, plot, solution, and theme. On the other hand, within the structures students must learn we have description, sequence, problem and solution, cause and effect, compare and contrast, and similarities and differences.

As element six we have Engage Students in Discussion. This element emphasizes how effective is to engage students in a discussion to have a better understanding of the text and at the same time to recognize reading comprehension as an active process of learning. Students' active participation depends on the type of activities and strategies used in class such as a discussion involving higher order questioning about the author and events in the text or theme of the story. These types of activities promote a better understanding of different text, as well as a critical disposition toward texts in general.

Build Vocabulary and Language Knowledge is another element which established that there is a strong and important connection between language and vocabulary to reading comprehension. This led to some open ideas. For instance, the huge impact caused to comprehension through vocabulary which is acquired naturally through the exposure of listening and reading different texts. This element also states that exposure to different context is a good way to learn word meaning incidentally or through the use of technology using online programs.

For the eighth element, we find integrate reading and writing. This element focuses its attention on how important is to integrate these two skills,

which results in an increase of the literacy level in students. They become capable of writing and expressing their written ideas through an out loud reading activity in class while developing other skills such as speaking in public.

Observe and assess is the ninth element which clearly affirms that this is a task a teacher must carry on within the classes after a deep assessment of students' comprehension strengths and weaknesses. There are some students who have a great range of vocabulary, but a poor reading and meaning construction or vice versa, that is why an assessment on students' abilities in this skill is needed.

Element number ten is called differentiate instruction. This also deals with students' strengths and weaknesses because it is according to these differences that any teacher can give students the appropriate instruction within the classes. For example, the teachers instructions can be varied according to students needs such as monitoring for meaning, making predictions, understand words in context, etc. This element established that is much better to give instructions to one student at a time or a selected group rather than the same instruction to the whole class because some students may not find it useful at all for their strengths and weaknesses cannot be seen easily.

Reading Skills

Scanning

Scanning is the ability to find a specific name, date, statistic, or fact without reading the entire text. This ability rapidly covers a great deal of material in order to locate a specific fact or piece of information. Arundel, A., Community College (2013).

Students need to be able to perform a number of different activities while reading a text and also be able to develop different skills in order to get as much knowledge as they can. Apart from that, they must be able to scan texts for particular pieces of information they might need. This skill requires students not to read every word and line in the text but to look for specific words or key pieces of information they need to develop a successful scanning skill. Harmer, J. (1998, p. 69)

Steps for scanning a text.

The steps for scanning a text are the following: “(1) Have a clear idea of what you are searching for. (2) Anticipate in what form the information you are searching for is likely to appear. (3) Analyze the organization of the content before starting to scan. (4) Let your eyes analyze several lines of the text at a time. (5) Read the entire sentence when you find the information you are searching for”. Arundel, A., Community College. (2013).

Skimming.

It is a process that requires students to move their eyes as rapidly as they can over the text in order to get the main ideas and a general overview of the content of the text. Arundel, A., Community College. (2013).

Students need to be able to skim a text as if they were focusing their eyes over its surface to get the main or general idea of what is being read. Harmer, J. (2003, p. 69)

Situations for skimming a text.

The situations for skimming a text are the following: (1) Pre-reading-Skimming: It gives a more accurate idea of what the text is about. (2) Reviewing- Skimming: it is used to review a text already read. (3) Reading-Skimming: it is used for a quickly reading material. Arundel, A., Community College. (2013).

Steps for skimming a text.

The steps for skimming a text are the following: (1) Read the title to know what the text is going to be about. (2) Read the first paragraph completely to have a general idea of the topics the texts will be about. (3) Read the subheadings to analyze relationship among them. (4) Read the first sentences of each paragraph to predict the information you will find in them. (5) Search into the text to find key words, clues, proper nouns, enumerations, adjectives,.etc. (6) Read all the last paragraph to find out conclusions. Arundel, A., Community College. (2013).

Principals of Reading Comprehension

The principals of reading comprehension are (1) Reading is not a passive skill. (2) Students need to be engaged with what they are reading. (3) Students should be encouraged to respond to the content of a reading text, not just to the language. (4) Prediction is a major factor in reading. (5) Match the task to the topic. Harmer, J. (2003, p. 70-71)

The first principal emphasizes that reading is an active skill in several ways because participants must understand the meaning of words, look at the pictures or paintings, comprehend the arguments, and work out if they agree with them. After teachers are sure to do these things within their reading classes, they would be able to assure that the students are not just merely scratching the surface and quickly forget the text.

The second principal focuses its attention on the necessity to get students engaged with the piece of text they are reading, otherwise they would not be able to take advantage of the text they are working with. Therefore, it is essential for teachers to keep their students interested in the topic of the lesson from the very beginning until the end.

The third principal deals with the need of getting students answer in relationship with the content of the text and not only in the language. Even though it is important to recognize the language used, the number of paragraphs within the text, the relative clauses and main phrases, the meaning, the message of the text; as a result of each of them, students would be able to answer in their own way.

The fourth principal emphasizes prediction as an essential factor in reading. Book covers, photographs, headlines, or titles are the main resources for students to predict what is coming in a book, article, or report. Consequently, prediction is not only an important factor in reading but it is also an exercise for the brain to start thinking what is beyond, setting expectation to create better and more engaged readers.

The fifth principal refers to the fact that the task must be related to the topic. Moreover, the suitable choices of the activities are going to be essential for students to understand the topic and make the task as useful as possible. Another point to consider is to make the right question during the lesson to increase the level of excitement on students and the probabilities to change the task into a challenging one.

The sixth principal takes into consideration the role of teachers while exploiting reading text to the full. All the elements that are part of a paragraph such as sentences, words, ideas, descriptions are components that teachers must use to integrate the reading text into an interesting sequence during the lesson. The use of the topic for different kinds of activities such as debates, discussions, and later activation task is also essential.

Strategies

A plan of action designed to achieve a long-term or overall aim. Oxford University Press. Oxford Dictionaries. (2013).

A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. WebFinance.Inc. Business Dictionary. (2014)

Readers use a lot of different strategies for comprehension while reading a text. These strategies consist of monitoring for understanding, answering and creating questions, summarizing, and being aware of using specific structure to aid comprehension. Brummitt, J. (2012)

There are also some mainly strategies that can help readers to understand a text rapidly and successfully. For that reason, it is important previewing, which is basically to review titles, section heading, and photo caption in order to get an idea of the structure and content of a specific reading part. Predicting is another important strategy to use because a reader's knowledge of the subject matter helps them to make predictions about the content, target vocabulary, and check comprehension. Skimming and scanning are two useful strategies to work with at the time of increasing students' comprehension. They help students to get the main idea, recognize text structure, confirm, or predict questions. Guessing is another interesting way of improving readers' comprehension because it helps them to use prior knowledge of the topic and ideas in a piece of text as clues for meanings of unknown words rather than looking them up. Paraphrasing is another important strategy that readers may be able to use for comprehending a piece of information, and restructure ideas in their own word better.

Teaching Strategies

There are some useful strategies to ease student-centered learning and teaching. Those strategies are an important instrument to provide students with a useful opportunity to get engaged with the content and to provide variety within the text being read. Applying these strategies allow students to get the most of the text and improve knowledge in a higher level. The teaching strategies proposed are (1) Brainstorming. (2) Case Studies. (3) Debates. (4) Discussion. (5) Flipped Classroom. (6) Group Work. (7) Questioning. (8) Simulations. University of New South Wales. (2014).

Brainstorming

The first strategy proposed is brainstorming. This strategy focuses students' attention on a specific topic and eases the task to get a bunch of ideas to do their tasks. A question proposed by the teacher, a problem, or introducing a topic may begin a brainstorming activity. After this action is created by the teacher, students express their possible answers, ideas, or important words to propose without criticism. These ideas are checked at the end in a group discussion.

Reasons to use brainstorming

This strategy allows students to express their ideas or opinions, to listen to what others say, to improve students' previous knowledge, to keep new information, and to increase their level of understanding. The main objective of brainstorming are the following to engage students' attention on a specific topic, to generate numerous ideas, to practice acceptance and respect for others

opinion, to encourage students to share their ideas, to validate and accept students' understanding, to find solutions to different problems, and to help each other to increase knowledge through ideas contribution.

Case Studies

The second strategy is case studies. This is based on narrative from stories or scenarios used to set analysis and discussion. They are recommendable to use with higher education, especially in business and law. This strategy is the most effective way to get students to put into practice their abilities and understanding of learned facts to a real world situation.

Debates

The third strategy is debates. This is a controlled way of exploring the different views of a problem. It is basically a well structure contest of argumentation, in which two divergent students or teams support and attack a given plan.

Reasons to use debates

Debates are a useful tool to engage students in a set of different activities that allow them to interact within the content. It makes students to consider not only the facts of a situation but also the results or consequences. It encourages students to think in a critical and strategic way about themselves and their opponents. Besides, it persuades students with the commitment to defend their position through its competitive nature using the previous research made about the topic.

Discussion

The fourth strategy is discussion. This teacher-controlled activity in group is based on one or two basic points that all members talk about.

Reasons to use discussion

This strategy allows students to participate in an active way exposing their ideas and accepting or declining others'. This strategy is really useful to convince others to change their mind or attitude toward a specific topic where students develop a critical thinking skill.

Flipped Classroom

The fifth strategy is a flipped classroom which consists on putting into practice different activities where students can watch a video and discuss about it, prepare a group presentation about a video or a lecture, and interact with each other.

Group Work

The sixth strategy is basically what is called cooperative learning. This strategy requires students to work in groups and cooperate with each other. This strategy offers students not only the chance to learn new things but also to work with others, learn from others, help others, and shares ideas while learning.

Reasons to use Group Work

This strategy make students become active participants, solve problems in different ways, negotiate ideas, become leaders, develop critical thinking, and manage time for the activity.

Questioning

The seventh strategy refers to the art of asking questions. To develop the art of asking questions allows students to enhance an effective communication and the ability to exchange information effectively. Questions can be used to activate students' prior knowledge and experience to get a better and deeper understanding of the topic. These scenes are also called role plays, games, act it out, etc.

Reasons to use questioning

This strategy is not only useful to learn new topics but also to make learners connect concepts, draw inferences, think in a creative way, use imagination, develop critical thinking, and improve their levels of knowing, thinking, and understanding.

Simulations

The eighth strategy is simulation, which is based on different scenes set by the teacher where students are placed and interact with each other. The teacher controls the activity and guides it to get the results expected. Through the experiences of students in this scene, they learn and get the meaning of it. This strategy is also called experiential learning because students construct their learning through the experience.

2.3 Conceptual Framework

Motivational Theory

David McClelland, a behavioral psychology, developed the acquired needs theory which proposed people's needs to change with the experiences through time. He shapes needs into three groups: achievement, affiliation, and power. This theory can be put into practice in the classroom so teachers can get the most out of their students. Wood. L. eHow. (2014).

As a help for teachers to put this theory into practice within the classroom, there are some achievement instructions stated on McClelland's achievement needs theory. According to this theory, people want to go beyond and need recognition.

The first instruction teachers must follow while applying this theory is to assign real tasks that students can achieve according to their abilities in order to feel motivated and capable of carrying them out in a better way than other students.

The second instruction to follow is to give them a regular feedback according their tasks. Students want to achieve objectives and they need to get some feedback on how well they are doing their tasks within the process so they can realize what their weakness and strengths are for getting better on the next task. A feedback at the end of the task is also helpful, but does not show students their deficiency while doing it. This instruction seeks to give students a more effective strategy for studying and learning.

The third instruction is to praise achievements with recognition. Students need recognition on how well they are doing things. This praise helps them to continue forcing themselves to do things better to make capable students who will find the correct way to succeed in their tasks.

Within the affiliation needs, people want to keep good relationship with other people. This group of needs also has instructions for a better performance.

The first instruction is to set academic group work. The interaction with other students creates confidence and improves relationships among them so tasks are achieved in a better way.

The second instruction is to create a meaningful social interaction among students outside the classroom. Team sports during free time or lunch improves friendships and relations among them.

The third instruction is to encourage class participation as much as possible in order to avoid shyness on those students who need approval from others to feel they are doing well.

Within power needs, people want to manage and control other people and accomplish their objectives. The first instruction to put into practice is to assign team leaders in group work. This group of needs deals with personal power and the feeling of controlling others while developing leadership skills within their classes.

The second instruction deals with classroom rules and the role of students towards them. Allowing students to negotiate the classroom rules will

make them feel they are getting a greater good for them and their classmates without noticing the rules are almost the same. This instruction creates a good learning environment.

The third instruction seeks for the authority within the classroom. These needs may make students to try to control any difficulty by using incorrect methods. Students must have a clear idea of the consequences for the ones who break the rules within the classroom.

Constructivism in the classroom

Applefield, Huber & Moallem (2006) believed that knowledge is acquired as the result of a life – long constructive process in which humans try to order, structure, and restructure experiences in light of prior existing patterns of thoughts to slowly modify and expand these schemes. Surely, Piaget's definition of knowledge provides a concrete framework for understanding children's ways of performing and thinking at different stages of their development. As a result, children are capable of different things at certain ages.

Metacognition theory

Metacognition focused its attention on children's met memory. This refers to the awareness and the control children have of their own memory processes. This memory process may include simple things as remembering the way to school, know a phone number, keep a list of words, etc. This study revealed that even a one or two years old child had some awareness of the

working of their memory and as they get older they get better comprehension. Baker, L., (2009).

This learning process depends on the correct use of processes such as memory and attention, the activation of important background knowledge, and the development of cognitive strategies to achieve particular aims. To guarantee that these processes are effectively used and that the knowledge received is for sure relevant and the strategies applied are appropriate, students must be aware and control their learning processes. This learning process in little children is of great importance because they can figure out what their weaknesses are and they can improve them and get better at anything they want to do.

Reading Comprehension

Reading comprehension cannot happen unless a learner can recognize the sounds making up each word. It is important that children have at least a concrete foundation in phonemic awareness and phonics before they start working on reading comprehension. As soon as children have this mainly understanding, they can be instructed in comprehending what they are reading. Besides that, children should be trained to read high frequency words which are of great importance in stories. On account of that, these words are the best to focus on children instruction. Other important tools for helping children transition between the spoken and written version of words are pictures because in that way students are able to make a connection between a photograph and a printed word. In addition, reading comprehension is taught using repetitive reading because it allows a child to process the story multiple

times. Often within the first time students read, they focus on decoding words rather than to make meaning out of them. Then, they can move more fluently through the story and can start to make meaning out of it. Brummitt, J. (2012)

Teaching Strategies

According to University of New South Wales (2014) there are some useful activities to make easier the task of learning and teaching to students. These strategies allow students to get the most from readings or pieces of text. The most suitable ones according to student's age are brainstorming, group work, and questioning.

Brainstorming is a rain or a bunch of ideas based on a specific topic and eases the task of the teacher to get students' attention. All these ideas are analyzed and used to take out the topic of the lesson.

Group work is a strategy that includes cooperative learning where students learn from each other by sharing ideas, experiences, and new thoughts while working together.

Questioning is the third strategy chosen that gives students the opportunity to exchange information effectively and develop communicative skills. Questioning allows teacher to activate students' prior knowledge and get a better understanding of the topic.

2.4 Research Questions

1. What types of strategies are more suitable to improve reading comprehension skills in children of this age?
2. What type of strategies will get students to enjoy reading in class?
3. What changes on reading comprehension strategies have been done in the last three years to improve reading comprehension in children from 6 to 7 years old?
4. What is the teacher's role while students develop these strategies in class?

2.5 Hypothesis

2.5.1 Research Hypotheses

The mean of the post- test is greater than the mean of the pre- test after the educational intervention.

2.5.2 Null Hypotheses

There is no difference between the pre-test and the post- test after the educational intervention.

2.6 Variables and Indicators

Table 1 shows the variables, the conceptual definition, indicators, and the instruments of evaluation used in this project.

Variables	Definition of concepts	Indicators	Instruments
<p>Independent variable</p> <p>Reading comprehension strategies.</p>	<p>Reading Strategies: “A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task” (Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991).</p>	<p>The students will inform the activities that they like or do not like.</p> <p>The students will put into practice at least the 70 % of the variety of strategies establish in the guide.</p> <p>The teacher gets 100 % of the objectives set in the lesson plan.</p>	<p>Questionnaire to plan activities</p> <p>Lesson Plan</p> <p>Reading Comprehension strategies guide.</p> <p>Worksheets for activities in the classroom.</p> <p>Observation guide sheet.</p> <p>Quizzes</p> <p>Reading comprehension pre - test.</p>
<p>Dependent variable</p> <p>Achievement of reading comprehension skill.</p>	<p>Achievement: The attainment of the learning objectives measure by the post – test.</p>	<p>At the end of the unit, students will reach at least the 70% of all the content taught.</p> <p>The students will show their satisfaction related to the activities and strategies applied within the classroom.</p>	<p>Reading comprehension post-test</p> <p>Satisfaction questionnaire.</p>

Table1. Variables-Conceptual Definitions-Indicators-Instruments

2.7 Definition of Terms

Approach: it is a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. University of Michigan (2013).

Assessment: The evaluation or estimation of the nature, quality, or ability of someone or something. Oxford University Press. Oxford Dictionaries. (2014).

Divergent: Tending to be different or develop in different directions. Oxford University Press. Oxford Dictionaries. (2014).

Literacy: The ability to read and write. Oxford University Press. Oxford Dictionaries. (2014).

Method: is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Anthony, E., University of Michigan (2013).

Performance: A task or operation seen in terms of how successfully it is performed. Oxford University Press. Oxford Dictionaries. (2014).

Skills: The ability to do something well. Oxford University Press. Oxford Dictionaries. (2014).

2.8 Summary

This research Project is based on different theories among those, it can be mentioned David McClelland motivational theory. This theory of needs and motivation states that children's needs change within the pass of time and according to the experiences they live. These needs become different or deeper according their age. They are sorted into three groups.

Achievement needs. These are needs that make children go beyond and ask for a continuous recognition for their improvement efforts. The lack of this recognition may change the performance of students. Affiliation is the need of keeping good relationship with people around them. This need enhances the importance of friendship and acceptance of others. Power focuses on the need of managing and controls other people to complete their objectives. The more power they have in others, the better they feel. This is a need teachers must manage carefully to create leaders.

Constructivism theory was also part of this project because children are capable of doing different things and performing different activities at certain ages of their lives. Constructivism theory is based on the construction of knowledge through experiences in life. Students take valuable things out from what they live everyday and create their own knowledge; this being the main center of that learning principle.

Metacognition was also part of this project since children must be aware of their strengths and weaknesses in order to improve and get better within the learning process. This process involves the correct use of memory, attention and activation of main background knowledge to achieve their goals.

This theory requires students to know themselves, the intelligences they possess, and the abilities they have at certain areas of study in order to get the most out of them.

Reading Comprehension as the central topic of this research is also a matter of importance. The reading process involves many strategies such as skimming and scanning in order to get the most from any text they read, understands what is being read, and answer comprehension questions about it. This reading comprehension component ask students to read for getting a general idea or find specific details about a particular topic; which asks students to develop different strategies to do it properly in an appropriate period of time.

Reading is one of the main skills of the English Language. The mastering of this skill requires students to comprehend what is being read to get the knowledge that the text provide for applying this on their daily life. Reading comprehension is one of the main components in the act of reading and the basis for mastering the language and communicate ideas, thought and doubts in this second language. The more students read the more they learn, improve knowledge to apply in different life situation, and the most chances to overcome difficulties they have.

Besides, this project also includes some teaching strategies to help students to perform better. Among the teaching strategies used in class for the development of this project we can mention brainstorming, group work and questioning. These three strategies activate prior knowledge, allow students to express their ideas and communicate with others, develop communicative

skills and create confidence on them while interacting with others. Getting a bunch of ideas coming from the students in the case of brainstorming is a good strategy to get students engaged on the topic. On the other hand, to work in groups reinforces friendship, confidence and create a good climate for learning within the classroom referring to group work. In addition, to ask and answer questions allow students not only to communicate and know each other better, shares ideas or overcome shyness, but also gives them fluency and confidence on the language they are using.

As a result, the theories, strategies, activities and material used in this project were chosen and put into practice to get a better comprehension in students while reading. To get students develop and acquire this skill is not an easy job, but is not an impossible one either. To get to know students give teachers the correct tools to help them to develop skills, intelligences, abilities and sort of useful weapons to become great professionals.

CHAPTER III

3. Research Methodology and Findings

3.1. Methods and techniques

The research project that we used is the mixed method research because is a combination of qualitative and quantitative approach. Specifically, we are going to use the action research paradigm. In order to carry out this action research, we observed one reading class and measured their reading comprehension level through a test in order to obtain results that could be generalized. The research will be explorative in nature because the results will be measured through evaluation to students and statistics charts to gather information and opinions regarding to this important issue that is reading comprehension in children of 7 to 8 years old.

We also used class observations for teachers and interviews to students to find out reasons why they had difficulties in developing reading comprehension skills in class.

We use the non-structured observation using a fill note to get information about the level of reading comprehension that students have in class. Besides, we will state the development of the strategies applied by the teacher during the teaching process.

We also used a reading comprehension test to state the level of reading comprehension in students before and after the test.

3.2 Research Population, Sample, and Setting

The subjects were 20 students, 14 girls and 6 boys their age was around 7 and 8 years old.

The instructional task was on units 5 and 7 of Journey reading book and the skill that we emphasized was reading.

The research was developed in a private institution at the south of Guayaquil.

3.3 Research Instruments

A reading comprehension questionnaire to measure the student's preferences related to reading. It had 15 items with the following scale 1 = always, 2 = usually, 3 = sometimes, 4 = never, which is shown on appendix 2

The pre-test and post-test which were the same had 5 questions 3 multiple choice questions and 2 completion task. It also included 5 different short stories to test the student's reading comprehension, which is shown on appendix 3.

Worksheets were used daily which included activities for each reading comprehension skill, shown on appendix 7. The first reading comprehension skill worked was story structure.



During the first period of class the teacher explained each part of the story in this case author, title, characters, details, setting and plot. After that, the teacher gave a worksheet which contained 3 items divided in 2 completion tasks and 1 puzzle to reinforce the first reading comprehension skill.



The next day during the first period, the teacher started to review the previous class of the structure of a story and made students complete a worksheet which had 2 completions and 1 multiple choice task. Then, students were asked to read a story and complete a graphic organizer of characters, setting, and plot.

The third day, the teacher gave the upcoming skill which is sequence of events. During the first period, students were asked to order statements according to a simple story. The worksheet used during this lesson had 2 main tasks which were divided in 2 parts each the students were asked to read the story and then order the statements in a correct way using transitional words.

During the second period of class, the students completed two graphic organizers. The participants were asked to draw each part of the events in order. The upcoming day the teacher reviewed the previous reading comprehension skill which was sequence events. The teacher gave a worksheet that contained two stories and students were asked to read them and then order the events in the correct way.



During the following day, the teacher followed with the next reading comprehension skill which was main ideas and supporting details. The first period of class the teacher explained the new skill to be learned through a story. Were the students had to find out the main topic. After that, they had to mention the statement that helped them out to find the main idea. Teacher gave the worksheet to students to make them reinforce the skill learned. It contained two specific tasks: a multiple choice activity and a completion part.

The second task had a graphic organizer where students needed to complete with details and information from the story.

The next day, the teacher made a short review of the reading comprehension skilled taught during the week. After that, the students received 2 worksheets where they were asked to read and develop 4 different tasks. The first task was a multiple choice activity about story structure. The second task they had to answer 4 questions related to the story. For the third and fourth task, students had to complete 2 graphic organizers related to the main idea and sequence of events.

The following week, the teacher started with the next reading comprehension skill known as cause and effect. The worksheet used for this skill had 3 different tasks. The worksheet contained 2 multiple choice activities and one completion activity. The students were asked to find out the matching cause with its effect and complete a table chart. In the following period of class, students had to read a short story and read 5 statements about the story where they had to find out the cause and effect of those sentences.

The following day, the teacher started with the reading comprehension skill known as compare & contrast. The teacher started to explain the use of Venn Diagrams and eventually showed to students how useful they were at the time of looking for similarities and differences within characters, setting, and events. The worksheet used for this skill had 2 different tasks. Students were asked to read a story.

Then, they had to complete a chart where they have to write 3 similar and different statements about characters within the story. During the second period, the student had to complete a Venn diagram with 2 statements related to the events in the story.

3.4 Results and Analysis

Table 2 shows the number of students, the median, the min, the standard deviation, the minimum score, the maximum score, and the range of the pre-test and post-test applied to students. The Paired t-test gave a t value of 5.4579, with a df = 19, and a p-value less than 0.00001. Therefore, we reject the null hypothesis and accept the research hypothesis.

Tests	NUMBER Of Students	Mean	MEDIAN	STANDARD Deviation	MAXIMUM	minimum	RANGE
Pre-test	20	5.575	5.250	3.108879	10.000	0.000	10.00
Post-test	20	8.550	9.000	1.468081	10.00	5.500	5.00

Table 2

Figure 1

Figure 1 shows the Histogram of the Pre-test. The students score range was from 0 to 10, and most of the students are in lower and middle range. In the lower range there are 6 students, in the middle range there are 5 students and in the upper range there are 9 students.

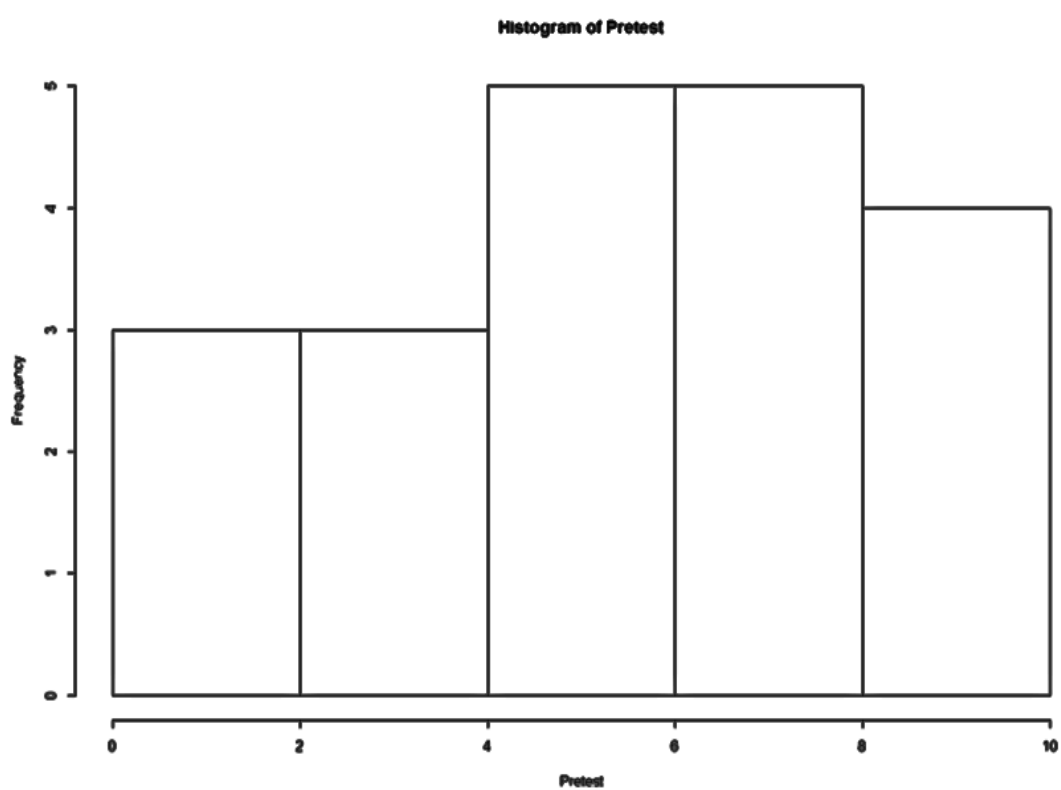


Figure 2

Figure 2 shows the Boxplot of the Pre-test and there is no outlier.

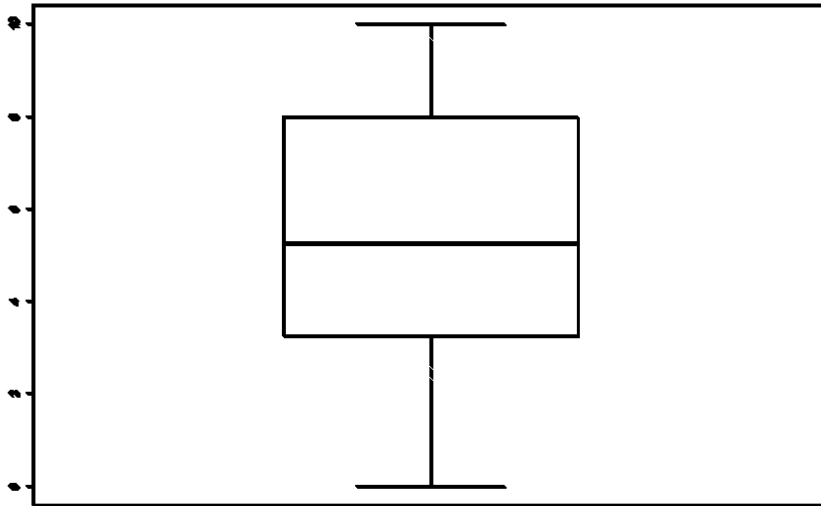


Figure 3

Figure 3 shows the histogram of the Post Test and most of the students are in the range from 5 to 10.

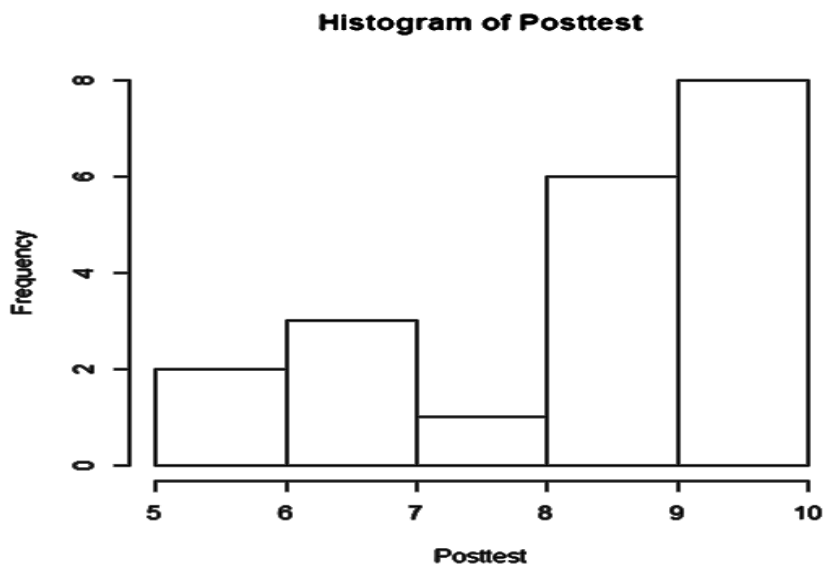
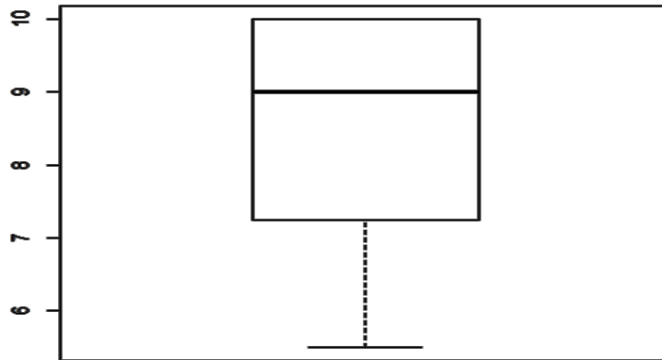


Figure 4

Figure 4 shows the Boxplot of the Post Test and there is no outlier.



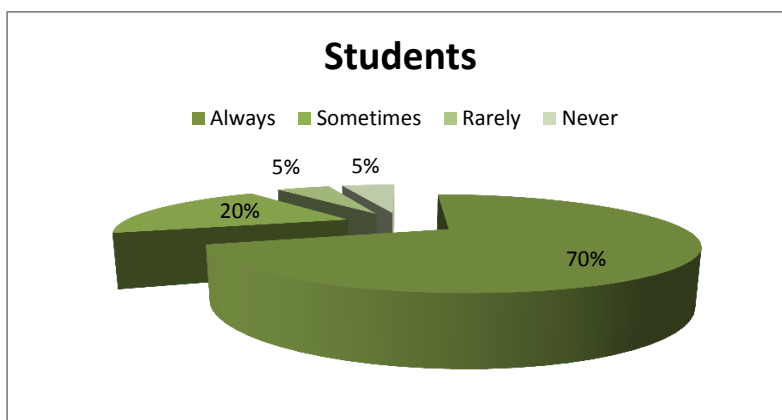
a. Statistical Results of the Survey 1 to Students

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 1

Description	Frequency	Percentage
Always	14	70%
Sometimes	4	20%
Rarely	1	5%
Never	1	5%



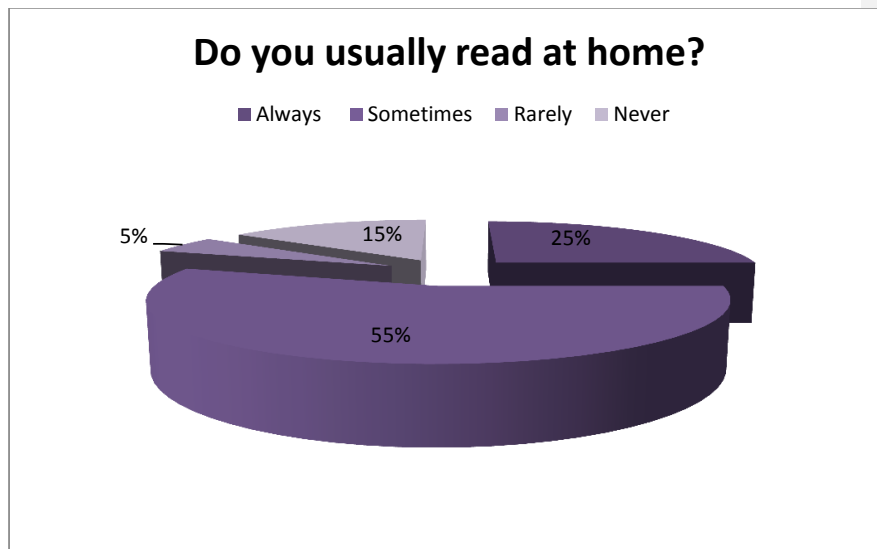
In question one of figure 5, fourteen students expressed they always like to read, four that read sometimes, one who rarely reads and one who never reads.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 2

Description	Frequency	Percentage
Always	5	25%
Sometimes	11	55%
Rarely	1	5%
Never	3	15%



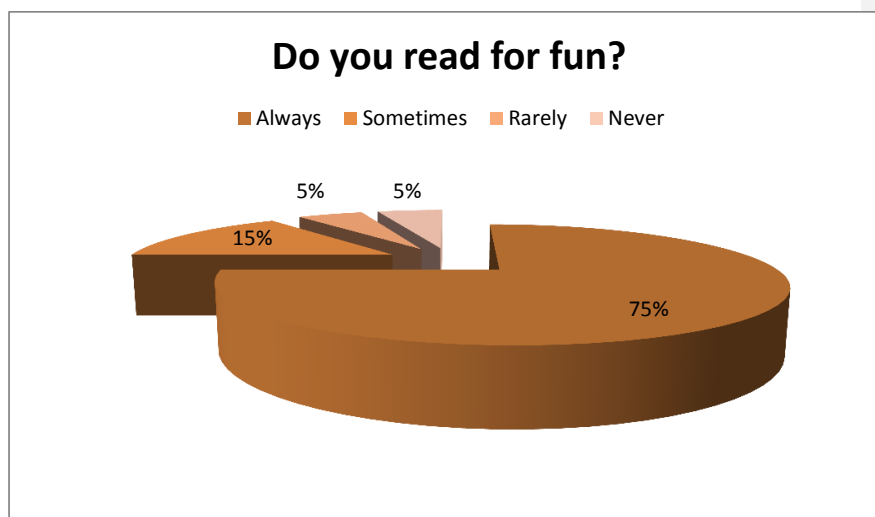
In question two of figure 6, five students expressed they always read at home, eleven that sometimes read at home, one who rarely reads at home and three who never reads at home.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 3

Description	Frequency	Percentage
Always	15	75%
Sometimes	3	15%
Rarely	1	5%
Never	1	5%



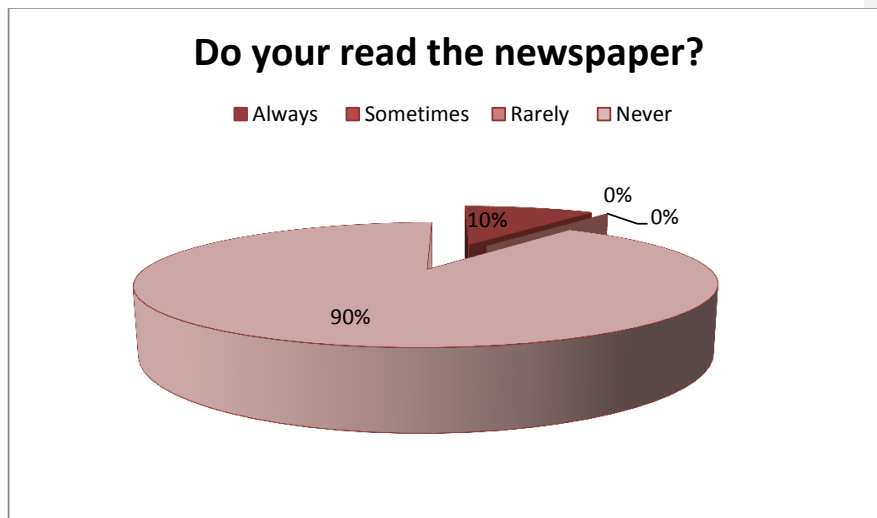
In question three of figure 7, fifteen students expressed they always read for fun, three that sometimes read for fun, one who rarely reads for fun and one who never reads at all.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 4

Description	Frequency	Percentage
Always	2	10%
Sometimes	0	0%
Rarely	0	0%
Never	18	90%



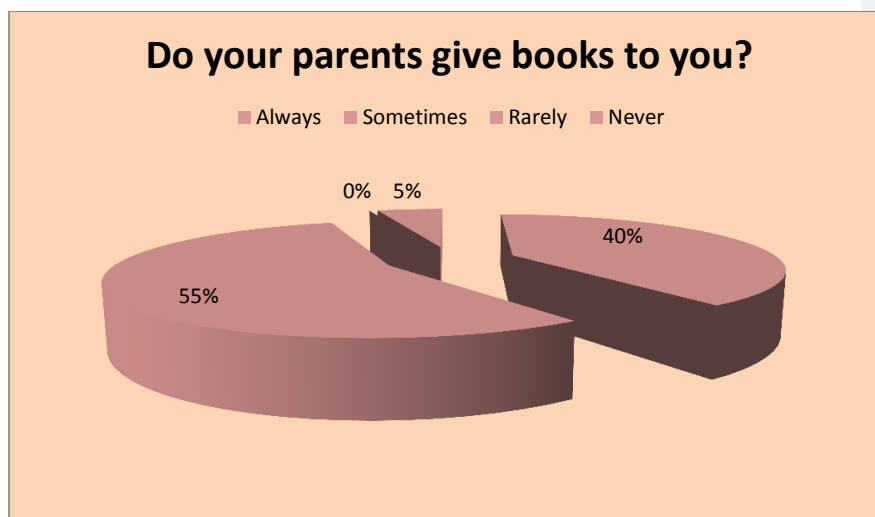
In question four of figure 8, two students expressed they always read the newspaper and sixteen that never do it.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 5

Description	Frequency	Percentage
Always	8	25%
Sometimes	11	55%
Rarely	0	5%
Never	1	15%



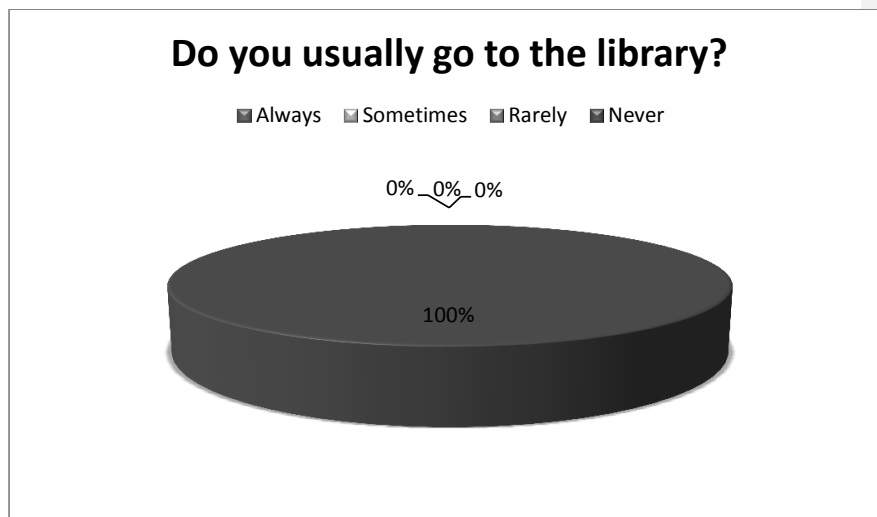
In question five of figure 9, eight students expressed they always receive books from their parents as a gift, eleven students expressed they sometimes receive books from their parents and one who never receives books from their parents as a gift.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 6

Description	Frequency	Percentage
Always	0	0%
Sometimes	0	0%
Rarely	0	0%
Never	20	15%



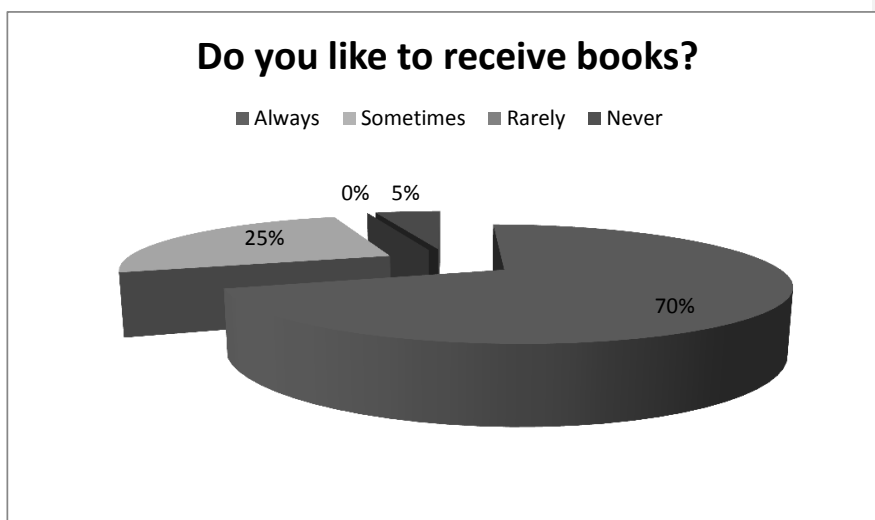
In question six of figure 10, twenty students expressed they never go to the library.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 7

Description	Frequency	Percentage
Always	14	70%
Sometimes	5	25%
Rarely	0	0%
Never	1	5%



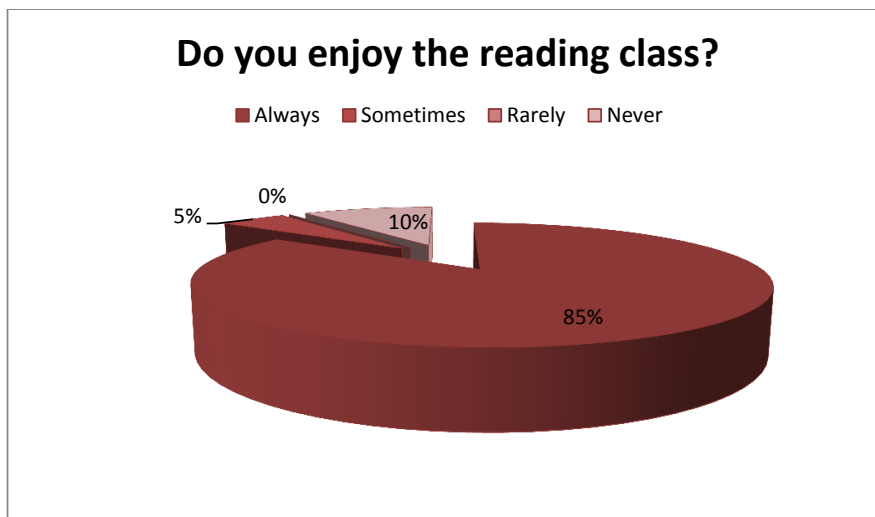
In question seven of figure 10, fourteen students expressed they always like to receive books as a gift, five students expressed they sometimes like to receive books and one expressed that does not like to receives books as gifts.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 8

Description	Frequency	Percentage
Always	17	85%
Sometimes	1	5%
Rarely	0	0%
Never	2	10%



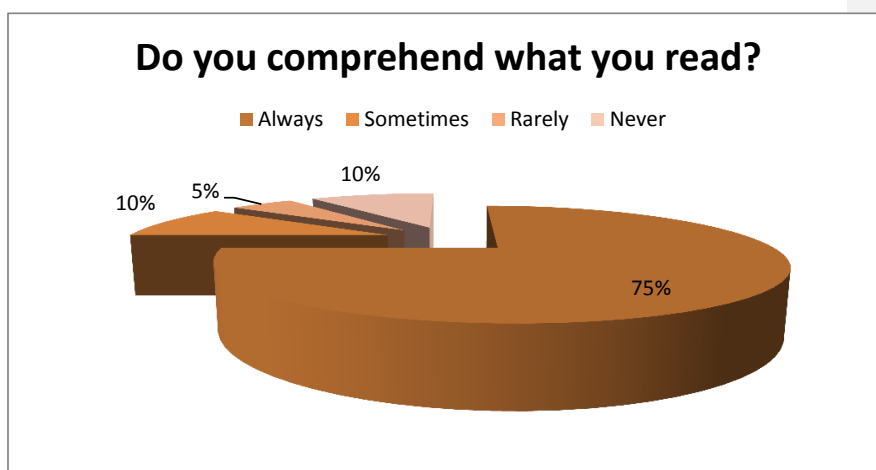
In question eight of figure 11, seventeen students expressed they always enjoy the reading class, one student expressed that sometimes enjoy the reading class and two expressed that they never enjoy the reading class at all.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 9

Description	Frequency	Percentage
Always	15	75%
Sometimes	2	10%
Rarely	1	5%
Never	2	10%



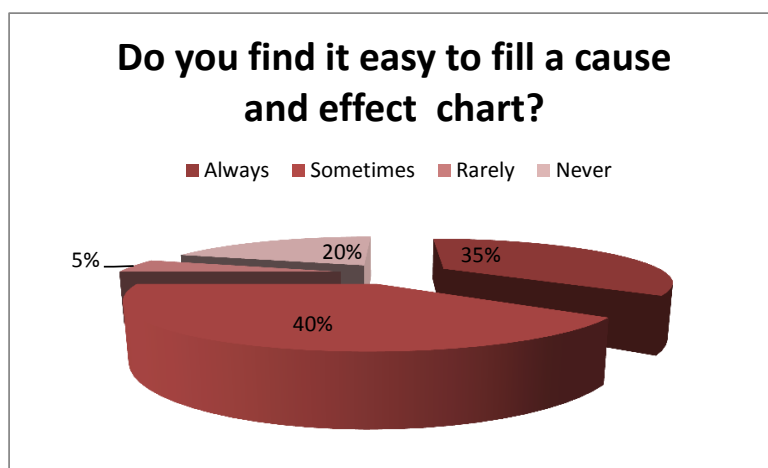
In question nine of figure 12, fifteen students expressed they always comprehend what they read, two students expressed they sometimes comprehend what they read, one expressed that rarely comprehend what he reads, and two expressed that they never comprehend what they read.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 10

Description	Frequency	Percentage
Always	7	35%
Sometimes	8	40%
Rarely	1	5%
Never	4	20%



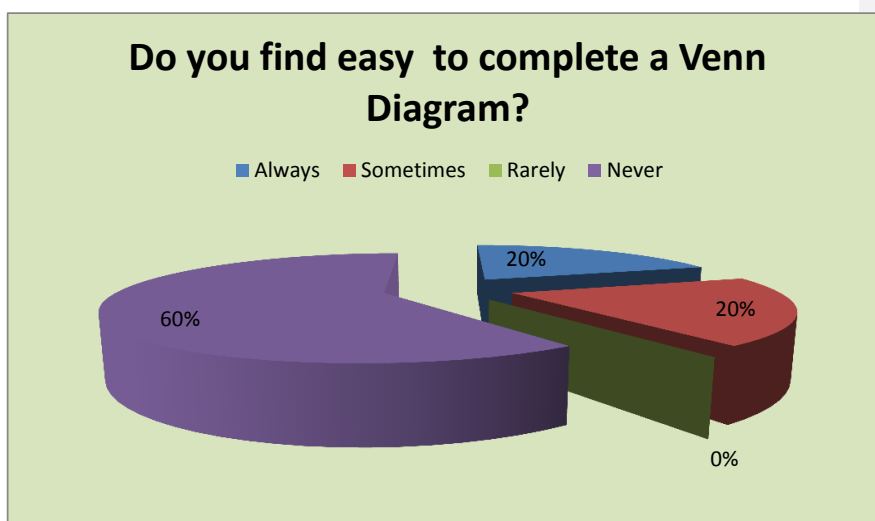
In question ten of figure 13, seven students expressed they always find easy to fill a cause and effect chart, eight students expressed they sometimes find it easy to fill this chart, one expressed that rarely finds this task easy and four expressed that never find it easy to do.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 11

Description	Frequency	Percentage
Always	4	25%
Sometimes	4	55%
Rarely	0	5%
Never	12	15%



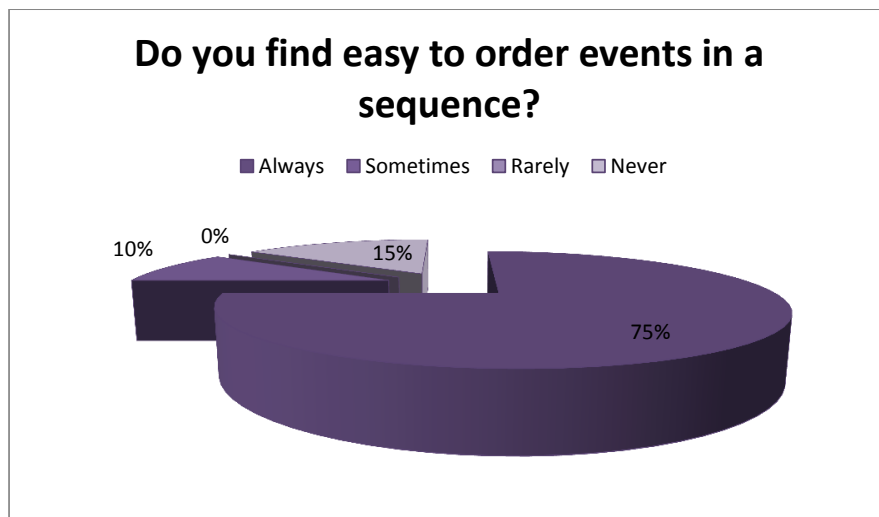
In question eleven of figure 14, four students expressed they always find easy to complete a Venn Diagram, four students expressed they sometimes find easy to complete this chart and twelve expressed that never find easy to do it.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 12

Description	Frequency	Percentage
Always	15	75%
Sometimes	2	10%
Rarely	0	0%
Never	3	15%



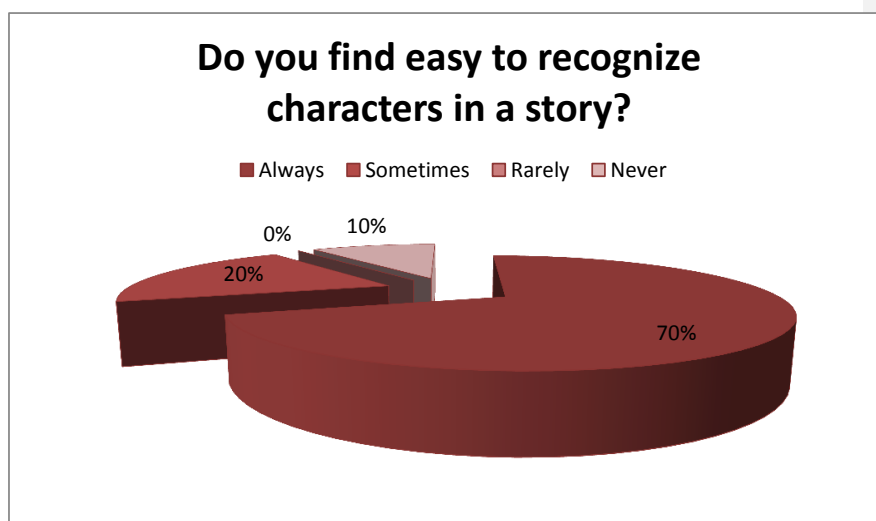
In question twelve of figure 15, fifteen students expressed they always find easy to order events in a sequence, two students expressed they sometimes find easy to order events in a sequence and three expressed that never find easy to do it.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 13

Description	Frequency	Percentage
Always	14	70%
Sometimes	4	20%
Rarely	0	0%
Never	2	10%



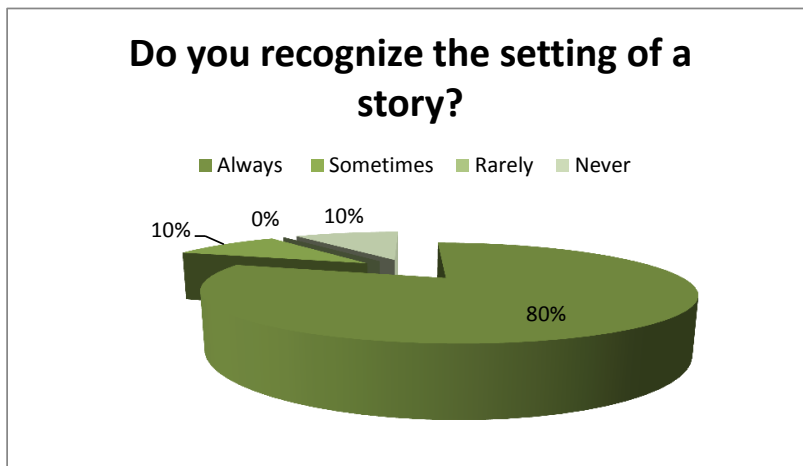
In question thirteen of figure 16, fourteen students expressed they always find easy to recognize characters in a story, four students expressed they sometimes find easy to recognize characters in a story and two expressed that never find easy to do it.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 14

Description	Frequency	Percentage
Always	16	80%
Sometimes	2	10%
Rarely	0	0%
Never	2	10%



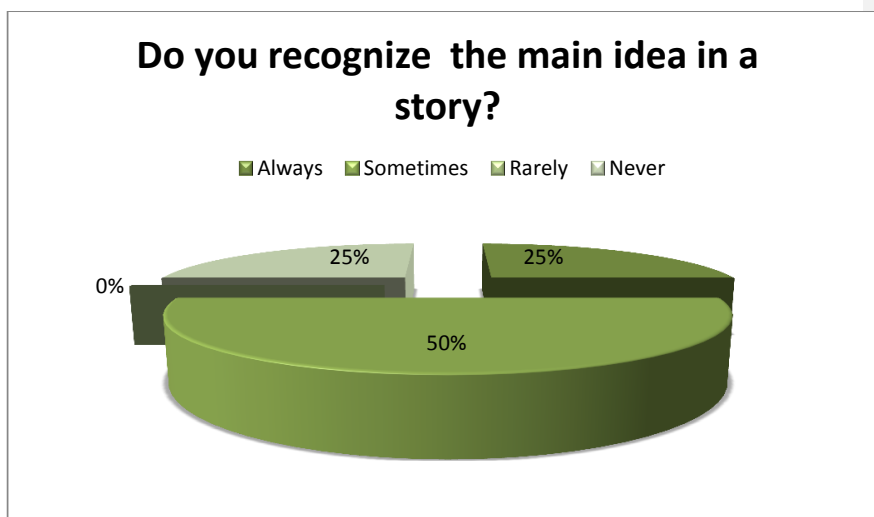
In question fourteen of figure 17, sixteen students expressed they always recognize the setting of a story, two students expressed they sometimes recognize the setting and two expressed that never recognize the setting of a story.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 15

Description	Frequency	Percentage
Always	5	25%
Sometimes	10	50%
Rarely	0	0%
Never	5	25%



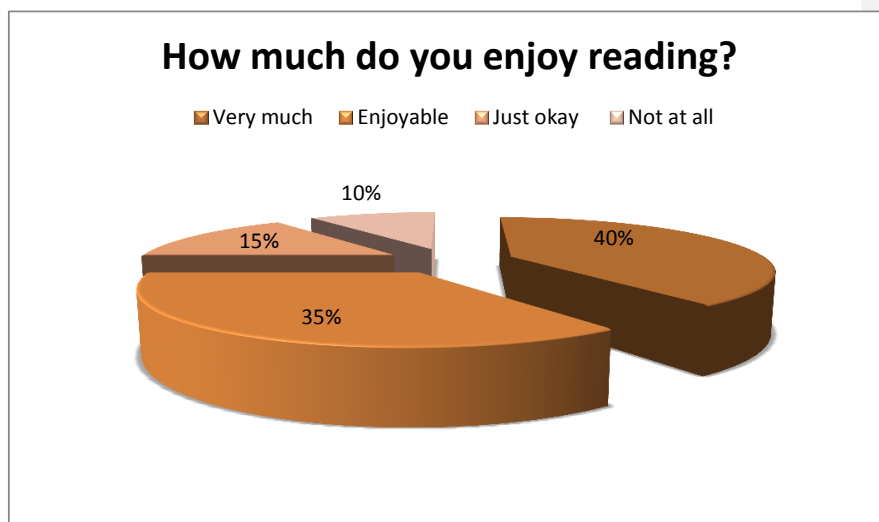
In question fifteen of figure 18, five students expressed they always recognize the main idea in a story, ten students expressed they sometimes recognize the main idea in a story and five expressed that never recognize the main idea in a story.

Rating Scale:

1 Very much 2 Enjoyable 3 Just ok 4 Not at all

Question 16

Description	Frequency	Percentage
Very much	8	40%
Enjoyable	7	35%
Just okay	3	15%
Not at all	2	10%



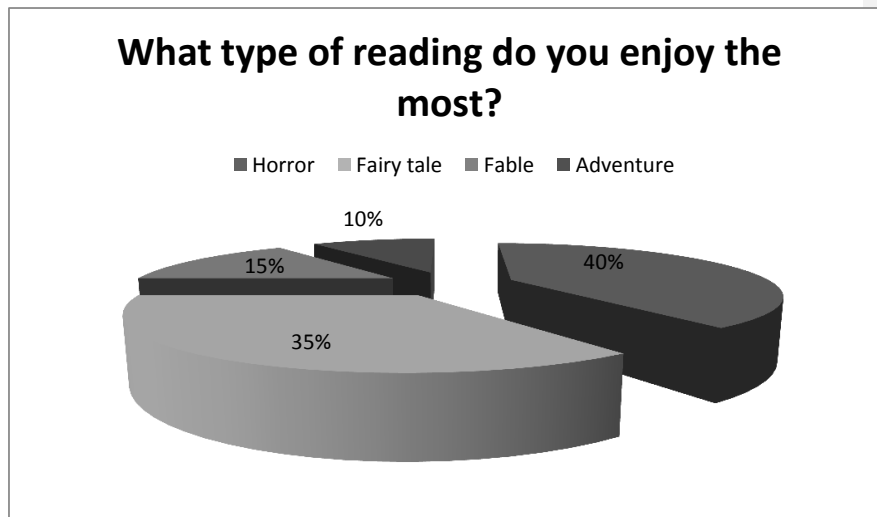
In question sixteen of figure 19, eight students expressed they enjoy reading very much, seven students expressed they find reading enjoyable, three students expressed reading is an activity that is just okay for them and two students expressed they don't enjoy reading at all.

Rating Scale:

1 Horror 2 Fairy tale 3 Fable 4 Adventure

Question 17

Description	Frequency	Percentage
Horror	8	40%
Fairy Tale	7	35%
Fable	3	15%
Adventure	2	10%



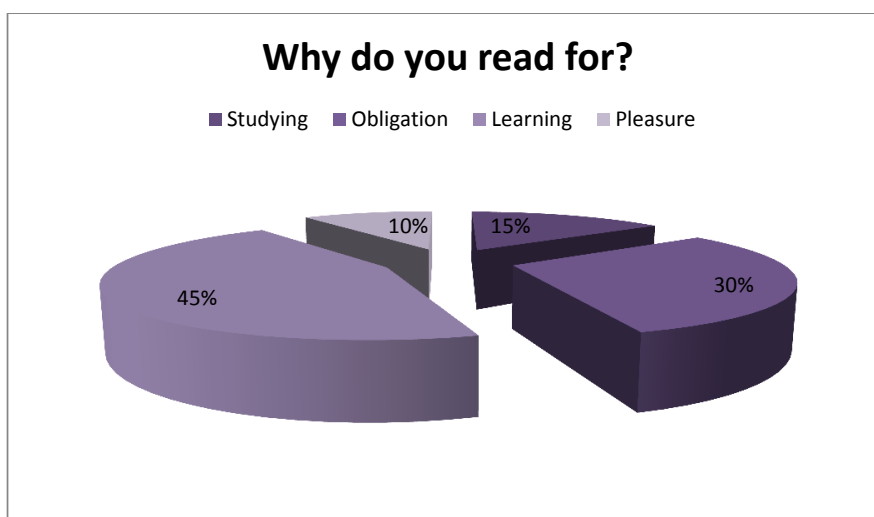
In question seventeen of figure 20, eight students expressed they enjoy horror stories the most, seven students expressed the enjoy fairy tales the most, three students expressed they enjoy fables the most and two students expressed they enjoy adventure stories the most.

Rating Scale:

1 Studying 2 Obligation 3 Learning 4 Pleasure

Question 18

Description	Frequency	Percentage
Studying	3	15%
Obligation	6	30%
Learning	9	45%
Pleasure	2	10%



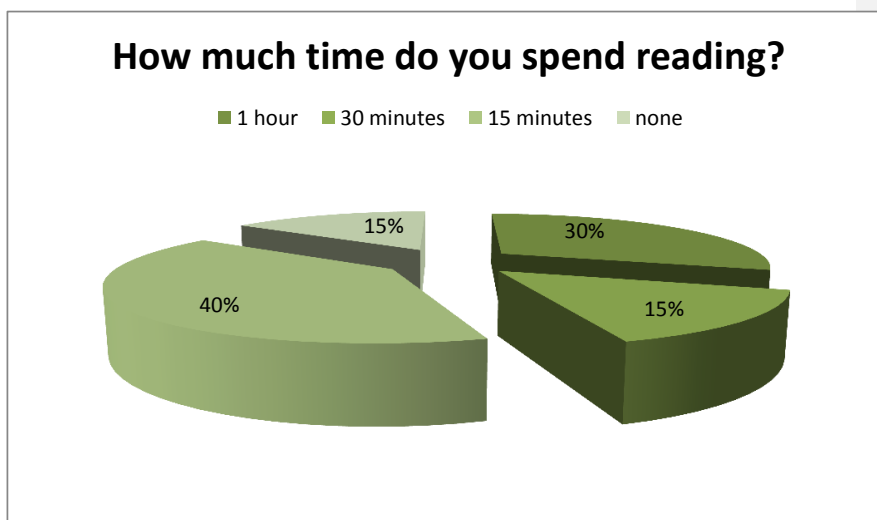
In question eighteen of figure 21, three students expressed they read for studying, six students expressed they read for obligation, nine students expressed they read for learning and two students expressed they read for pleasure.

Rating Scale:

1. 1 hour 2. 30 minutes 3. 15 minutes 4. None

Question 19

Description	Frequency	Percentage
1 hour	6	30%
30 minutes	3	15%
15 minutes	8	40%
None	3	15%



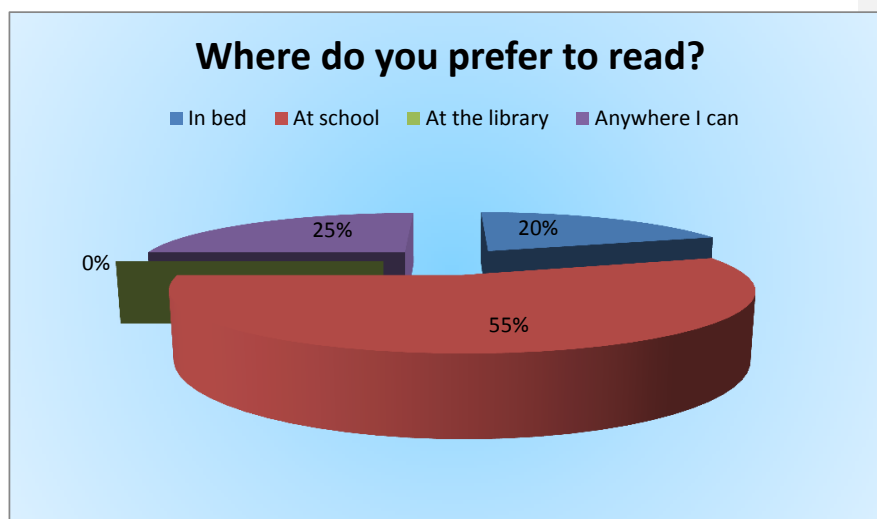
In question nineteen of figure 22, six students expressed they spend 1 hour reading, three students expressed they spend 30 minutes reading, eight students spend 15 minutes reading and three students expressed they don't spend time reading.

Rating Scale:

1 In bed 2 At school 3 At the library 4 Anywhere I can

Question 20

Description	Frequency	Percentage
In bed	4	20%
At school	11	55%
At the library	0	0%
Anywhere I can	5	25%



In question twenty of figure 23, four students expressed they prefer to read in bed, eleven students expressed they prefer to read at school and five students expressed they read anywhere they can.

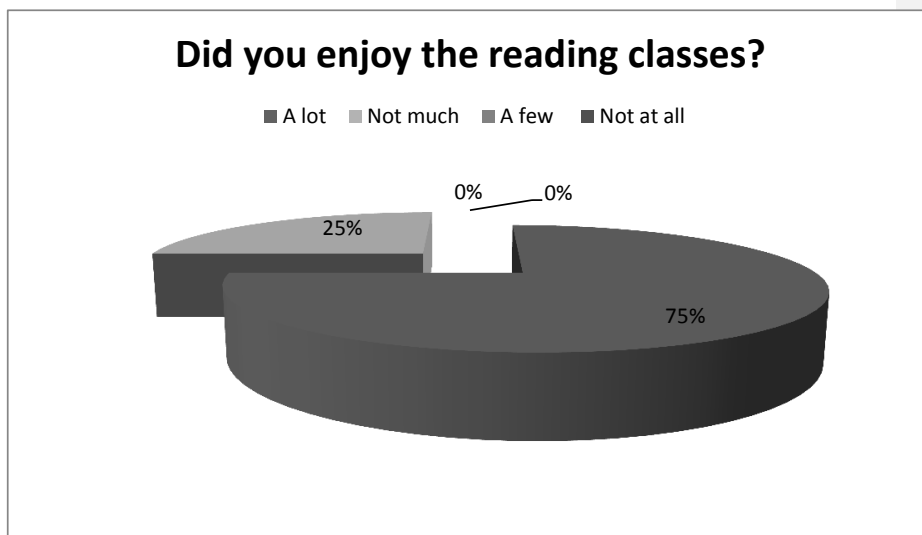
b. Statistical Charts of Survey 2 to students.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 1

Description	Frequency	Percentage
Always	15	75%
Sometimes	5	25%
Rarely	0	0%
Never	0	0%



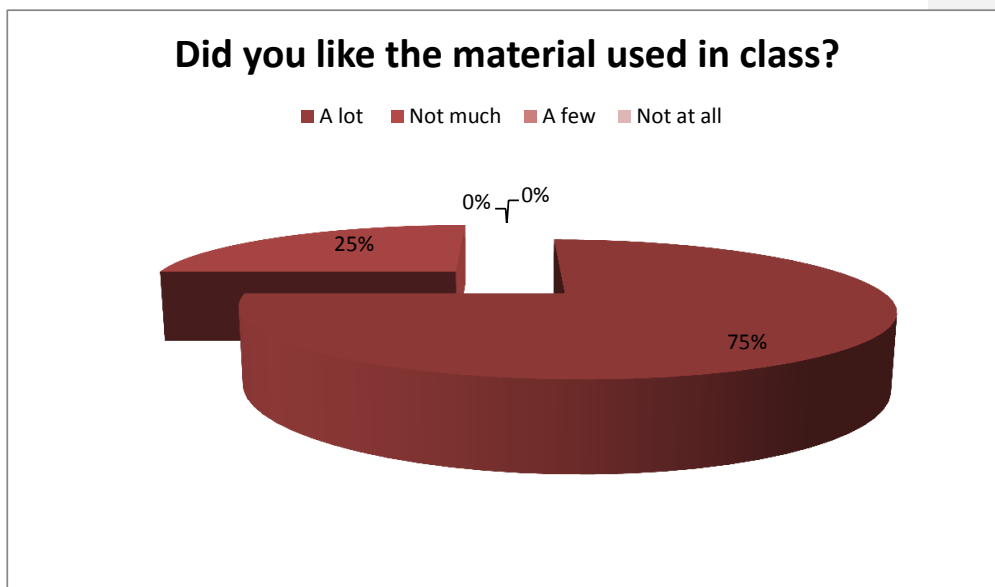
In question one of figure 24, fifteen students expressed they liked the reading classes given, and five students expressed they didn't like much the reading classes.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 2

Description	Frequency	Percentage
A lot	15	75%
Not much	5	10%
A few	0	0%
Not at all	0	15%



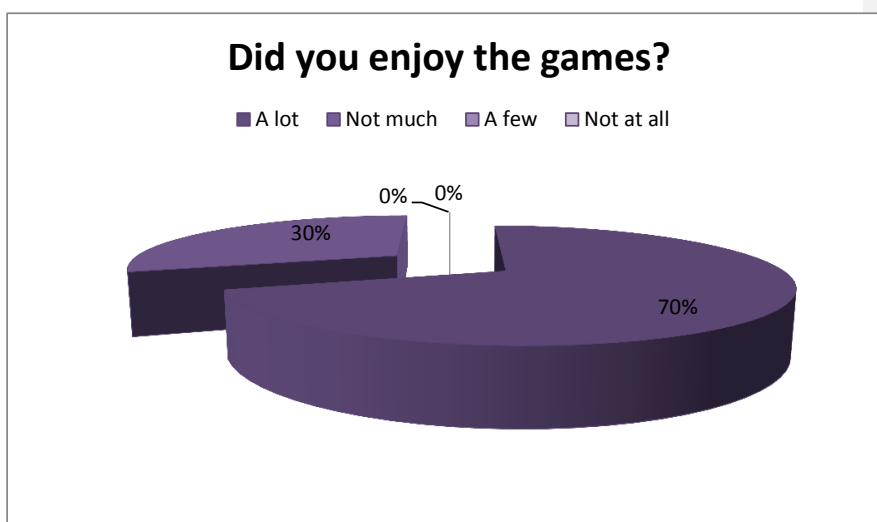
In question two of figure 25, fifteen students expressed they liked the material used in the reading classes, and five students expressed they didn't like much the material used in reading classes.

Rating Scale:

1 Always 2 Sometimes 3 Rarely 4 Never

Question 3

Description	Frequency	Percentage
A lot	14	70%
Not much	6	30%
A few	0	0%
Not at all	0	0%



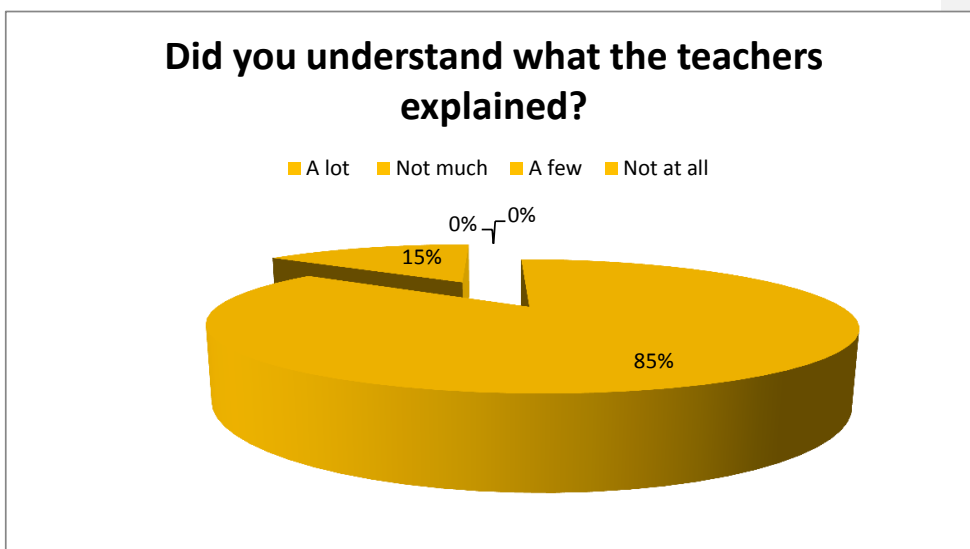
In question three of figure 26, fourteen students expressed they liked the games applied in the reading classes, and six students expressed they didn't like much the games applied in the reading classes.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 4

Description	Frequency	Percentage
A lot	17	85%
Not much	3	15%
A few	0	0%
Not at all	0	15%



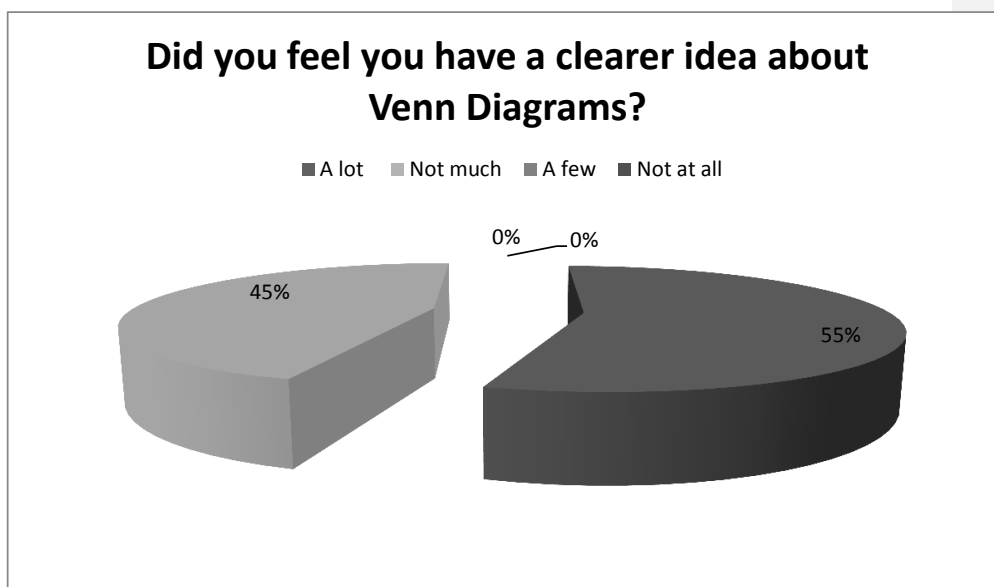
In question four of figure 27, seventeen students expressed they understood what the teachers explained in class, and three students expressed they didn't understand much what the teachers explained in class.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 5

Description	Frequency	Percentage
A lot	11	55%
Not much	9	45%
A few	0	0%
Not at all	0	0%



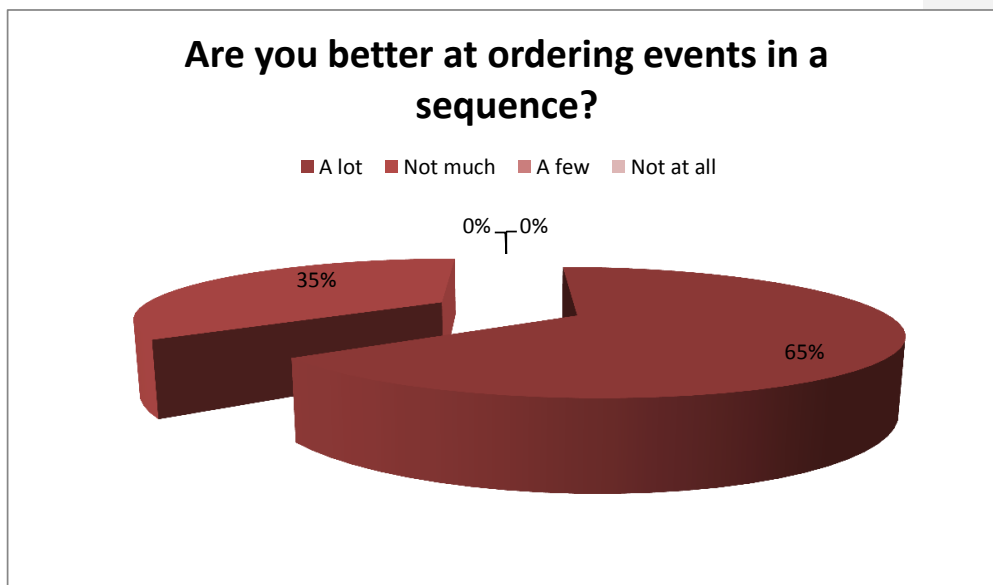
In question five of figure 28, eleven students expressed they do feel to have a clearer idea about Venn Diagrams, and nine students expressed they didn't feel they have a clearer idea about Venn Diagrams yet.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 6

Description	Frequency	Percentage
A lot	13	65%
Not much	7	35%
A few	0	0%
Not at all	0	0%



In question six of figure 29, thirteen students expressed they are better at ordering events in a sequence, and seven students expressed they are not much better at ordering events in a sequence.

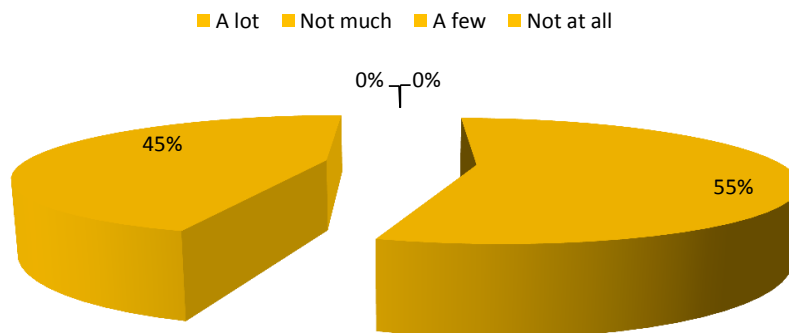
Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 7

Description	Frequency	Percentage
A lot	11	55%
Not much	9	45%
A few	0	0%
Not at all	0	0%

Are you better at filling cause and effect charts?



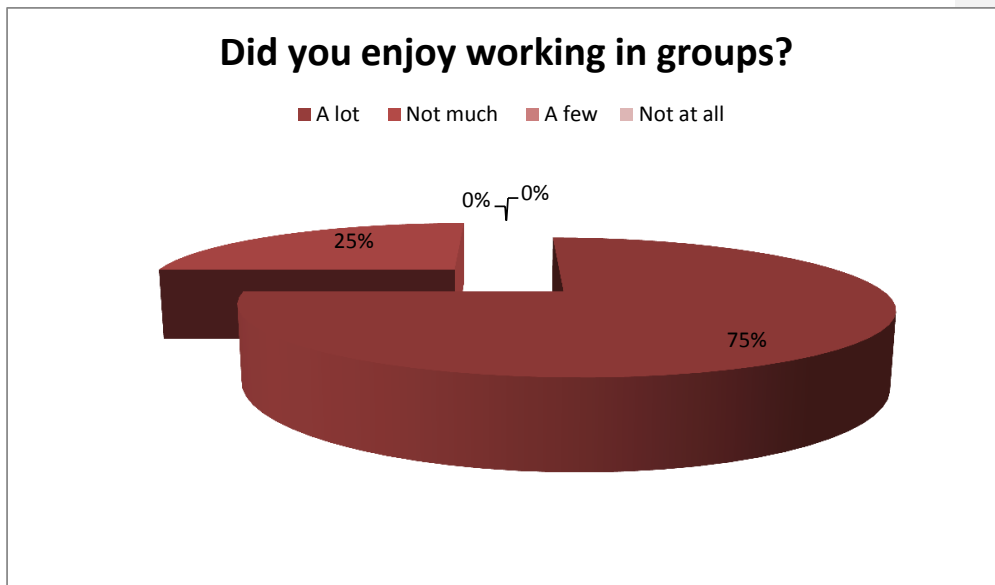
In question seven of figure 30, eleven students expressed they are better at filling cause and effect charts, and nine students expressed they are not much better at filling cause and effect charts.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 8

Description	Frequency	Percentage
A lot	15	75%
Not much	5	25%
A few	0	0%
Not at all	0	0%



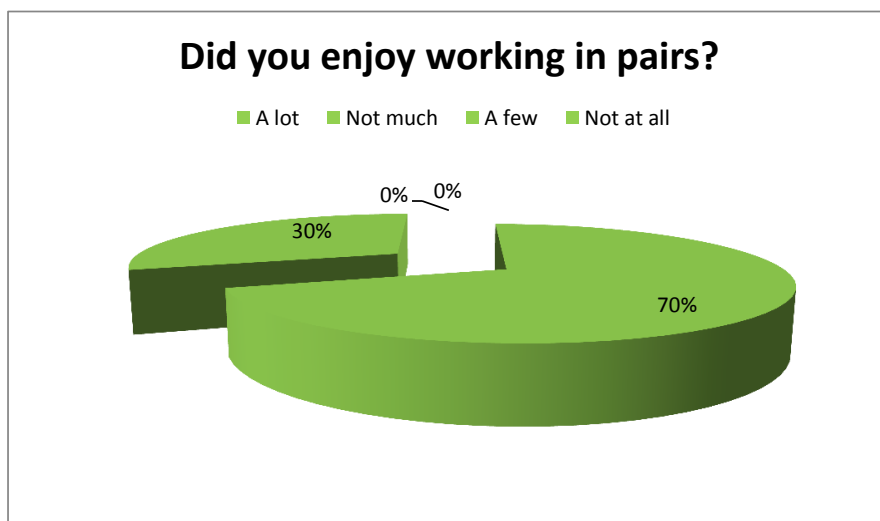
In question eight of figure 31, fifteen students expressed they enjoyed working in groups in the reading classes, and five students expressed they didn't enjoy much working in groups in the reading classes.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 9

Description	Frequency	Percentage
A lot	14	70%
Not much	6	30%
A few	0	0%
Not at all	0	0%



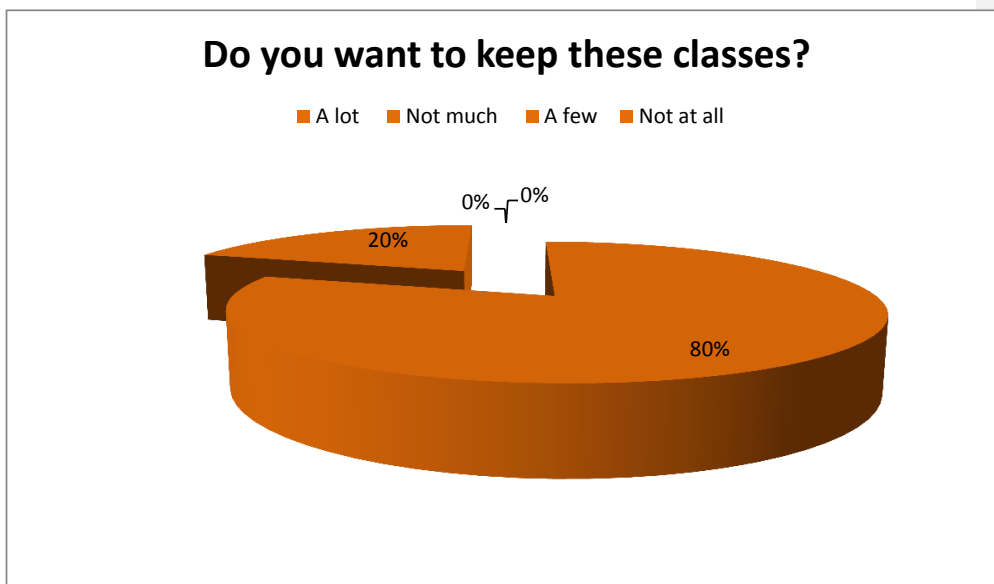
In question nine of figure 32, fourteen students expressed they enjoyed working in pairs in the reading classes, and six students expressed they didn't enjoy much working in pairs in the reading classes.

Rating Scale:

1 A lot 2 Not much 3 A few 4 Not at all

Question 10

Description	Frequency	Percentage
A lot	16	80%
Not much	4	20%
A few	0	0%
Not at all	0	0%



In question ten of figure 33, sixteen students expressed they want to keep these reading classes, and four students expressed they don't want to keep much the reading classes.

3.5. Resources, Timeline, and Budget

3.5.1 Resources

There were many gadgets used in this project such as: laptop for the elaboration of worksheets, planning, surveys, and observation sheets; printer, flashcards, word cards, graphic organizers, and they are shown better in the following chart.

Type of resources	Resources
Bibliography Resources	Books Online books
Pedagogical Resources	Flashcards Picture cards Photos Magazines Newspaper
Technological Resources	Internet Laptop Printer Tape recorder
Human Resources	2 Researchers
Economical Resources	\$ 1.968.75

3.5.2 Timeline

The table 2 showed detailed information about the days, periods, and reading skills studied during the development of the research. The Pre-test was made in the first day of the first week of the development of this project. This test included questions that helped us to know and measure the reading habit students have and the skills they know or they lack of and skills about reading comprehension. The pre-test included activities such as comprehension questions, circle the correct answer, complete the cause and effect chart, complete the Venn diagram, and similarities and differences.

In the next day, the first interview was done to students in order to have information about the reading habit they had. The questions were objective and according students' level of understanding in order to gather real information about the frequency they read or the lack of this reading habit at home and at school.

The three days left, the reading classes started and the strategies were applied as well. Before finishing the month on week number five, the post-test was applied to students to grade the performance of students after the classes given.

In the last day, the second interview was applied to know the change that the reading classes gave to the reading habit of our students.

TASK	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Pre-test	[/]				
Interview 1	[/]				
Reading Comprehension Classes	[///]	[////]	[////]	[////]	[////]
Post-Test					[/]
Interview 2					[/]



Day November- December 2013	Period	Reading Comprehension skill	Items
Monday 24 th , Tuesday 25 th	1	Story Structure	1 story 2 completions task 1 puzzle
Wednesday 26 th , Thursday 27 th	2	Story structure review	2 completion tasks 1 multiple choice task 1 completion chart 1 graphic organizer
Friday 28 th December Monday 2 nd	2	Sequence of events	1 story 1 order statement 2 graphic organizers completion. 1 drawing events
Tuesday 3 rd Wednesday 4 th	1	Sequence of event review	2 stories 2 completion tasks
Thursday 5 th Friday 6 th	1	Main Idea & Supporting details	1 story 1 multiple choice 1 completion task 1 graphic organizer completion.
Monday 9 th Tuesday 10 th	1	Reviewed all the skills taught during previous week. Story Structure Sequence of events Main Idea & Supporting details	4 stories 1 multiple choice 4 questions 2 graphic organizers completion
Wednesday 11 th Thursday 12 th	2	Cause & Effect	2 stories 2 multiple choice tasks 1 completion task 1 Matching

Friday 13 th Monday 16 th	2	Cause & Effect	1 story 2 completion task 1 matching
Tuesday 17 th Wednesday 18 th	1	Compare & Contrast	1 story 1 similarities & Differences exercise 1 Completion task
Thursday 19 th	1	Compare & Contrast	1 Venn Diagram Completion.

Table 2. Days – Class Periods – Reading skill – Task

3.5.3 Budget

Budget Summary

Project Title: Instructional Materials Production

Work Package Time: 1 month

Funding Agency: Liceo Panamericano School

Category	Sub-total	Total
1. Travel		
A. Passage Money	\$ 40.00	
		\$ 40.00
2. Equipment		
A. Laptop	\$ 500.00	
B. Printer	\$ 160.00	
C. Book	\$ 40.00	
		\$ 700.00
3. Material and Supplies		
A. Paper	\$ 15.00	
B. Tonner	\$ 30.00	
C. Cards	\$ 10.00	
D. Markers	\$ 10.00	
		\$65.00
4. Contracted Services		
A. Internet	\$ 70.00	
		\$ 70.00
5. Indirect Cost		
A. 0.5%	\$ 93.75	
		\$ 93.75
TOTAL		\$ 968.75

CHAPTER IV

4. Final Conclusions

4.1. Conclusions

This research paper was conducted in order to determine how the applications of appropriate strategies in children from 6 to 7 years old improve their reading comprehension skill and identifies what are the main weaknesses that students at this age faced while developing reading comprehension skills. Besides that, it helps us to test the effectiveness of the strategies given to students in order to improve their reading comprehension.

This study also proved that the students increased their reading comprehension skills with all the strategies, activities, and motivation used in the classroom during the development of this research project.

First of all, the variety of strategies used in each lesson, such as engaging introduction, monitoring reading, questioning, summarizing, retelling, and grouping made the stories and reading comprehension skills taught easier for learners to understand.

The variety of ways to introduce a story made learners feel anxious to guess what was the reading skill they were about to learn. Prediction encouraged active reading and kept the children interested in the story presented; the use of colorful pictures and word cards to get a hint of the story before they even started to read it were of great help for learners to find out by themselves the meaning of a word and the name of the skill to be learned. Brainstorming was pretty useful for the teacher to engage students' attention on a specific story. It allowed students to express their ideas, opinions, and to

increase their level of understanding. As a result, they did not spend too much time reading a piece of information in the story or asking for meanings of simple words, which made the lesson more effective, time saving, and productive for students.

Monitoring comprehension helped the learners to be aware of what they understand, and help us to identify what they did not understand about a piece of reading. They monitored their comprehension and level of understanding so they were able to know when to ask the teacher for help or when to fix the problem in their understanding about a piece of text by themselves.

Questioning was an effective and helpful strategy to apply within each lesson; it gave students a purpose for reading. It focused their attention on what they were learning and encouraged them to think actively. During the lesson, learners were pretty aware of the questions that the teacher mentioned in order to answer them as effectively as possible. It also helped them to review content and relate what comprehension skill they had learned with what they already knew.

Summarizing and retelling required the learners to determine the most important details from a specific story and also helped them to recreate information using their own words. Those strategies allowed learners to identify or generate main ideas, to connect the main idea or central ideas, to eliminate unnecessary information, and to remember what they read. Students were amazed to see that with the use of the appropriate words they were able to retell the story in a correct way.

Grouping was another key element for students to get the idea of stories and understand the reading comprehension skills because they were able to share information and ideas with their group members. Also, they had the chance to work with different classmates within each lesson, which made learners to get confidence on what they knew about any story presented and respect others' opinions. They realized how comfortable they felt sharing information and showing their abilities to other classmates.

Second of all, the application of effective activities became an essential element for the positive outcome received by the students within each reading lesson. The reading comprehension activities applied to learners encouraged them to recall and understand what they had read and had fun in the process. Eye-catching worksheets, interesting games, and clear instructions were part of the engaging activities used in the classroom.

Eye-catching worksheets, which included specific activities to work with learners, were truly an invaluable help for the understanding of the vocabulary and reading comprehension skill learned within each lesson. Matching, circling, ordering, underlining, completion, and reading were the main activities that students had to develop in each classwork; they provided a tangible record of what was learned and offered useful practice to check students' understanding of specific stories. Besides that, it was of great importance to include graphic organizers as part of the activities developed in class because learners found out that the completion of them made the content of stories easier to understand and learn. They provided a framework for students to connect existing knowledge to new information and a good way to

make students recognized sequence, similarities, differences, main ideas, and supporting details in any story.

Reading comprehension games were a fun way to exercise the comprehension abilities acquired at the end of each lesson. Learners certainly enjoyed playing story and guessing games that allowed them to recall what he had read at the beginning of the lesson. They also provided a competitive environment for children to learn and kept learners involved within each activity developed in class.

Clear instructions during the development of activities were an essential element that could not be left aside within each lesson. The way instructions were given during each activity had great impact on students because they surely developed a sense of confidence at the time of solving activities on their own.

Third of all, motivation was part of the reason this research project had positive results in learners understanding of each material taught, not only because of the use of tangible rewards such as stickers, pencils, and foam stars but also because of the praise and appreciation given by teachers, which surely kept students motivated during each lesson. As a result, students worked longer, harder, and with more intensity each activity proposed. It also promoted positive behavior and increased participation in the classroom.

Constructivism theory was of great importance due to the fact that children are able to perform different activities at certain stages of life that goes hand to hand to their age. Another fact to take into account is the importance of making students aware of their strength and weaknesses in order

to improve, change, and overcome their difficulties which are based on the metacognition theory.

In conclusion, this study proved that the hypothesis one was right, which mention that the median of the post – test is higher than the median of the pre – test. This is due to the reading comprehension strategies applied, as well as the motivation, and activities used at the development of this research project were effective.

Students also realized that reading comprehension is one of the main components of reading skill of the language which is not an isolated skill. It is by far a main source of knowledge to learn and solve problems in daily life.

4.2. Problem and Limitations of the Study

There were many limitations during the development of the research project. One of them was the time which was a huge problem for us to overcome. It is important to mention that the students used during the time this research study was applied were in rehearsals for a Christmas show so it was difficult for us to change a particular lesson plan to other day. It was extremely complicated to stop a particular reading skill, and re- take it other day. Apart from that, students seem to get confused at the time we left aside one specific topic and then try to teach it while they were out of class.

Another particular limitation we found out was the behavior of students at the beginning of the lesson. One of the biggest challenges for us was to find the appropriate strategies to handle classroom management. Their behavior got us exhausted at the end of each lesson. This problem would be accounted to the fact that they were students from 6 to 7 years old; they tended to misbehave

and show lack of interesting at the time the class was being performed. Therefore, it was pretty harsh for us to succeed with the goals set at the beginning of the lesson.

After the application of strategies provided by the teacher, the discipline within students changed gradually. They started to feel more motivated to learn in a way never seen before. Having a positive attitude was of great help to change student's discipline. A teacher who teaches with a positive and enthusiastic attitude will have a great response from their students.

Moreover, the group of students was an intact group which means that there were not two groups to differentiate from no control- no experimental group. This made the task difficult to achieve because the result needed a more deep and careful analysis to know the level of improvement acquired by students.

4.3. Recommendations

As a recommendation to overcome upcoming situations like the previously mentioned during the development of this research project, a methodological booklet must be created. This material must include different stories to catch the students' attention. It must have a great amount of stories to practice each reading comprehension skill taught. Besides that, it ought to have a great amount of reading comprehension exercises so students will be able to practice each skill received.

Another good idea would be to provide reading comprehension workshops to give teachers the necessary tool to make students feel more engaged with reading and at the same time improve their comprehension for specific pieces of texts. As a result, teachers would have different strategies, activities, and stories to share with their students.

Discipline and good behavior is another important matter teachers need to be aware of in their classrooms. There are many reasons why discipline can be a problem in a classroom. One of the reasons could be the teaching style which is not the appropriate to use with students of these age so it is essential to identify what are the types of activities they most enjoy. Furthermore, teachers should implement instructions in ways to optimize students' access learning and use appropriate interventions to assist students who have behavior problems. It is of great help to provide rules for students to follow. These regulations will help to maintain classroom management and discipline they do not need to be anything advanced; they can be as simple as making sure that all students adhere to them. It is of vital importance to establish a signal for reducing the noise; this should be done from the first day so students become accustomed to it right away.

It is mainly important to dedicate a great amount of time for each reading comprehension skill and evaluate students gradually in order for the teacher to know the main weaknesses they may have. It is essential to evaluate them at the end of each lesson so teachers would be able to assure what are the main points students need to reinforce or concentrate on.

Encourage competition is another important recommendation to apply. It is particularly important to establish a fun and competitive environment within the class. Dividing the class into teams would create the chance to interact more and give their opinions to others. It is good to find other spaces that the class can use to read or to develop a group work activity.

The most essential recommendation would be to try to make time respected. There are many situations that can happen during the development of a project so it is a good thing to try to avoid time consuming activities in order to succeed at the goals set at the beginning of a specific research study. It is essential to prepare your students for classroom transitions before they occur so they know how much time they have to work on a task in class. Transitions are far smoother when students can anticipate the change to know the time constraints they are under.

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**APPENDIX 1
STUDENT'S LIST**

**UNIDAD EDUCATIVA LICEO PANAMERICANO
EDUCACION BASICA ELEMENTAL
TERCERO AÑO BASICO B**

Comentario [MZJL1]: Write annex or chart 1, according to the info in the table of contents, you miss that part

APELLIDOS Y NOMBRES	
1	Cabrera Guznay Giovanna Gisella
2	Campozano Luna Camila Alejandra
3	Canizares Freire Domenica Violeta
5	Chang Balseca Cristina Lin
6	Chadraui San Miguel Peter Anthony
7	Constante Barragan Victoria Carolina
8	Eguez Montero Roberto Alfonso
9	Farfan Narvaez Nicolas Alberto
10	Garcia Gonzalez Pedro Isaias
11	Gonzales Gallegos Adolfo Enrique
12	Herrera Abad Daniella Paola
13	Huber Baldeon Amelia
14	Monge Hurtado Maria Gabriela
15	Moran Lara Gunter Rafael
16	Ortega Vallejo Maria Jose
17	Otatti Sanchez Stefano
18	Palacios Moreno Arianna Victoria
19	Pulley Zambrano Maria Ignacia
20	Segovia Moreno Emy
21	Woelke Guerrero Samuel Estefano.

APPENDIX 2 PRE- READING SURVEY



3ERD BASIC STUDENTS SURVEY READING COMPREHENSION

CANDIDATE'S NUMBER: _____ **DATE:** _____, 2013

Put an X in the correct square according to each student's answer.

QUESTIONS	4 Always	3 Sometimes	2 Rarely	1 Never
1. Do you like to read?				
2. Do you usually read at home?				
3. Do you read for fun?				
4. Do you read the newspaper?				
5. Do your parents give books to you?				
6. Do you usually go to the library?				
7. Do you like to receive books ?				
8. Do you enjoy the reading class?				
9. Do you comprehend what you read?				
10. Do you find easy to fill a cause and effect chart?				
11. Do you find easy to complete a Venn Diagram?				
12. Do you find easy to order events in a sequence?				
13. Do you find easy to recognize characters in a story?				
14. Do you recognize the setting of a story?				
15. Do you recognize the main idea in a story easily?				

How much do you enjoy reading?

Very much
 enjoyable
 just okay
 not at all

What type of reading do you enjoy the most?

Horror
 fairy tale
 Fable
 Adventure

Why do you read for?

Studying
 obligation
 learning
 pleasure

How much time do you spend reading?

1 hour
 30 minutes
 15 minutes
 none

Where do you prefer to read?

In bed
 at school
 at the library
 anywhere I can



CANDIDATE'S NUMBER: _____ DATE: _____,2013

GENERAL INSTRUCTIONS:

This test will evaluate your Reading comprehension level in English. You will find 4 different tasks which include a variety of activities to be completed. Think carefully before answer each of them.

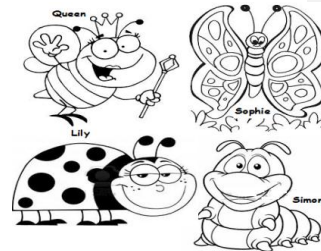
- Use only pencil to answer each question.
- Bring and use your own material.
- Do not stand up during the test.
- Do not talk during the development of the test.

1. Read the following stories and solve the following activities. (5 marks – 1 each)

1.1 Put a ✓ in the correct answer.

“QUEEN” THE BEE By Katherine Peers

Queen is a funny bee who lives in a nice beehive. Queen has many friends: “Sophie” the butterfly, “Simon” the worm, and “Lily” the ladybug. This morning, they want to have a picnic in the woods. Each of them must bring different fruit to eat. Queen brings some apples, Sophie brings pears, Simon brings oranges, and Lily brings bananas. They have a great time together. They learn that share is pretty fun!



- a) The author of the story is :
 Jenny Peers Katherine Peers Katherine Peers
- b) The Title of the story is :
 “Queen” the worm “Queen” the butterfly Queen” the bee
- c) The characters of the story are:
 Queen, Simon Tim, Joe, Sophie, Lily Lily, Sam, Tim, Dan
 , Sophie, Lily
- d) In the story Sohie is a :
 worm bee butterfly
- e) During the picnic, the characters must bring:
 balloons fruit chocolates

1.2 Look at the chart and write the events into the correct sequence. Use the sequency words. (First, Next, Then, Finally) (4 marks – 1 each)

MARK'S GREAT DAY

By Daine Green

Mark is a 7 years old boy, who lives in a big house in the center of the city. Mark`s birthday is today. Mark has a list of activities to do to celebrate his birthday. First, Mark visits her grandma and has breakfast with her. They have a cup of chocolate and cookies. Next, Mark goes to the park to play soccer with his friends. Then, Mark takes a shower and prepares for his birthday party. Finally, Mark eats some cake with his family and friends. Mark is pretty happy. Mark has the best time with all the people that he loves. He is excited for his future birthday.



Mark takes a shower	–	Mark has breakfast with his grandma
Mark eats cake with his family	–	Mark plays soccer in the park.

1. **First,** _____
2. _____
3. _____
4. _____

1.3 Match the cause with its correct effect phrase according to the reading.

(4 marks – 1 each)

AT THE BEACH

Jane and John went on vacation to the beach. Jane likes the beach a lot. Also, Jane likes to go to the beach because she can eat fish. Jane likes to play in the sand Her favorite thing to do is find sea shells. John, her brother, also likes the beach. John likes to jump over the sand because it is funny. He likes to eat crab because is delicious. They both love the beach. They seemed to have great time at the beach.



CAUSES

- Jane likes to go to the beach
- Jane and John loves the beach
- John likes to jump over the sand
- John likes toe at crabs

EFFECTS

- Crabs are delicious
- It is funny
 - she can eat fish
- They have a great time there.

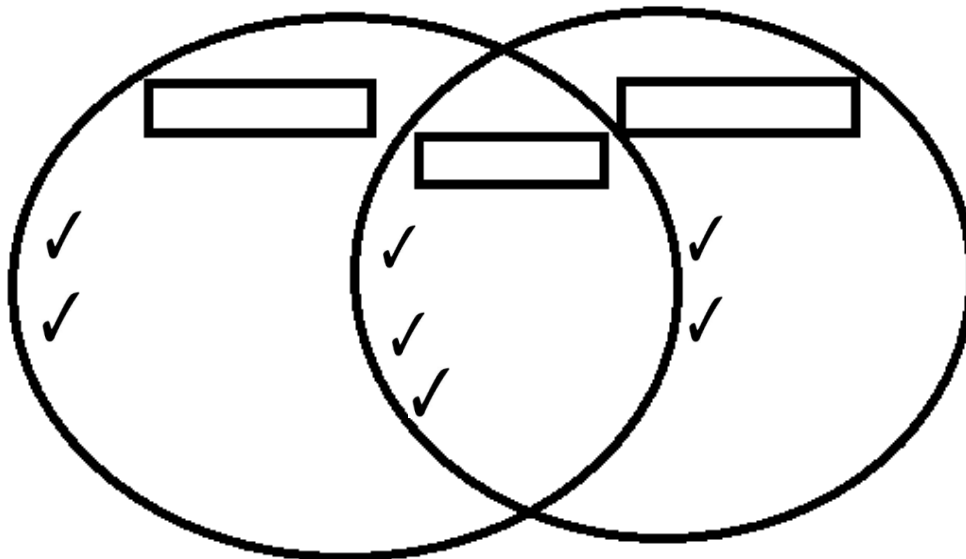
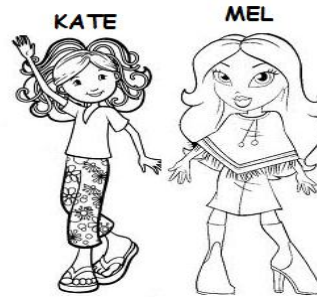
1.4 Complete the following Venn Diagram with information from the reading.

(7 marks – 1

each)

BEST SISTERS

Mel and Kate are sisters. They are pretty similar and different at the same time. Mel and Kate are 8 years old. They study at Liceo Panamericano School. They are in 4th grade. Mel is tall and thin. Mel has long hair. Mel likes to eat chicken and drink apple juice. Kate is short. Kate has curly short hair. Kate likes to eat meat and drink soda. Mel and Kate love each other a lot. They play and study together everyday. They always have a great time!



APPENDIX 4

POST READING SURVEY



**3ERD BASIC STUDENTS SURVEY
READING COMPREHENSION**

CANDIDATE'S NUMBER: _____ **DATE:** _____, 2013

Put an X in the correct square according to each student's answer.

QUESTIONS	4 A lot	3 Not much	2 A few	1 Not at all
1. Did you like the reading classes?				
2. Did you like the material used in class ?				
3. Did you enjoy the games?				
4. Did you understand what the teachers explain?				
5. Did you feel you have a clearer idea about Venn Diagrams?				
6. Are you better at ordering events in a sequence?				
7. Are you better at filling cause and effect charts?				
8. Did you enjoy working in groups?				
9. Did you enjoy working in pairs?				
10. Do you want to keep these classes?				

APPENDIX 5

PHOTOS

UNIDAD EDUCATIVA PARTICULAR LICEO PANAMERICANO





APPENDIX 6- PLANNING
UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
WEEKLY ACADEMIC PLAN # 29
UNIT # 4

Código: R8B-03
 Versión: 0.5
 Fecha: 11/2013

INFORMATIVE DATA:

Grade : 3rd Elementary year
Teacher : Ms. Karen Córdova – Ms. Nancy Rodriguez
Time duration : 7 days
Number of class periods per week: 6

Subject: Reading and Vocabulary
School year: 2013- 2014
Date From November 24^h to November 28th

Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The right development of the students 'health and recreation.

Aims and objectives: To identify, read, and write the target vocabulary presented in the story. Identify the characters, setting, and author through the charts.

Unit Title: Moving Day

Reading: Who will it be?

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Recognize, read and write the new vocabulary words and apply them in simple sentences. Complete sentences using the target vocabulary in a	<p>SUBJECT</p> <p>TARGET SKILLS</p> <p>Reading: Who will it be?</p> <p>Vocabulary: Word to know: buy, family, myself, please.</p> <p>Comprehensio</p>	<p style="text-align: center;">Introduction:</p> <ul style="list-style-type: none"> ➤ Teacher plays “Hangman” game encouraging students to guess new words ➤ Show pictures of each vocabulary to students. ➤ Activate prior knowledge: Character, setting, and plot. ➤ Ask questions. Infer what’s the reading is about 	<p>Reads, names, and writes the target vocabulary.</p> <p>Completes sentences using the words learned correctly.</p> <p>Reads and pronounces words that contain vowel pair/oo/</p>	<p>Work in pairs Group work Individual work Oral participation</p>	<ul style="list-style-type: none"> ➤ Whiteboard ➤ Markers ➤ Flashcards ➤ Worksheets ➤ Guide – sheets. ➤ Book: Journey Grade 1

<p>correct way. Create their sentences using each vocabulary word learned.</p>	<p>n Sequence of events review Phonics: Vowel pairs /ou/- /ow/</p>	<p>➤ Review previous reading.</p> <p style="text-align: center;">Topic Development:</p> <p>Monday</p> <p>➤ Have children's fold a notebook guide sheet into notebooks. ➤ Color the pictures that have the vowel pairs /ow/ - /ou/ ➤ Make Ss name each vocabulary word. ➤ Make Ss underline the word that best complete the sentence.</p>	<p>Formulates new sentences using vocabulary words</p> <p>Names other words with the sound in study.</p> <p>Uses new vocabulary words in games and varied activities to reinforce knowledge.</p>		
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<p>Recognize and name characters, setting, and plot in the story. Summarize and retell the story through sequencing charts.</p>		<p>➤ Solve page 92 and 93 from the book.</p> <p>Tuesday</p> <p>➤ Reinforce knowledge through worksheets about each vocabulary word learned. ➤ Order letters to find the correct word. ➤ Complete with the correct word each sentence. ➤ Write simple sentences using new words.</p> <p>Wednesday</p> <p>➤ Have children take turns rereading each paragraph from the reading. ➤ Complete charts for the story structure. ➤ Complete the activities from the book</p>	<p>Names main characters, setting, and author of the story.</p> <p>Retells and combines ideas of a story through sequencing charts.</p>		
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		<p>page 101</p> <p><u>Thursday</u></p> <ul style="list-style-type: none"> ➤ Read story aloud. ➤ Make each Ss take turns reading each paragraph. ➤ Circle the vocabulary words learned. ➤ Solve page 94 from the book. <p><u>Friday</u></p> <ul style="list-style-type: none"> ➤ Mention each part to complete the plot. ➤ Mention simple details of the story learned ➤ Write the most important parts of the story to complete the plot. <p style="text-align: center;"><u>Closure:</u></p> <ul style="list-style-type: none"> ➤ Pantomime words to rank identification and recognition. ➤ Name other words that have vowel pair ow – ou. ➤ Mention the story structure parts. ➤ Summarize the reading. ➤ Answer questions about the process of the class to build up a pattern. 			
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Comments:.....

Teachers:

Ms. Karen Córdova
 English Teacher

Ms. Nancy Rodriguez
 English teacher

Lcda. Denisse Ruíz de Mejía
 English Department Coordinator



UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
WEEKLY ACADEMIC PLAN # 30
UNIT # 5

Código: R8B-03
 Versión: 0.5
 Fecha: 11/2013

INFORMATIVE DATA:

Grade : 3rd Elementary year
Teacher : Ms. Karen Córdova – Ms. Nancy Rodriguez
Time duration : 7 days
Number of class periods per week: 6

Subject: Reading and Vocabulary
School year: 2013- 2014
Date From December 2nd to December 6th

Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The right development of the students 'health and recreation.

Aims and objectives: Identify and understand characters through charts. To identify and recognize vowel pairs /ow/ /ou.

Unit Title: Moving Day

Reading: Who will it be?

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Recognize, read and write the target vocabulary presented in the story. Identify, read, and write words that contain the sound	<p>SUBJECT</p> <p>TARGET SKILLS</p> <p>Reading: Who will it be?</p> <p>Vocabulary: Word to know: buy, family, myself, please</p>	<p>Introduction:</p> <ul style="list-style-type: none"> ➤ Activate prior knowledge: Remind Ss the vocabulary words learned on previous class. (family – buy – please - myself) ➤ Show cards and make Ss write the name of each picture. ➤ Show card to SS remind characters, setting, ideas about the story ➤ Describe characters of the story. 	<p>Reads, names, and writes the target vocabulary presented in the story.</p> <p>Orders sentences in order to write well – structured sentences.</p> <p>Reads and writes descriptions of characters.</p>	<p>Work in pairs Group work Individual work Oral participation</p>	<ul style="list-style-type: none"> ➤ Whiteboard ➤ Markers ➤ Flashcards ➤ Worksheets ➤ Guide – sheets. ➤ Book: Journey Grade 1

<p>/ow/ou/</p> <p>Name words that contain the sound in study.</p> <p>Identify and name characters from the story.</p>	<p>Comprehensio n Understanding characters.</p> <p>Phonics: Vowel pairs /ou/- /ow/ review.</p>	<p>➤ Review previous reading.</p> <p style="text-align: center;">Topic Development:</p> <p>Monday</p> <p>➤ Have children’s fold a notebook guide sheet into notebooks.</p> <p>➤ Make SS complete a chart with the vocabulary words presented on previous classes.</p>	<p>Names the characters.</p>		
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<p>Read and answer questions related to the story learned.</p> <p>Summarize and retell the story through sequencing charts.</p>		<p>➤ Write the name of the following pictures correctly.</p> <p>Tuesday</p> <p>➤ Have children to identify names of pictures.</p> <p>➤ Have children write the name of objects presented.</p> <p>➤ Have children underline the best answer.</p> <p>Wednesday</p> <p>➤ Have children take turns rereading each paragraph from the reading.</p> <p>➤ Have children to complete charts for characters, setting, author.</p> <p>➤ Complete the activities from the</p>	<p>Names main characters, setting, and author of the story.</p> <p>Retells and combines ideas of a story .</p>		
---	--	--	--	--	--

		<p>book page 95 - 99.</p> <ul style="list-style-type: none"> ➤ Describe characters aloud. <p>Thursday</p> <ul style="list-style-type: none"> ➤ Read story aloud. ➤ Make each Ss take turns reading each paragraph. ➤ Circle the words learned. <p>Friday</p> <ul style="list-style-type: none"> ➤ Review story learned. ➤ Complete activities from the book page 96 			
		<u>Closure:</u>			
		<ul style="list-style-type: none"> ➤ Name other objects with the sound in study. ➤ Mention words learned aloud. ➤ Summarize the reading. ➤ Answer questions about the process of the class to build up a pattern. 			

Comments:.....

Teachers:

Ms. Karen Córdova
English Teacher

Ms. Nancy Rodriguez
English teacher

Lcda. Denisse Ruíz de Mejía
English Department Coordinator



UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
WEEKLY ACADEMIC PLAN # 31
UNIT # 5

Código: R8B-03
 Versión: 0.5
 Fecha: 12/2013

INFORMATIVE DATA:

Grade : 3rd Elementary year
Teacher : Ms. Karen Córdova – Ms. Nancy Rodriguez
Time duration : 7 days
Number of class periods per week: 6

Subject: Reading and Vocabulary
School year: 2013- 2014
Date From December 9th to December 13th

Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The right development of the students 'health and recreation.

Aims and objectives: Recognize, describe and name different setting that a story can have. Mention different adjectives to provide information about characters.

Unit Title: Art Classes

Reading: Dog Print Art

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Describe and mention different names for settings. Recognize and mention different adjectives to describe characters within the	SUBJECT	Introduction:			
	TARGET SKILLS	<ul style="list-style-type: none"> ➤ Activate prior knowledge: Remind Ss the vocabulary words learned on previous class. (family – buy – please - myself) ➤ Show cards of different settings. (park, house, woods, space, school, farm) ➤ Show cards of different adjectives. (tall, short, pretty, fat, thin) 	<p>Mentions and writes different settings' names.</p> <p>Describes main characters of the story correctly.</p> <p>Recognizes and mentions different adjectives to describe characters within the story.</p>	<p>Work in pairs</p> <p>Group work</p> <p>Individual work</p> <p>Oral participation</p>	<ul style="list-style-type: none"> ➤ Whiteboard ➤ Markers ➤ Flashcards ➤ Worksheets ➤ Guide sheets. ➤ Book: Journey Grade 1

<p>story.</p> <p>Differentiate character's emotional- physical facts.</p> <p>Describe orally different characters presented in a story.</p>	<p>Comprehension</p> <p><u>n</u></p> <p>Story structure Understanding characters.</p>	<ul style="list-style-type: none"> ➤ Mention different adjectives to describe characters. ➤ Review story through sentences cards. <p style="text-align: center;">Topic Development:</p> <p>Monday</p> <ul style="list-style-type: none"> ➤ Have children's fold a notebook guide sheet into notebooks. 	<p>Differentiates character's emotional – physical facts in a correct way.</p>		
---	--	---	--	--	--

<p>Read and answer questions related to the story learned.</p> <p>Summarize and retell the story through sequencing charts.</p>		<ul style="list-style-type: none"> ➤ Make SS complete sentences using the target vocabulary ➤ Write sentences with each vocabulary. ➤ Mention orally examples with each word. <p>Tuesday</p> <ul style="list-style-type: none"> ➤ Write the name of each setting. ➤ Color the settings. ➤ Color ideas and characteristic for the setting. <p>Wednesday</p> <ul style="list-style-type: none"> ➤ Have children take turns rereading each paragraph from the reading. ➤ Color ideas and characteristics for specific characters. 	<p>Describes orally different characters presented in the story.</p> <p>Answers questions related to the story learned</p> <p>Retells and combines ideas of a story .</p>		
---	--	--	---	--	--

		<ul style="list-style-type: none"> ➤ Complete the activities from the notebook. ➤ Describe characters aloud. ➤ Underline the best answer. <p><u>Thursday</u></p> <ul style="list-style-type: none"> ➤ Read story aloud. ➤ Make each Ss take turns reading each paragraph. ➤ Circle the words learned. <p><u>Friday</u></p> <ul style="list-style-type: none"> ➤ Review story learned. ➤ Complete activities from the book. ➤ Complete exercise from notebook. 			
		<u>Closure:</u>			
		<ul style="list-style-type: none"> ➤ Name other objects with the sound in study. ➤ Mention words learned aloud. ➤ Summarize the reading. ➤ Answer questions about the process of the class to build up a pattern. 			

Comments:.....

Teachers:

Ms. Karen Córdova
English Teacher

Ms. Nancy Rodriguez
English teacher

Lcda. Denisse Ruíz de Mejía
English Department Coordinator



UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
WEEKLY ACADEMIC PLAN # 32
UNIT # 5

Código: R8B-03
 Versión: 0.5
 Fecha: 12/2013

INFORMATIVE DATA:

Grade : 3rd Elementary year
Teacher : Ms. Karen Córdova – Ms. Nancy Rodriguez
Time duration : 7 days
Number of class periods per week: 6

Subject: Reading and Vocabulary
School year: 2013- 2014
Date From December 16th to December 19th

Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: The right development of the students 'health and recreation.

Aims and objectives: Identify, read, and mention the main idea and supporting details for different stories presented. Recognize and write correct sequences for different stories.

Unit Title: Art Class **Reading:** Dog Print Art – First Day – Bed Time

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Read and pronounce the vocabulary words learned in a correct way. Identify and mention the main idea and supporting details of	SUBJECT TARGET SKILLS Reading: First Day – Bed time Vocabulary: Word to know: even, studied, surprised, teacher	Introduction: ➤ Activate prior knowledge: Remind Ss the vocabulary words learned on previous class. ➤ Introduce main idea and details through an example. ➤ Listen story and show different cards. ➤ Brainstorming main idea and supporting details.	Reads and pronounces the words learned in a correct way. Names and writes sentences using the target vocabulary.	Work in pairs Group work Individual work Oral participation	➤ Whiteboard ➤ Markers ➤ Word cards ➤ Flashcards ➤ Worksheets ➤ Guide – sheets. ➤ Book: Journey Grade 1

<p>a story.</p>	<p>Comprehension <u>n</u> Main idea and supporting details Sequence of events.</p>	<p>➤ Introduce transitional words. (first, next, then, finally)</p> <p style="text-align: center;">Topic Development:</p> <p>Monday</p> <p>➤ Have children's fold a notebook guide sheet into notebooks. ➤ Make SS order the words correctly. ➤ Underline the correct answer. ➤ Write sentences with the target vocabulary.</p>	<p>Reads and completes charts for main ideas and details.</p>		
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<p>Name and write sentences to provide details of a story.</p> <p>Read and complete charts to mention main ideas and supporting details.</p> <p>Mention and write the transitional words to order events in a</p>		<p>Tuesday</p> <p>➤ Read and identify main idea. ➤ Underline the main idea. ➤ Circle the supporting details. ➤ Complete the charts with the main ideas and supporting details</p> <p>Wednesday</p> <p>➤ Write the main idea for specific paragraphs. ➤ Complete the chart. ➤ Write supporting details for specific topics. ➤ Complete and write.</p> <p>Thursday</p> <p>➤ Mention main ideas and supporting</p>	<p>Name and writes sentences to provide details of a story.</p> <p>Reads and completes different charts.</p> <p>Mentions and orders sentence for a paragraph using the transitional words.</p>		
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story.		details of the story. ➤ Complete the activities from the notebook. ➤ Read and match. Friday ➤ Read story aloud. ➤ Write the correct transitional word. (first, next, etc) ➤ Make each Ss take turns to order the story.			
		<p style="text-align: center;"><u>Closure:</u></p> ➤ Name other objects with the sound in study. ➤ Mention the main idea of the story learned. ➤ Summarize the reading. ➤ Answer questions about the process of the class to build up a pattern. ➤ Mention the transitional words learned.			

Comments:.....

Teachers:

Ms. Karen Córdova
 English Teacher

Ms. Nancy Rodriguez
 English teacher

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READING AND VOCABULARY CLASSWORK #1

THIRD GRADE A - B

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APPENDIX 6 - WORKSHEETS

READING AND VOCABULARY CLASSWORK # 1

THIRD GRADE A - B

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STORY STRUCTURE WORDS

1. Find the story structure words in the word puzzle.


AUTHOR CHARACTER PLOT
DETAILS MAIN IDEA TITLE SETTING


M	S	E	T	T	I	N	G	C	T	A	N	P	A	C
T	O	L	P	M	W	I	O	C	E	E	I	S	U	K
S	R	E	T	C	A	R	A	H	C	D	L	H	T	L
C	P	O	I	T	Q	P	W	Y	I	I	A	N	H	L
R	S	J	I	I	W	W	E	N	A	N	A	M	O	D
G	E	T	D	Z	N	E	V	T	Y	I	Q	A	R	H
H	L	Z	E	H	U	E	E	S	N	A	T	J	Z	M
E	D	W	Z	O	X	D	U	Y	S	M	Q	J	A	Y


2. Complete the following statements with the correct information for exercise.

- a) A person or animal in the story _____
- b) The text that is at the top of the story is the _____
- c) The principal idea of the story is _____
- d) The message of an story is the _____
- e) Where and when the story takes place _____
- f) The events that happen in the story _____.


3. Recognize and color the pictures that can be "CHARACTERS" Then write their names.









Character





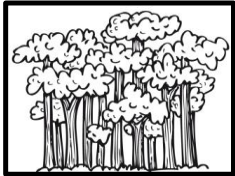


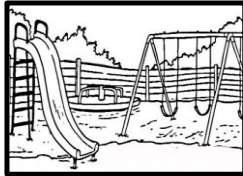
READING AND VOCABULARY CLASSWORK #1

THIRD GRADE A - B

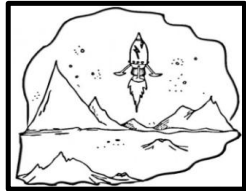
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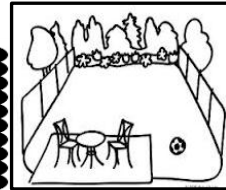
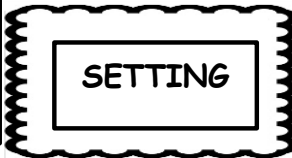
4.- Write the correct names for the following settings.

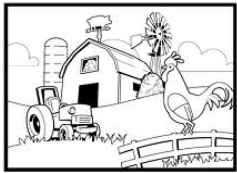


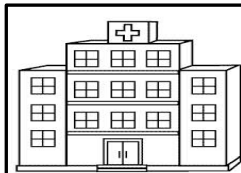


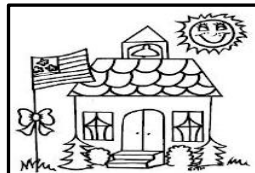












farm - park - school - house - yard -
hospital - space - woods

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5.- Color ideas and characteristics that can belong
to the following character.

reads

plays a guitar

PETE THE CAT

studies English

walks around

eats in the kitchen

plays on the yard

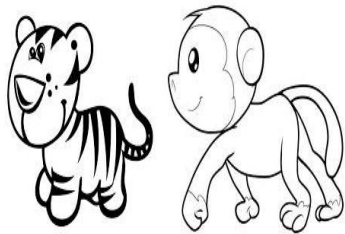
goes to school

READING AND VOCABULARY CLASSWORK #1
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Read the following story.

NIA AND DEMA

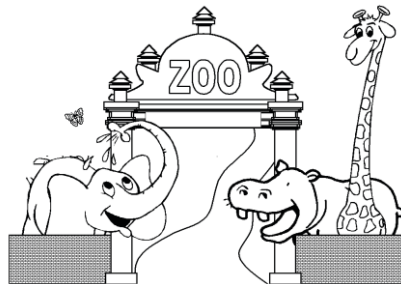


Tigers are big cats that eat meat. Monkeys are animals that usually eat bananas. Dema the tiger and Nia the monkey are good friends. Both of these baby animals do not have a real family. They met in the "National

Zoo"

The tiger and the monkey love to play with each other in the zoo. They play with toys and take naps together. Then one morning, Nia gave Dema a hug, and Dema kissed him back!

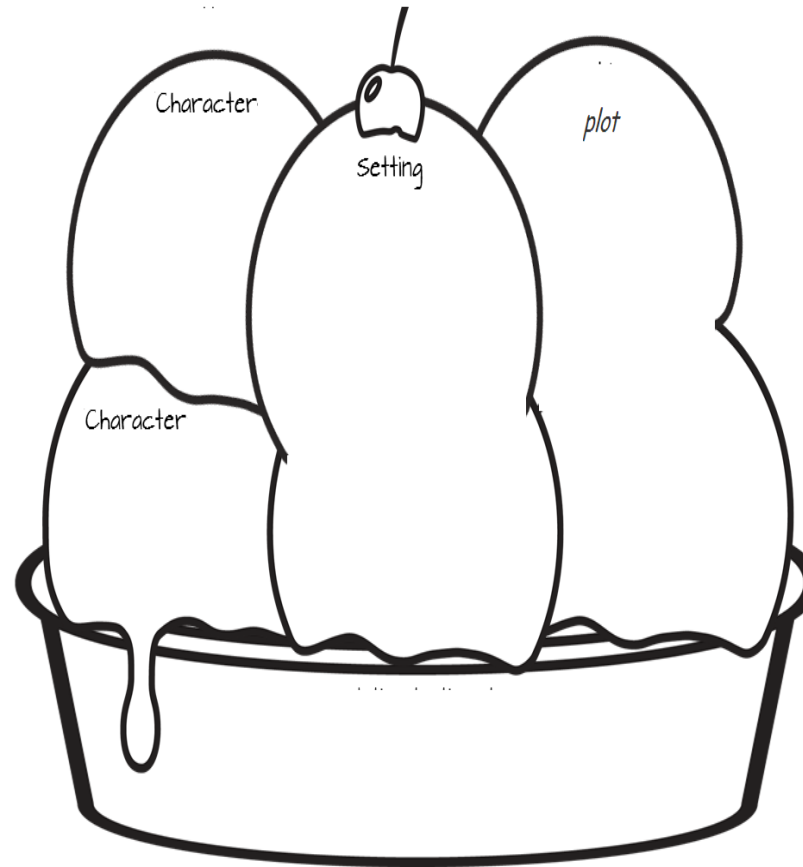
They are great friends.



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cream sundae to organize your ideas.



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Read and write the main idea and details of the story using the hamburger.

FIRST DAY



Ellie is very excited for her first day at school. She takes her new backpack and lunch box to school. She wants to wear her beautiful uniform. She is pretty happy to see her friends in the classroom. She wants to see her teacher. The students like their teacher. Everyone has a good first day!!!

central idea
or main

Principal
idea from a
text.

**MAIN
IDEA AND
DETAILS**

Group of
sentences
that support
the main
idea.

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A graphic organizer shaped like a hamburger. The top bun is a large oval containing the text "Title: _____". Below the bun are three circular slices representing meat, each containing a five-pointed star. The middle slice is the largest and contains the text "Main idea: _____". Below the meat slices are two more buns, each containing a horizontal line and the text "Detail 1: _____". Below these are two more buns, each containing two horizontal lines and the text "Detail 2: _____". At the bottom is a large rectangular bun containing two horizontal lines and the text "Detail 3: _____".