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**Applying SQ3R as a technique to improve Reading Comprehension skills in students of 6<sup>th</sup> grade at María Auxiliadora School during the second period of 2022.**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Abstract**

This research is focused on a reading comprehension method named SQ3R, which is a good option to improve reading skills among students and people in general.

The researcher focused on create different activities which involve several techniques of the method in order to evaluate and at the same time increase the activity of reading; at the same time the investigator had the duty of build awareness among the students with the idea of reading is amazing and at the same time let them know that it is a source of knowledge for every person.

In order to endorse what was investigated, some activities proposed for the researcher, a questionnaire made for the students and a final interview with the teacher in charge of the group of 6<sup>th</sup> grade, are the evidences used to build these research paper.

By creating this these investigation is a must that people have good reading skills, because is important for life in general, and one of the main objectives of this research wad to measure reading skills in this school and based on the process of observation and field work the researcher will have basis to provide help and pieces of advice to the students in an specific way or in general way with the purpose of improve their reading skills and also inculcate in them the beautiful reading habit.

## **Resumen**

Esta investigación se centra en un método de comprensión de lectura llamado SQ3R, que es una buena opción para mejorar las habilidades de lectura entre los estudiantes y las personas en general. La investigadora se centró en crear diferentes actividades que implican varias técnicas del método con el fin de evaluar y al mismo tiempo aumentar la actividad lectora; al mismo tiempo la investigadora tenía el deber de crear conciencia entre los estudiantes con la idea de que la lectura es increíble y al mismo tiempo hacerles saber que es una fuente de conocimiento para cada persona. Para avalar lo investigado, algunas actividades propuestas por la investigadora fueron un cuestionario realizado para los estudiantes y una entrevista final con el docente a cargo del grupo de 6° grado, son las evidencias utilizadas para construir este trabajo de investigación.

En esta investigación es importante que las personas tengan buenas habilidades de lectura, ya que es de suma importancia para la vida en general, y uno de los principales objetivos de esta investigación es medir las habilidades de lectura en esta escuela y además, basado en el proceso de observación y trabajo de campo de la investigadora se obtuvieron las bases para proporcionar ayuda y dar asesoramiento a los estudiantes de una manera específica o de manera general con el propósito de mejorar sus habilidades de lectura y también inculcar en ellos el hermoso hábito de lectura.

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## **Chapter 1**

### **Introductory Framework**

There are many techniques to improve reading skills but the one that is more famous or effective in SQ3RM. This technique follows five steps in order to gather more information in a given text.

#### **1.1 Problem Statement**

Globalization has polarized the world into economically prosperous countries and countries with a precarious economy, creating a gap among them. However, this situation is not only negative, since thanks to this difference, science, technology, and education have been developed by leaps and bounds in recent years. Specifically, in education, learning a second language is imperative; for this reason, the language that is a must to learn is English. Therefore, there are many exchange programs, and schools create workshops to reinforce the conversational skills. In addition, in Costa Rica the government is working hard to create opportunities for all the population, as the goal is to implement bilingualism in the country. This is a great idea and hopefully the citizens can use it effectively. However, to achieve this goal, it is important to go step by step and take in to account the country's reality, that is the sociological, technological, and economical situation Costa Rica has and reinforce the areas that must be strengthened when teaching a new language.

In Costa Rica, the use of the English language has been taught from an early age in order to have a promising future for people in general. Nowadays, the English language is a must and is the best long-term investment people can do for their own futures and their children's future. However, one of the main problems when teaching a foreign language, in this case English, is not

just a gap in the economical part, but also a gap between the private and public system. This because of the way the system and teachers provide their knowledge to the students, as sometimes they just focused on grammar. However, this is just a little part of learning a new language properly. For instance, only few institutions teach their students to properly use the acquired knowledge to put it in practice, and a part of these are methods to analyze a text and make a full understanding of it.

There is another point that is very important to recall, that is the acquisition of the habit of reading. This habit is more likely to be acquired since the person is a little kid, and it is reinforced by the example of their family. If a parent is a reader, the kid more likely will follow his/her parent example and hopefully become a reader, too. This can make the process of the analysis of a text easier. Another way of implementing literature among the little ones is to read a story at nights, as in is a way they can increase their imagination and become good readers. The SQ3R method is used in academic centers to help students to improve reading skills, since this is an effective way to gather tools to accomplish the full understanding of a text. The idea is to provide suitable tools for the students Therefore, for this reason, the problem statement question will be: How can the SQ3R method is used in academic centers to have an effective reading comprehension?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objective**

To evaluate the effect of SQ3R technique in the improvement of reading comprehension in students of 6<sup>th</sup> grade at María Auxiliadora School during the first period of 2022.

### **1.2.2 Specific Objectives**

**1.2.2.3** To identify reading comprehension problems in students of 6<sup>th</sup> grade at María Auxiliadora School.

**1.2.2.4** To apply SQ3R activities to improve reading comprehension.

**1.2.2.5** To analyze the final results of applying SQ3R activities in the group.

### **1.3. Justification of the Study**

The purpose of this investigation is to reinforce the process to acquire reading comprehension to go hand to hand with other learning skills. Many people nowadays still believe that reading comprehension must be separated from the other skills, or sometimes it is left behind. However, the truth is that learning to comprehend what the person is reading is crucial for our daily living. It is true that for students to acquire proper reading strategies they should have previous knowledge, like phonics and vocabulary in order to frame ideas and have a good development in this area. As a first step, it is important to develop the habit of reading since early years; therefore, it would be easier for them to learn new strategies, and in that way the process will not be so tedious to students and teachers. There are many strategies that can be applied to enhance the reading comprehension among students and people in general; nevertheless, the present investigation is focused on 6<sup>th</sup> graders.

It is common to hear phrases in which the people justify themselves due to their lack of curiosity, investigation, and affinity for reading; hence, they have trouble processing what is been read, as they do not comprehend it. For this reason, it is important to build the reading habit in

kids since an early age, and, consequently, they get an affinity for reading, and they can be able to infer and give their opinion about the text they are reading, not matter the topic as long as the person can identify at least the main idea of the text currently read. This can be caught and reinforced in schools, if children and parents are willing to implement this important habit, not just for educational purposes, but to acquire a good hobby, which is reading. It does not matter if it is a physical book or they prefer to read online, the most important thing is to guide and prepare children to expand their knowledge and, at the same time, make things easier to them when they have to read as text and understand it. Consequently, the method SQ3R is one of the best reading methods, and the investigator wants to put it into practice and, in that way, to measure the reading comprehension process in the students at María Auxiliadora School.

#### **1.4. Antecedents**

The habit of reading in the 21st century is a competence that all people develop and maintain; however, it is essential to encourage it from an early age. Therefore, it is a skill that is strengthened through the different school stages. Thus, reading comprehension can be defined as the ability to understand what is read, both in reference to the meaning of the words that form a text, and with respect to the comprehension of the text. According to (Gallego,2019)

Reading plays an important role in the development of processes such as learning. In fact, one of the main objectives of basic education is to get students to acquire sufficient skills and strategies to be competent in reading and writing tasks, with the learning being a constant aspiration of any educational system.

From a cognitive perspective, reading is executed by processing at different levels, starting from basic processes of grapheme perception, grapheme-phoneme conversion, word

recognition and syntactic functions assigned to the words that make up the sentence. Therefore, having reading competence means "understanding, using, reflecting and committing to written texts to achieve one's goals, develop one's knowledge and potential and participate in society" (Gallego, 2019). Moreover, understanding is the essence of all reading, and the lexical knowledge is an important factor leading to such understanding being achieved. In this way, it is valid to ask ourselves what dimensions of lexical knowledge have the most profound impact on the ability to read English as a foreign language.

It is common to hear students trying to find an explanation for their inability to understand a written text in English. They attribute it to the fact that they have not developed enough vocabulary and that not having a sufficient amount of lexical knowledge does not allow them to understand written texts in English. Many students have admitted that when they acquired vocabulary it is easier for them to create a relationship among the words in a text. Consequently, that is why lexical knowledge is so important in the process of reading comprehension. Therefore, lexical knowledge is defined as "as semantic knowledge or simply, as the action of knowing a word" (Bravo, 2010).

According to (Bravo, 2010) "There are different dimensions in regards to lexical knowledge which are: form (phonological, graphic, and morphological), syntactic behavior, meaning (referential, associative, and paradigmatic) and relation to other words (paradigmatic and syntactic)." In addition, there are five aspects related to the acquisition of vocabulary that are: generalization (know the definition of the lexical item), application (know its use in different situations), number of meanings (know different senses of its use), precision of the meaning (how to use it in different situations), and availability (know how to use it productively) (Bravo, 2010). Based on the literature and the knowledge acquired, reading comprehension is the construction of

meanings that the reader catches while developing this activity or based on previous knowledge. Therefore, it is accurate to say that human beings have different ways to understand a topic, meaning that what a person understands, is not precisely what other person interprets. Due to this, **it** is important to keep in mind the “the possibility of different ways of understanding a text; the importance of the information context of the reader; the relevance of the exchange of views based on different interpretations” (GRAFFIGNA, 2008, p. 2).

In the reading process, emotions are involved. For instance, this process starts since the first years of life, and it evolves during the educational process. Over time, as the academic journey progresses, cognitive processes are gaining more relative weight. Once at the higher level, it may seem that accent is only on academic aspects and that this affective dimension no longer takes place. According to (GRAFFIGNA, 2008),

The experiences achieved, both those of the family and those of the educational system, are shaping a certain way of understanding reality and positioning oneself in front of it. Academic life does not escape this and, as Silvia Schlemenson (1996) states: "The sense with which past events are read and integrated is one of the keys to account for the significance of current cognitive behaviors.

These studies took place from the emotional part, meaning that in the student's lives there are important people who play an important role in their lives and their motivation and positive attitude towards a new teaching depends, a big part, on the example of the people close to each student. In this case, since the investigation topic is about reading comprehension, the students have an example of effort, investigation, curiosity, and love for reading at home or school. If this is the case, it would be great for the developing of proper reading skills; on the contrary, it would

be difficult to the students to get reading comprehension skills because the person does not have an accurate example at home or school.

In regards to the study carried out by (Serrano, 2010, p. 5), it is stated that “Reading, according to the psycholinguistic perspective is seen as a process of construction of meanings, for which it is absolutely necessary that a transaction occurs, an interface between the reader and the text, from which both are transformed.” In other words, the reader makes use of his knowledge of the world, of the subject in which he reads, and of the text itself, to process the information that the text provides and thus, to build his own representation. Moreover, according to the study of (Colmenares, 2013, p. 10), “The ability to read requires the execution of strategies that help to understand the text; that is, all those skills that contribute to the construction of the meaning of the text in order to put them into use in the mother tongue and foreign language.” The acquisition of reading strategies in the English language results from the transfer of the same bases of the mother tongue. This means that reading in English only needs to properly handle the reading strategies to make proper use of any text that is presented.

Now that there is a background in regards to important definitions like reading and lexical knowledge that are essential in order to acquire an effective way to read, learn new vocabulary, and an excellent analysis of what is been read, it is necessary to talk about the method under study. The SQ3R method was invented by Frank Robinson thanks to a study made during the 2<sup>nd</sup> World War. The name of the study was “How-to- Study.” The men selected for the Army Specialized Training Program (ASTP) received how-to-study training and data were collected on their actual study skills and habits. Robinson and his colleagues used this data to create various skills and strategies at the highest levels in reading, studying, and improving memory. Robinson’s SQ3R (survey, question, read, recite, and review) was created as part of the ASTP to

help militaries become better readers. Robinson's text, *Effective Study* (1946) outlined the SQ3R and emphasized higher level study skills. In addition, the How-to-study program provided assistance in "attacking other problem areas that may distract a student from university work. (STUDY METHOD Francis Robinson SQ3R, 2015).

The investigator is going to use this method in school students to measure and observe how they can handle this technique and with the tutor's guidance hopefully they are going to acquire better ways to effectively analyze a text. There are many strategies or techniques that are used to improve reading comprehension skills; however, in the case of this investigation, it would be applied in 6<sup>th</sup> grade students at María Auxiliadora School. The strategy selected was SQ3R, which is "the acronym for Survey, Question, Read, Recite, and Review, which are the five steps proposed by Robinson when actively and effectively reading one specific text. Through this sequence, the readers are expected to increase their understanding of the text by engaging in the reading process before, during, and after, intentionally (Marbella International University Center, 2020). This reading strategy involves Survey (S), Question (Q), Read (R1), Recite (R2), Review (R3), all together conform the strategy the helps build the reading comprehension skill in 5<sup>th</sup> grade students.

### **1.5 Scope**

The goal with this investigation is to help students to acquire effective reading strategies by providing methods as SQ3R that is practical for students. Furthermore, the idea is to build the habit of reading among the students under study. It is important to remember that children follow the example of the adults, they have around them. For instance, if their parents or teachers transmit their love for reading, the process will be easier for both parts. The only way to change

the lack of reading comprehension among students is to apply methodologies as SQ3R to analyze a text step by step.

After applying this method, students will understand the basics of this method to read and learn more effectively. It is a great reading method, as well as a great way to acquire new vocabulary since students can use physical or digital dictionaries to know the meaning of a word they do not understand. Another way to learn new vocabulary is to help the students to guess the meaning of the word by asking questions, and the students along with the teacher will guess the definition, or through the creation of a Pictionary, as with this method students will have a good time drawing and acquiring new vocabulary. With the appliance of this method, the 6<sup>th</sup> grade students at María Auxiliadora School will get some benefits like, approaching a text in a systematic and enquiring manner. The SQ3R method is powerful because the steps of survey and question make students get a sense with the text they will read and the step of survey guides students to be familiar with the text. In addition, this method helps students to concentrate and think about the material. Recitation, as the fourth step of SQ3R, helps students to transfer new material in the long-term memory.

## **Chapter II**

### **Theoretical Framework**

In this section of the investigation, it will be explained the theories and facts that were useful to build the chapter of this investigation.

#### **2.1 Antecedents**

In the first place, it is important to always take into account the contributions that many philosophers and educators of the 19<sup>th</sup> century built thanks to the interaction with students. Consequently, it has been many studies based on the first studies made by other people. For instance, Lucila Daniela Herrera Saavedra based her investigation on the contributions of Vygotsky. This study dealt with increasing reading comprehension among students by applying the Socio-cultural theory of Lev Vygotsky. This theory states that children learn better when interacting with others because they get cognoscitive abilities that allows them to gain knowledge in this way. Herrera Saavedra states that “For Vygotsky, learning and development are interdependent processes, although he considers that learning temporarily precedes development.” It suggests that the temporary difference between learning and development manifests itself in two levels of development in people: the level of effective or real development, which is what we can do alone without the help of other people or external mediators, and the level of potential development, which is constituted by what we are capable of doing with the help of other people (observing them, imitating them, following their instructions, acting with them, etc.) or externally provided mediating instruments (Herrera SAAVEDRA, 2019).

Another study is the one entitled *The Analogy as a Cognitive Strategy that Encourages Reading Comprehension in Expository Texts*. In this investigation, it is stated that reading is a

constructivist process. Consequently, it is important to recall that the constructivist theory is a process of learning a language, and like any other human learning process, is the result of a constant construction of new knowledge with the consequent restructuring of the previous ones. According to Márquez,

A constructive process, in which information from a stimulus or event is paired with other information in the subject's memory. The information existing in the memory of the subject is called knowledge of the world and it is this that allows the reader to infer information that is not explicitly present in the text, or in other words, to read things that are not written, but that were part of the text. from the author's message (Márquez, 2010).

Another study or thesis research is one based on the proposals of Isabel Solé, in which the main purpose is to improve reading comprehension skills (Sussety, 2014). Reading, during elementary school, aims to achieve greater communicative efficiency; this is that the child speaks spontaneously, participates in dialogues, and gives an opinion on the texts read. Through reading, the child explores the environment in which he develops and communicates his experiences, reports what he hears, and asks what he does not understand. Through reading, it can be seen how a child grows and matures and how he is transformed. Without reading, the child cannot be the same in and out of school. Boys and girls deserve special attention in relation to the type of literature that reaches their hands, whether it is narrated or read. It is necessary to recognize that they have the right to receive comprehensive training that stimulates all the abilities and skills required to start their basic education.

In addition, another study based on the studies of Lev Vygotsky and Bruner, in which the Social-Cognitive theory is applied, deals with the study of the process of knowing and learning how the human being tries to categorize the events and elements of reality in sets of equivalent items. The main objectives in higher education is the understanding of the information in the different types of texts that each student analyzes, without adequately applying the methodological strategies that allow them to achieve meaningful learning. However, the studies establishes that the majority of teachers are unaware of the research that has been carried out on the development of reading comprehension capacity in higher level students. Therefore, reading comprehension requires, for its development, a set of experiences that have to be carried out in culturally organized environments, where teachers make decisions about what, why, and how to teach (CHAPOÑÁN, 2019). That is why interaction is the relationship established between the teacher and the student, since Vygotsky's sociocultural theory emphasizes that learning is done through the student's activity in a specific racial environment, thus counting on the mediation of instruments whether material or symbolic.

A study based on the cooperative theory of Lev Vygotsky states that most of the comprehension and learning problems presented by students are due to the fact that "a theoretical model of prevention and teaching of reading based on the cognitive approach is unknown" (Velarde and Canales, 2008). For this reason, it is important to reinforce this process because reading is the main means for the formation of the student (QUINDE, 2015). According to many authors that had made contributions to the topic of reading comprehension and acquisition of vocabulary, and a detailed review of their contributions has helped teachers in their duty of teaching and understanding a second language, it is impressive how their efforts do not have good results. "Although thousands of pages have been written on reading comprehension and its

impact on the general learning of a foreign language, the authors have not yet agreed on specific ways to encourage interest in reading, and it can be assumed that they are using ineffective strategies expressed by authors who unfortunately had not yet thought of more effective alternatives” (V., 2011). It has been noted that the lack of ability of the vast majority to understand texts in English is evident. The low level of reading comprehension in English is a widespread problem that also affects students. This is why, some investigators suggest applying the constructivist theory to help students increase their levels of reading comprehension.

A study made by Juan E. Jiménez states that from a constructivist perspective, it has been emphasized that it is also true that children, before starting the formal experience of learning and teaching, can develop their own conceptions about the written language, and that an emphasis should be placed on the meaning of what is learned. In fact, there is some empirical evidence demonstrating the importance of meaning-oriented activities in reading instruction. For example, Stahl, McKenna, and Pagnucco (1994) found that some activities carried out in the classroom, such as dialogues about the purposes of reading and writing, can improve attitudes and orientation towards reading. Furthermore, "an increasing number of studies have shown that, even before learning to read, children have some knowledge of the goals of reading and writing." Thus, for example, Ortiz and Jiménez (2001) analyzed the nature, evolution, and structure of prior knowledge about written language in children (Jiménez, 2014).

Other important study is about the contributions of new technologies in education. Globalization and the need of becoming technological human beings is always present. Therefore, the use of these tools in daily life and at work is a must. Consequently, educators have to be updated on the use of tools that can be used in learning, and in this case, tools that can be useful to improve reading comprehension. This is a new way for helping students to develop

reading comprehension skills and, at the same time, they have fun, and lighten teaching reading comprehension process and makes it different for students and educators.

The study “The influence of memory and learning strategies in relation to reading comprehension in primary education students” exposes that reading comprehension difficulties regarding primary school students is a widespread problem in very diverse educational environments. This difficulty has repercussions in all educational areas, since they mainly use written language to express content and evaluate their learning; therefore, reading skills is one of the basic skills that the school must develop in students. In regards to memory, considering its structural model, in many occasions, students have a deficit in reading comprehension due to difficulties in relation to their sensory memory, which are made up of the exteroceptive senses (sight, taste, hearing, smell and touch). Concerning learning strategies, they play a fundamental role when working on the students' reading comprehension. The students must be provided, from an early age, with a set of strategies (motivation, attention, elaboration of information, critical thinking, etc.) that favor and help them in understanding a text, and fundamentally, that guide them into the path to adequate academic performance (Plaza, 2014).

### **2.1.1 The Learning of Good Readers**

Encouraging and supporting students to succeed in learning is difficult to achieve in higher education if children did not learn to read correctly during their first years of school. Therefore, reading comprehension is affected (Sousa, 2014).

### **2.1.2 Brain circuit for silent reading**

Also known as decoding, it is a combination of different reading didactics that include a deep understanding of how to identify words from the sounds that make them, the letters that

represent them, and their spelling reinforces and reconfigures the brain circuit in charge of oral language, which in turn forms a circuit for silent reading.

### **2.1.3 The reading and the brain**

In simple terms, learning to read consists in recognizing the letters and how they connect with a written word to then attach them to a system encoded by spoken sounds and their meanings. To make it even simpler, there are the 3 steps that occur in a reader's brain when seeing a word (Gómez, 2018). The reading begins like any other visual stimulation in the occipital part of the brain in the left hemisphere. From there, the currents move to the area of recognition of the written word, where the brain stores the knowledge of the letters and decodes them. Going beyond the initial development of the competence, teachers are faced with the curious brains of students and their advanced learning abilities demanding more rigorous didactics. Reading becomes more complex as the student grows. Teaching children to read is the most studied process in the didactics of the humanities and also the easiest to teach. It can be quite a regulated and detailed process conceived from a reading learning and an understanding of the content that is stimulating for the brain of each student in their school stages.

Students should build broad word networks based on a complex vocabulary, develop a deep understanding of each word, and preferably make them increasingly long, and thus strengthen the neural connections found in the brain. The technique used is called prior information. Following the technique (Allen 2009), the teacher selects the most important words of the text. This process is repeated every day, as the strategy allows students to have a rich and interactive vocabulary experience and also encourages interaction among between them.

In regards to analytical and etymological analysis of words and contrary to what happens in reading practices used in many schools, research does not support the identification of words through the use of contextual keys. Such a strategy is based solely on the experience of the reader. The student can be taken to an analysis of the words trying to distinguish the characteristic traits involving the senses and thus, determine the aspect of the word according to the perception of the reader. Another approach that is based on the same research is the condition of rooting, which exemplifies that the brain is more effectively focused on the properties of the word. The student looks closely at the word to look for other words with the same meaning or with a different one.

When children learn to read, the visual system must be adapted to receive and interpret arbitrary forms identified by letters and combinations thereof. The reading process begins with the circuit of oral language, which developed from the images provided by the occipital lobes. The reading changes direction as the advanced reader redirects the words to the visual association center. Nancy Bell, in 1986, identified a series of didactic strategies to take advantage of the visual aspects of understanding. Bell's tool Visualizing and Verbalizing for Language Comprehension and Thinking (Bell, 1991), created a great interest at an educational level. These studies are now widely accepted and also, her investigation found a direct relation between the conception of visual images and the comprehension of a text (Sousa, 2014). Neuroscience provides a broad scenario of how to handle educational issues with students. One of these topics is reading comprehension. Neuroscience provides dynamic activities that help with the teaching of this important topic, as well as studies that are very useful to create criteria in the teacher and apply them in some way in class.

### **2.1.4 Psychological processes involved in reading**

Reading comprehensively is a very complex activity and should be encouraged as much as possible. Several studies have shown that reading is possible only if a good number of mental operations function properly. Thanks to the advances of behavioral psychologist's progress has been made regarding this subject and how the human mind works around it. As a result, it was found that the reading system is made up of several detachable modules, which are relatively autonomous, and each performs a specific function. These ones are:

**Perceptual Processes:** in order for a message to be processed, it has to be previously analyzed by our senses. The perceptual mechanisms extract the graphic information present on the page and store it for a short time in a sensory store called iconic memory.

**Lexical Processing:** to find the concept with which this linguistic unit is associated, there are two ways: the first directly connects graphic signs with meaning and another that transforms graphic signs into sounds and uses those sounds to reach meaning.

**Semantic Processing:** this is the last process and it consists of extracting the message of the sentence to integrate it with the knowledge. Only when information has been integrated into memory, it can be said that the process of understanding has ended.

### **2.1.5 Difficulties in the reading system**

To obtain a normal reading, it is necessary that all the modules work correctly, since if any stops working or it is partially damaged, there can be is an alteration in the reading. However, this is not an impediment for the rest to continue running smoothly. This relapses into reading disorders, which is why so many studies have been conducted trying to provide

alternatives for these cases. From there have come various strategies to stimulate reading comprehension and that are applicable to each student.

### **2.1.6 Comprehensive reading vs decoding of graphic signs**

The existence of the two conceptions of reading, in a broad sense, consists in including the syntactic and semantic processes, and in a restricted sense deals with adhering to the reconnection of words, which is what has given rise to the paradox that first-level teachers are proud that all their students already know how to read. Nevertheless, more advanced course teachers complain that many of their students still do not know how to do it, when taking very different parameters. Consequently, it is necessary to include superior procedures. The fact that the subject is able to recognize words is not a guarantee that he is a good reader or knows how to use syntactic keys, many of which are different from those used in oral language and follow the thread of the text. It is believed that there are reasons to doubt the logic that equals reading comprehension with word recognition plus oral language comprehension.

### **2.1.7 Saccharic movements and bindings**

In relation to this topic there are some concepts that are worth explaining, as it can help to clarify the present investigation. In the first place, it is important to recall what a biding period allows the reader to perceive a piece of written material and the saccadic movements move it to the next point of the text in order to be located in front of the maximum area of visual acuity and to continue with the process of assimilation” (Vega, 2005). Moreover, a biding period, according to the characteristics of the information that can be extracted from a page, are determined by two factors; that is the distribution of fixations on the page and also the amount of information that can be collected during the fixing process. During these movements and its short duration, little contribution can be made to the processing of the reading. A very important characteristic of

saccadic movements is that they are ballistic in nature; in other words, once they begin the movement they cannot be corrected. In turn, they reflect distinctive characteristics of the text and consequently, of the cognitive processes.

Hand in hand with the process of saccadic movements and fixation, it can be found the sensory memory or iconic memory, which later goes to the short-term visual memory. In the iconic memory, the information stays for a very short time, just a few hundredths of a second, but most of the features of the stimulus are retained; its duration is very short. It is important to emphasize that this type of memory does not need any cognitive interpretation, since it is a precategorical store; that is, it keeps the information in a primitive state (Vega, 2005). Moreover, there is a store capable of retaining information for a longer time, from which it can be analyzed the material. This function is performed by the short-term memory or operational memory. The information goes from iconic memory information to the short-term memory and from there operations are carried out to recognize that information as certain words. The advantages of short-term memory differ in several respects from those that characterize the iconic memory. Its duration is much longer as stimuli can be perfectly preserved up to 15 or 20 seconds. In addition, this information warehouse is not destroyed by the arrival of material from new fixings. Information is already retained as language material.

### **. 2.1.8 Hypothesis of the recognition of letters**

Words are formed by a small set of visual elements or graphemes. Therefore, it is natural to consider that the recognition of words is based on the preliminary identification of letters. McClelland (1976) states that the prior identification of letters, as a step for the recognition of words, defends a parallel processing of letters. According to the PDP model, three levels

intervene in the identification of words; these are: level of traits, level of letters, and level of words. Trait processing occurs at the same time as letters and words are being produced. This implies that not only the information on the traits serve to identify the letters and to identify the words, but also that the information that is collected about the words, helps to identify the letters and to recognize traits. In short, when a stimulus reaches the system, certain traits are activated which in turn send the activation to all the letter nodes that contain that trait. At the same time, inhibitory connections are established with letter nodes that do not possess those traits

### **2.1.9 Lexical Processing**

Once the letters that make up the word are identified, the next step is to recover the meaning of that word. There are two ways to get the meaning of written words. First, it has to be compared the spelling of the word with a series of representations stored in the memory to check with which of them fits. The only thing that is needed is the existence of a store of words or mental lexicon to differentiate it from other lexis in which all the words known to the reader are represented. The mental lexicon is found only in the representations of words but not their meaning. Once the word is identified, it is necessary to go to another component that is called the semantic system to find out what concept it represents. In short, reading by this route involves several operations, among them the visual analysis of the word, the result of the analysis, and the lexical unit activated. If, in addition to understanding the word, it must be read aloud, the semantic representation will activate the corresponding phonological representation located in the phonological lexicon, and from there the pronunciation store will be activated. This route is known as *lexical path or visual path*. Something that is important to understand is that this route is only going to work if the student knows the words.

### **2.1.10 Visual lexicon**

Here, the written words are represented. It is interpreted as a warehouse in which there is a representation for each of the words that the human being is able to recognize.

### **2.1.11 Logogen Model**

It explains the main experimental data obtained on word recognition. One of the most important findings is the frequency effect referred to that the most frequent words are recognized more quickly than the less frequent ones. Another finding relates to context, since words are more easily recognized when they are within a context than when they appear isolated.

### **2.1.12 Semantic System**

In this system, it is found the meanings of words or concepts. It is unique for all words regardless of the modality through which they are accessed; whether visual, auditory, or pictorial. It is important to remember that this system is organized by categories.

### **2.1.13 Phonological Lexicon**

The phonological lexicon for production is used to recognize written words that are represented by the pronunciations of words. According to Miller and Ellis (as cited in Vega, 2005), lexical units are activated by information from the semantic system. Throughout this section, the whole process that is required to learn to read has been revealed. However, all these processes do not have much relationship with each other, they only make up the reading system. It can be said that each process happens autonomously, but together they make up the reading system.

## **2.2 Literature Review**

The already explained antecedents are useful to this research because it is necessary to learn that to comprehend a text, it takes time, and it requires patience and good practices to achieve this goal. Consequently, the antecedents previously mentioned and the theories that are going to be explained are related to this investigation. Nevertheless, it is important to recall that the research is focused on applying a reading comprehension method with the purpose of improving reading skills in a group of students of María Auxiliadora School during the second period of 2022.

**2.2.1** According to Emilia Ferreira in her study the school can teach reading strategies and promote their regular use which is part of the Reading Comprehension Theory, it is assumed that the cognitive processing of the reader is descending and ascending. In other words, the processing of the written text would be carried out based on the knowledge that the reader activates during reading and the information in the text (ALTAMIRANO, 2003). Therefore, to reinforce this theory, it is important to define what reading is. According to Sandhu, it “is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention” (Sandhu, 2021). Reading is the act of looking at printed words and understanding or comprehending what they are saying, or the act of saying those words out loud or of interpreting those words depends on the topic of the given text. The processes that were mentioned before, come together along with the process of acquiring reading comprehension. According to Reading Rockets, “Reading Comprehension is the understanding and interpretation of what is read” (Reading Rockets, 2020). Moreover, it is also the ability to process a text to understand its meaning, which is the main purpose of the

investigation, to help students to gather good techniques and strategies to understand any text that they read.

### **2.2.2 Reading comprehension: towards a sociocultural approach**

This theory is based on the studies carried out by Cassany and Morales (2008). They present diverse facts and social, political, economic, and cultural situations. These facts are described and disclosed through writing in newspapers, magazines, books, novels, etc. Having full knowledge of these social movements allows citizens to give their opinion and argue about it. Therefore, it is emphasized, from a sociocultural conception, that reading is a social practice, since the historical facts of a society are read, interpreted, and understood, and then to act with what has been learned, make decisions, and give adequate responses to environmental problems.

Cassany (2006) distinguishes three interpretations. An interpretation of understanding from a linguistic perspective, which assumes that the meaning is in the text, regardless of the knowledge and experiences of readers. An interpretation from cognitive psychology, which considers that in the understanding of a text, the reader participates with various mental operations and constructs the meaning (Chévez, 2013). Moreover, Cassany brings us closer to a sociocultural interpretation of reading comprehension, which emphasizes the social nature of both the reader's knowledge and the meaning of the text. Cassany reaffirms that each community uses and conforms the texts in a peculiar way, giving them a specific meaning, depending on the interests of the prevailing culture at the time, its geography, its stories, and forms of interpretation of the speakers.

### **2.2.3 Meaningful Learning Theory by David Ausubel**

This theory states that reading comprehension is achieved when the student relates new knowledge with previously acquired knowledge. However, it is also necessary that the student is interested in learning what is being shown (Montenegro, 2012). The main goal is to teach reading comprehension strategies, as well as to involve creativity to it in order to catch the students' attention. Consequently, they can be interested in reading and they can create a reading habit. Here is important that the teacher gives the example to the students; in other words, the teacher has to show the students that the reading is amazing, by reading tales in the class. Therefore, to show them the fun they can have In that way, students are going to follow the example. To achieve this purpose, teachers should have training courses related to this topic in order to be aware of new texts and programs that can be useful in the process.

### **2.2.4 Krashen's second-language acquisition theory and the teaching of edited American English**

Vocabulary is an important part of reading, as it is known as the group of words used in a particular language. When a person is reading, they simultaneously acquire new vocabulary; however, in some cases the vocabulary is fully comprehend, but in the majority of cases, there is always a word that is not understood. Therefore, to improve the comprehension of the new vocabulary, it is necessary to encourage the usage of tools to reinforce vocabulary. This is the first step of Stephen Krashen's theory; that is, to improve vocabulary.

According to Krashen, "acquisition is a subconscious process 'While learning is conscious. Although both play a role in developing second-language competence, acquisition is far more important, since the competence developed through it, is responsible for generating

language and thus accounts for language fluency” (Tricomi, 1986). Second-language students acquire language competence by exposure to language; that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. Obviously, first-language acquisition is not identical to second-language acquisition, but there is evidence which suggests Krashen's formulation of the second-language acquisition process may be highly significant for first-language writing teachers.

### **2.2.5 Lexical knowledge representation and natural language processing**

In the first place, Lexical Knowledge means “understanding of words and their uses” (Schnider, 2014). Having a strong vocabulary can readily benefit students to strengthen their writing ability, both personally and professionally. It inspires writers to stay positive and express their thoughts more clearly. Moreover, this theory states that educators need to be aware of the changes and proper ways to teach the basis of lexical knowledge to their students; for instance, a study may propose “computational lexical semantics making use of a knowledge representation framework which offers a rich and expressive vocabulary for lexical information” (Pustejovsky, 1993). Traditionally, semantic information in computational lexicons is limited to notions such as sectional restrictions or domain-specific constraints, encoded in a "static" representation. This information is typically used in natural language processing by a simple knowledge manipulation mechanism limited to the ability to match valences of structurally related words. Nowadays, it is important to have the technology close, because by using these types of tools educators can teach, but it would be innovative to the students, and they will be open to learn.

### **2.2.6 Uno Theory by David Perkins**

It affirms that “people learn more when they have a reasonable opportunity and motivation to do so, thereby, without resorting to any type of technical knowledge about learning and based on common sense, to point out the certain conditions for the aforementioned affirmation” (MANQUEROS, 2015). Due to this affirmation, children need to be encouraged to read. They need the example of the grown-ups or teachers at school that love reading and stimulate them to love reading, as well; thus, they can see this activity as recreation. It is a must to let them know the importance of reading and let them know the multiple benefits reading will bring to them.

### **2.2.7 Teaching Strategies for Comprehension: An Alternative Approach**

This theory created by Gardner, Perkins, Perrone, Wiske Stone, states that “the study of the problem of comprehension in the classroom allows us to reflect on the main difficulties that students have in the construction of their learning and to advance in a "pedagogy of comprehension" that reorganizes the contents and activities in light of the new didactic investigations” (Costamagna, 2011)-To analyze a pedagogy of understanding, we can enter through different “entrance doors.” In one hand, knowing the main comprehension problems manifested by university students, and in the other hand, the interest on inquiring about what didactic configuration and teaching style should be developed to promote authentic understanding in students. An aspect related to the problem of access to knowledge involves recognizing that students have different ways to contact knowledge according to their different styles and cognitive interests.

### **2.2.8 Multiple Intelligences in Reading Comprehension**

The theory of multiple intelligences by Howard Gardner postulates that “there is not a single type of intelligence, but eight types of intelligence: logical-mathematical; linguistic-verbal; spatial-visual; body-kinetics; musical; interpersonal; intrapersonal; and naturalistic and explains that each person has one or several intelligences” (UNADE, 2020). All educational institutions put into practice reading comprehension, but unfortunately the methods and techniques used by teachers are elaborated without considering individual differences and the variety of forms in the acquisition of learning. Therefore, it is fundamental to motivate educators in the practical and effective application of learning strategies and techniques through collaborative groups, based on the theory of multiple intelligences. If educators achieve the appliance of multiple intelligences in class, while they are teaching reading comprehension strategies the result will be different; because it is important to realize that students have diverse ways of learning and is a must to identify the types of intelligences that the students have or use material in which the students can freely develop their potential at the time of practicing reading comprehension.

Reading requires to have the patience to build a cognitive perspective. This is considered to be a prime brain-stimulating activity to sharpen the mind. When students and teachers consider this, the process becomes easier for those who enjoy the activity. Among the benefits of reading, students can gain the improvement of memory and builds focus. Moreover, it makes you more empathetic, knowledgeable, and stimulates your imagination. According to the University of Sussex, reading reduces stress by 68%. It helps in reducing tension and relaxing muscles which in turn helps people sleep better and stay healthy (Team Leverage Edu, 2021).

**2.2.9 Cognitive processes involved in reading comprehension**

Reading comprehension requires the interaction of various cognitive processes: attention, perception, memory, and phonological awareness. These processes allow us to detect difficulties in children's cognitive development. From a cognitive perspective, reading comprehension is a high-order process where different levels of information processing occur, along with different cognitive processes participating in coordination: perceptive, attentional, memory and phonological awareness (MORALES, 2014). Moreover, the cognitive processes and their operations involved in reading comprehension include the recognition of words and their association with concepts stored in memory, the development of significant ideas, the drawing of conclusions, and the relationship between what is read and what already exists.

## **Chapter III**

### **Methodological Framework**

In this chapter, the way for carrying out the investigation as well as the type of research will be discussed. In this paper, the mixed method will be used, that is, elements from the quantitative and qualitative methods will be taken into account, as it was said before, the type of research is mixed, and it is defined as “The mixed methods combine the quantitative and qualitative perspective in the same study, with the aim of giving depth to the analysis when the research questions are complex.” (Science Direct, 2013). This method is an orientation with its worldview, vocabulary and own techniques, rooted in pragmatic philosophy with emphasis on the consequences of action in real world practices.

Additionally, the design, and graphics used to prepare the project, as well as the way of categorizing every aspect pointed out in the theoretical framework, the instruments, and the process of data collection will be described.

### **3.1 Research Approach**

The chosen topic is about finding strategies to improve reading techniques in students; consequently, it is relevant to describe and also inform people who will read this research, the different types of studies and strategies that can be used in the class to practice reading comprehension. To reach this goal, the investigation will be classified as mixed, since the investigator will identify the why's of the strategy applied in this paper.

### **3.2 Research Design**

The present investigation, which is entitled “Applying SQ3R as a technique to improve Reading Comprehension skills in students of 6<sup>th</sup> grade at María Auxiliadora School during the second period of 2022,” includes important situations such as reading mechanisms, theories based on reading comprehension along the years, and suggestions about how to handle this process. The researcher has considered that the qualitative research can provide the opportunity to correctly develop the topic. The time to develop this investigation is approximately ten weeks, starting May 2022. First, the investigator will proceed to analyze theories and studies related to SQ3R method. The research will be reinforced with activities and interviews that contains questions about the chosen topic that will be applied to a group of students at María Auxiliadora School and the teacher in charge. The chosen method provides space to develop questions of different types, as it can be useful to reinforce the information and enrich the perspective of the topic.

### **3.3 Information Sources**

In this part of the investigation there is a compilation of literature and studies that are the primary sources, that is the “immediate, first-hand accounts of a topic, from people who had a direct connection with” (UMASS BOSTON, 2020). To develop the study, the researcher will apply the chosen method, that is SQ3R, to a group of students and the investigator will observe the progress of the group, which will be the second source of information; that is, “one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic but add a layer of interpretation and analysis” (UMASS BOSTON, 2020).

### **3.4 Analysis Categories**

It is important to state that analysis categories “comprise category overview, drilling into the category and finally deep analysis” (Horizon Europe, 2018). Now, with this concept already clarified, the approaches of this investigation can be explained. The ones chosen are reading comprehension and SQ3R method to measure the progress of the students. Therefore, the researcher will provide an explanation about the new topic and after that, she will provide the groups with practices to continue improving their reading comprehension in English. These two approaches are the basis of this investigation, and it can be said that teaching reading strategies is very challenging due to for external factors. For instance, to avoid the apathy for reading among the students is the main purpose of this investigation because reading is essential in every aspect of a human being life; for this reason, the activities proposed by the investigator must be entertaining to gain students’ attention, which sometimes is the hard part. Nowadays, teachers can support their teaching strategies with technology to make the topics interesting for the students, in this way students are going to learn by having fun.

### **3.5 Data Collection Instruments**

In this part of the investigation, the researcher will clarify the instruments that will be used to develop properly the activities related to the topic of reading strategies or SQ3R method. The main objective here is to correct mistakes in the process of reading comprehension, as well as to improve and build the interest in reading among the students at María Auxiliadora School. In addition, every time a class is finished, the researcher will make an interview to the teacher in charge of the group and also to the students in order to measure the quality of the class and the material things used to give the lesson.

### **3.6 Collection data process and data analysis**

In regards to the collection of data and the analysis of the results, the researcher will provide the results through the use of figures to present a better explanation of the activities and the information gathered in each activity related to the SQ3R method.

## **Chapter IV**

### **Data Analysis**

In this chapter, the information has been gathered from different sources, among them, the interviews applied to the teacher and to the students. This chapter also includes the complete analysis of all the activities and information obtained throughout the investigation process, along with other literary devices, such as books and articles that will improve the quality of the research and achieve an appropriate understanding of the chosen book. Every investigation process must follow a path in order to be developed successfully. This investigation is qualitative, and this means a qualitative approach was used. Therefore, this investigation considered an observation process and also a process of interviews at the end of the practical application that allowed to validate the results obtained from the field work.

An important part of this investigation is the interviews applied to the group of students and the teacher in regards to some relevant topics that have been mentioned previously in the research paper. For this reason, it is a must explain the results obtained in this chapter. Moreover, the use of interviews generates methodological biases, so the objective of interviews is to provide accurate, reliable, and actionable information, and not to confirm what might have happened, nor to coerce the suspect into providing information. Consequently, as a reinforcement of this chapter, it can be stated that, “Comprehension is a conversation between the reader and the text.” According to this quote, reading comprehension is an important part of the learning process; for this reason, the investigation was focused on the method SQ3R which improves reading comprehension in all the students.

The activities done by the investigator were related to the usage of this method, and the way in which each step can be applied and also improved. Moreover, the topics related to reading comprehension were the basis for the planification of the activities carried out ~~in~~-class. Fluency and vocabulary were evaluated, as well, because a part of a good reading comprehension is ~~the~~ fluency and wide vocabulary. Consequently, the investigator implemented the reading activity together with reading aloud in order to evaluate and measure their fluency when reading, and also their knowledge about in regards to vocabulary.

#### **4.1 Analysis and Interpretation of the Results**

In this section of the investigation, it will be explained the process of gathering the information needed to develop this investigation, which deals with the improvement of reading comprehension through the application of SQ3R in students of 6<sup>th</sup> grade at María Auxiliadora School. During the sessions, the investigator applied some activities related to the topics of Monitoring, making and answering questions, retelling a story and writing process: draft and reading out loud with the book of Wonder as the basis of the reading comprehension practice.

##### **4.1.1 Observation**

An observation is “A way to gather data by watching people, events, or noting physical characteristics in their natural setting” (University, 2022). During the process of observation made at María Auxiliadora School to a group of 6<sup>th</sup> graders; it is important to emphasize the way the students handled English language, as the majority of them speak good and fluently and in terms of vocabulary they have good basis from past years. Moreover, it is important to remark these points because they are important for a good reading comprehension, along with other factors, but technically such points are the basis. During the first session with 6<sup>th</sup> grade students,

the researcher decided to make a compound reading with the students regarding the book “Wonder.” All the activities done during this session were based on this book. The first activity was about *Learn to Monitor*, in which the students had to brainstorm the chapters previously read in class and after that the students had to present it in front of the class. Moreover, during this activity, the students had a good attitude towards the activities made, as well as good participation, this even though that was the first time with the researcher. At the beginning, the students were shy, but they worked very well; for example, they asked questions and at the time to read, they did it with enthusiasm when it was their turn. This activity lasted 25 min. The next activity was about the topic of *Previewing*, in which the students practiced it with the activity *I am listening to you* that helped students to remember details in an oral way. However, it was also important to have the support of a partner, so in this activity, the students worked in pairs. The dynamic was better because they asked for the support of their peers, so they clarified doubts between them. At the end of the session, each group presented what they discussed in front of the class.

For the second session, the students and the researcher read some chapters of the book *Wonder*, with the information gathered from the chapters, the students identified the plot of each chapter and had to write it in a sheet of paper. For the second activity, students reviewed the topic *Ask and Answer Questions*. Therefore, to cover this activity, the researcher made a round table with the students. In this activity, the students were doubtful, because of their insecurities when talking, but during the development of the activity the students understood what they had to do. Although, the participation of the majority was excellent, some of them did not participate. They were more active listeners. Even though, the investigator tried to help them to gain confidence, some students decided to be in silence and let others to speak their minds.

During the third session, the investigator made a review of the topic *Characters and plot*. The students had to match of characters of the story previously read. This activity was easy for the students thanks to their capacity of reading comprehension, and when someone did not know a character, the investigator encouraged them to use the steps of the SQ3R method to find the answers they needed. For the third activity, the students kept reading out loud by taking turns in order to measure their fluency and vocabulary, as well as to clarify questions in regards to the matching activity. This activity was hard for them because if they did not remember a description of a character, they had to go back and search for it.

During the last session with the 6<sup>th</sup> grade group at María Auxiliadora School, the investigator implemented activities related to *Retell a Story* and *Writing process: Draft*. This session was done in two parts because of time. In the first part, the students had to retell the chapters read in class. Therefore, they had to remember as much details as possible. Moreover, for this activity, the researcher provided them with a sheet of paper, so the students could write their thoughts. Not all the class finished on time; hence, the investigator checked it with the ones who finished, and the rest was left as homework.

Regarding the other activity planned for the last session about *Writing Process: Draft*, the investigator encouraged the students to create their own story about building awareness against bullying. They had 50 minutes to create their story. Some of them wrote personal experiences, others invented it, and others based their story in the book *Wonder*. The idea of this activity was to improve their writing skills and also mix it with the literature. It is worth to say that all of these activities were based on the SQ3R method used as a reading strategy, and that all these activities were planned using the five steps of this process that are *survey, question, read, recite, and review*. In the six topics covered by the investigator, at least one step was practiced. The objective

of this process was to improve the reading comprehension skills among the students and also for the students to find literature entertaining and interesting, and not as an obligation or something boring.

#### **4.1.2 Evaluation Rubric**

For this section of the investigation, it is important to define what an evaluation rubric is. According to the website *BetterEvaluation*, an evaluation rubric is “ A framework that sets out criteria and standards for different levels of performance and describes what performance would look like at each level” (EvaluationRubric, 2020). Therefore, for this investigation process, the researcher created an evaluation rubric per week. Its purpose was to measure the student’s development in each reading comprehension activity. Each category shows the aspects evaluated during every session.

##### **4.1.2.1 Week One**

On week number one, the researcher included as a first category of evaluation *The students have good fluency while reading*. The investigator chose this category to analyze the fluency of 6<sup>th</sup> grade students when reading; for instance, some of the students read faster and more fluently than other students. In the process of reading comprehension, it is important to have fluency when reading. Moreover, the second category wanted to find out how *the student handles good sources of vocabulary*. With these criteria, the researcher identified how extensive was the vocabulary of each student, as well as who needed more help understanding the chapters read in class.

The third category was used to determine the *usage of synonyms to understand words*. With these criteria, the investigator measured the capacity of the students to look for synonyms to

understand a word in context. With the application of the activity, some students had some difficulties because they did not have a clear idea about how to use synonyms, so the researcher had to guide them in order to complete the activity. Furthermore, the fourth category aimed at understanding the capacity of *the student to correctly apply the idea of summarizing a text*. Most of the students knew how to summarize a text; therefore, most of them did it alone. However, the investigator had to make an intervention with some students that did not have the instructions clear. For this reason, the investigator had to write some examples to guide the students and encourage them to finish the activity.

The fifth category dealt the capacity of each student, that is if *The student can survey in order to search for specific ideas*. This part was made orally, so the students had some trouble localizing the specific question that the investigator pointed out. Therefore, the solution that the researcher found was to continue but slower in order to give them time to look for the answer. Some of the students remembered details without looking in the book, while others had to use the book. Nevertheless, at the end, they figured it out and answered the question.

#### **4.1.2.2 Week Two**

During week number two, the researcher included again-as a first category of the evaluation. *The students have good fluency while reading* in order to identify if there was an improvement among the students, little improvement, and if the students that struggled with the reading in the first session had an improvement when reading out loud. Furthermore, the second category is *The student handles good sources of vocabulary*. This category was present during the first week of evaluation, since it was necessary to find out if the students who had issues with the

part of finding another word to understand the text could handle it better and felt more comfortable while reading.

The third category is *The student applies synonyms to understand words*, as in the rubric of week one. This category was used again in order to evaluate if there was an improvement among the students who had troubles and if they could do it better. However, here students needed to compromise themselves with increasing their reading habit, because reading regularly can help students with some aspects in which they failed before. In addition, in the fourth category, *The student can remember details about the reading*, was evaluated at the beginning of each session, when the investigator was asking questions to the students just to see how many details they remembered.

The fifth category, *The student identifies the main idea of a chapter*, this category was assessed in an activity in which the students had to look for the main idea of the chapter. In this activity the students struggled the most because instead of looking for the main idea of the chapter, the students started to make a list of events that happened in the chapter, so the researcher had to make an intervention and showed them the idea. After the investigator explained it again, the students achieved the goal of doing the exercise orally. Finally, the sixth category, *The student can formulate questions in regards to the topic*, evaluated was the ability of each student to formulate questions or make self-evaluation question related to the book *Wonder*. All students did it very well, and the investigator could see how much they were feeling the reading. Moreover, as always there were students that had more difficulties, so the researcher guided them to accomplish the goal.

#### 4.1.2.3 Week Three

During week number three, the researcher included again-as a first category of the evaluation *The students have good fluency while reading* in order to identify if there was an improvement among the students, and if, the students that struggled with reading during the first session had an improvement when reading out loud. In addition, the second category, *The student handles good sources of vocabulary*, was also assessed during the first week of evaluation. However, it was included again to find out if the students who had issues with the part of finding another word to understand the text, could handle it better and feel comfortable while reading. This week the students practiced this part fluently because they practiced this during this past week.

The third category, *the student applies synonyms to understand words*, as in the rubric of week one, was considered in order to evaluate if there was an improvement among the students who had troubles. As stated previously, the students had to compromise to improve their reading habit, because reading regularly increases some of the aspects in which the students failed. Moreover, the fourth category, *the student can remember details about the reading* was evaluated at the beginning of each session, when the investigator asked questions to the students just to see how many details they remembered. This week things got better, and the practice was fluent and faster.

The intention of the fifth category, *the student identifies the main idea of a chapter* was for the students to look for the main idea of the chapter. In this activity, the students struggled the most because instead of looking for the main idea of the chapter, they started to make a list of events that happened in the chapter, so the researcher had to make an intervention and show them

the idea; after the investigator explained it again the students achieved the goal of doing the exercise orally. This week there was a little improvement, but it could be better. Moreover, the sixth category, *The student can formulate questions in regards to the topic*, evaluated the ability of each student to formulate questions or make self-evaluation questions related to the book *Wonder*, which each student made very well. The investigator could see how much they were feeling the reading, as always there are students that have more difficulties, so the researcher guided them to accomplish the goal. This week there was a big improvement, students handled the activity better and there were no mistakes this time.

#### 4.1.2.4 Week Four

During week number four, the researcher stated as a first category *The student reviews the draft (coherence, orthography)* in order to determine how good the students were during the writing process, on their own, using as a reference the book *Wonder*. The students did it really good, but had some little issues with vocabulary. The activity was not hard for them because previously they practiced brainstorming with the investigator; for this reason, the students handled the activity pretty good. Furthermore, the second category, *The student handles good sources of vocabulary*, was also repeated during the weeks of evaluation, as the students had issues with the part of finding another word to understand the text, so the researcher could find out if they handled it better and felt more comfortable while reading. This week the students did this part fluently because they practiced during the past weeks.

The third category, *The student applies synonyms to retell a story*, as in the rubric of week one, was used again in order to evaluate if there was an improvement among the students who had troubles. However, to succeed the students who struggled before, had to compromise;

because reading regularly increases some of the aspect in which some students failed. In addition, the fourth category, *The student can remember details about the reading*, was evaluated at the beginning of each session, when the investigator asked questions to the students just to find out how many details they remembered. This week things got better, and the practice was fluent and faster in order to complete the activity of retelling the story; also, with this activity, the students practiced again brainstorming and the topic dealing with asking questions. During the process of practice in the institution, the researcher created activities based on reading comprehension topics proposed by the teacher in charge of the group, and the investigator made some changes to use these topics applying the SQ3R method that is the one used in this paper.

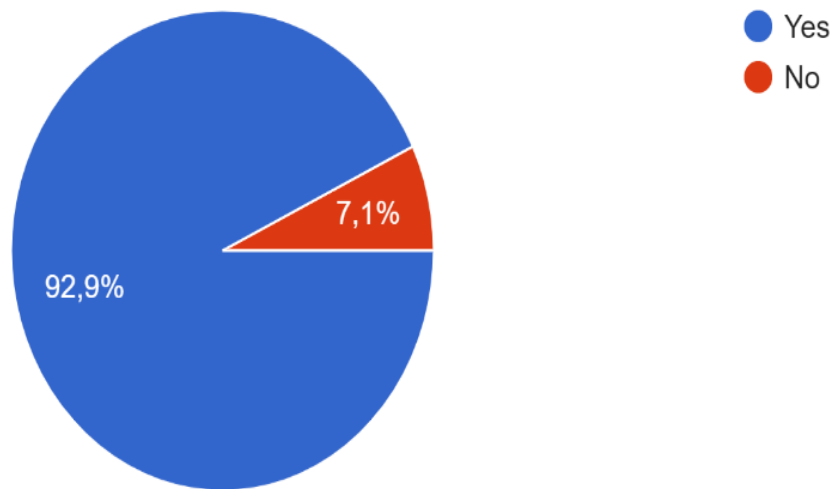
#### **4.1.3 Questionnaire**

According to (Flores, 2021) a questionnaire is “A research tool featuring a series of questions used to collect useful information from respondents. These instruments include either written or oral questions and comprise an interview-style format”. Moreover, research questionnaires may be qualitative or quantitative, it depends on the focus and usage the researcher needs to give it. On the other hand, these questionnaires can be made face to face, by phone, or online surveys. To complete this section of the investigation, the researcher applied a questionnaire to fourteen students of sixth grade at María Auxiliadora School. This questionnaire has ten questions related to several topics that the investigator observed. Moreover, she needed a perspective of the students to clarify some attitudes observed during the field work at the institution. The questionnaire was made online through a google forms survey and all the students answered it.

**Figure 1**

1. Are you attracted to reading?

14 respuestas



*Figure 1. It shows the answer provided by the students when asked if they were attracted to reading.*

*Source: Researcher's own creation*

Yes 92.9% (13 people)

No 7.1% (1 person)

According to the results stated in the figure, from the fourteen students who participated in the survey, thirteen people (92.9%) manifested that they did feel attracted to reading; on the other hand, one person (7.1%) was not attracted to reading.

**Table One****Question 2: What is your favorite literary genre?**

Genre	Student
Comics	Three students
Fantasy	Four students
Fiction	Two students
Mystery	One student
Action	Two students
I don't have a favorite literary genre	One student
Drama	One student
Adventure	One student
History	Two students

*Table 1 Illustrates the answers to the question What is your favorite literary genre? Source: Researcher's own creation.*

For this question, the researcher decided to make an open question to have a general view of the favorite genres of the students. The answers received were mixed, for this reason the investigator made a table to visualize better the results by dividing the results per student. The researcher obtained seventeen answers because there were students who chose more than one literary genre.

**Table Two**

**Question Three:** What did you think of the methodology used to read the book Wonder?

	<b>Students</b>
Very good	Three students
Good	Six students
Interesting	Two students
I really prefer to read on my own and at my own time because that way I concentrate more	Three students

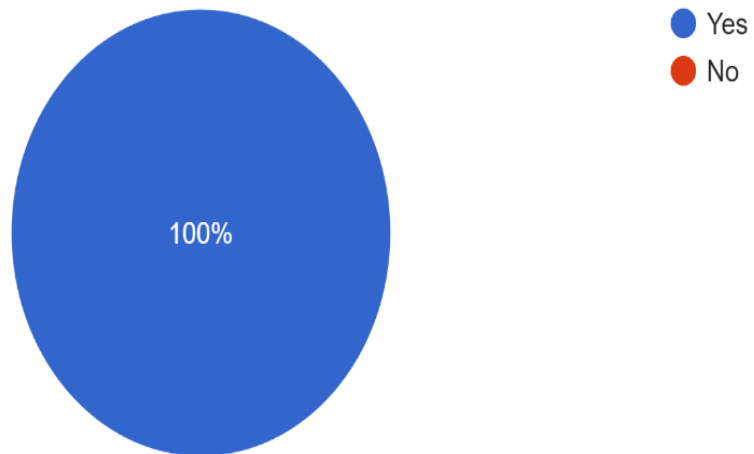
*Table 2 Illustrates the answers to the question What did you think of the methodology used to read the book Wonder? Source: Researcher's own creation*

In this question, the opinions were divided among the students because most of them thought that the methodology was good and appropriate for the session, while some of them preferred to read alone because their levels of concentration are better. The information gathered in this question is very important because it gives an idea of the preferences of the students while reading. This question was open so the students could express their thoughts, and the researcher received fourteen answers.

**Figure 2**

4. Do you consider reading to be important in your educational development?

14 respuestas



*Figure 2. It shows the answer provided by the students when asked if they considered reading important for their educational development*

*Source: Researcher's own creation*

Yes 100% (14 people)

According to the results stated in the figure, from the fourteen students who participated in the survey, fourteen (100%) manifested that they considered reading an important factor for the educational process because people need to read all the time, so for this reason all the students agreed that reading is important for their educational development.

**Table Three****Question Five: What does reading means in your life?**

Opinion	Students
Learn to read more fluently and well	Two students
Learn new things	Ten students
A hobby	Two students

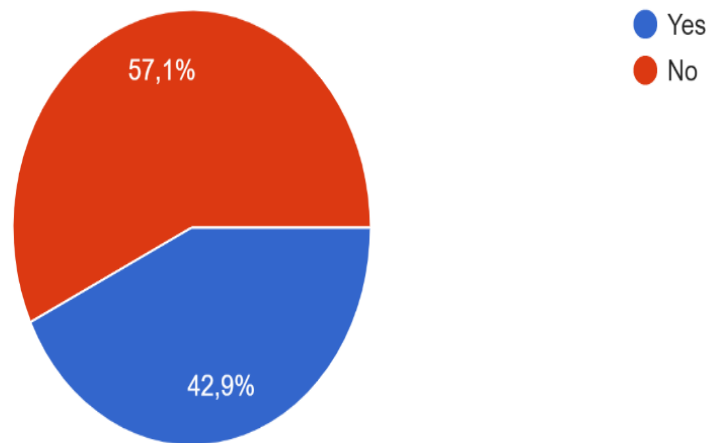
*Table 3 Illustrates the answers to the question What does reading means in your life? Source: Researcher's own creation*

In this question, the researcher obtained fourteen different answers because the question was open, so the students could speak their minds. For this reason, the researcher had to summarize the answers and build this table, in which it can be observed that ten students think that reading is a door to learn new things, two students believe that is a way of entertainment, and other two students think that reading helps to improve fluency.

**Figure 3**

6. Would it change anything about the methodology used by the teacher in class?

14 respuestas



*Figure 3. It shows the answer provided by the students when asked if they would change anything about the methodology used by the teacher in class.*

*Source: Researcher's own creation*

Yes 42.9% (6 people)

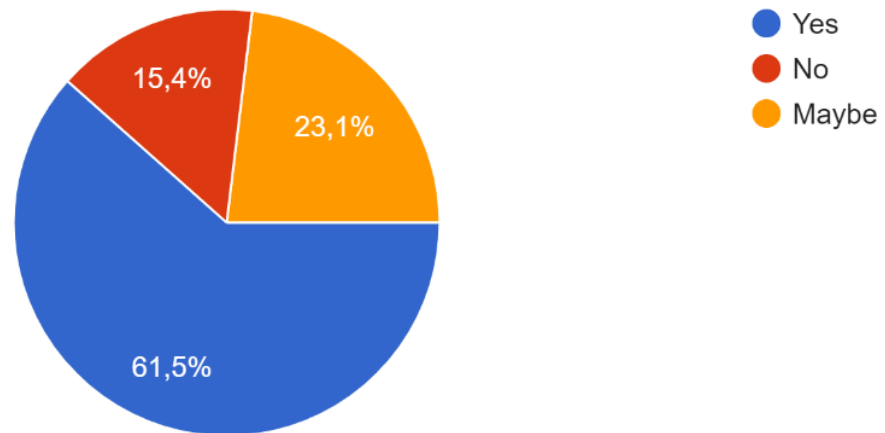
No 57.1% (8 person)

According to the results illustrated in the figure, from fourteen students who participated in the survey, eight students (42.9%) manifested that they would not change anything from the methodology used by the researcher during the sessions. On the other hand, six students (42.9%) think that the researcher may use other techniques to apply the activities when the students read out loud or simply leave them to read alone.

**Figure 4**

7. Do you think you can improve your reading?

13 respuestas



*Figure 4. It shows the answer provided by the students when asked if they think that they can improve their reading. Source: Researcher's own creation*

Yes 61.5% (8 people)

No 15.4% (2 person)

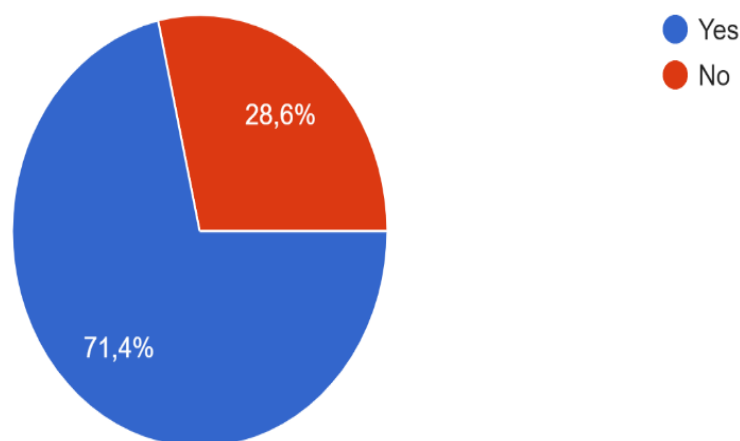
Maybe 23.1% (3 people)

According to the results showed in the figure, from thirteen students who participated in the survey, eight students (61.5%) manifested that they can improve their reading because they like to read; on the other hand, two students (15.4%) do not think that they can improve their reading skills because they do not like to read, so they think is impossible to start reading now. A 23.1% of the total, that corresponds to 3 students, think that they can improve their reading skills, even though they are not good readers. However, with the help of a book that calls their attention they can achieve that goal.

**Figure 5**

8. Are you attracted to books with themes of motivation and self-improvement?

14 respuestas



*Figure 5. It shows the answer provided by the students when asked if they were attracted to books with themes of motivation and self- improvement. Source: Researcher's own creation*

Yes 71.4% (10 people)

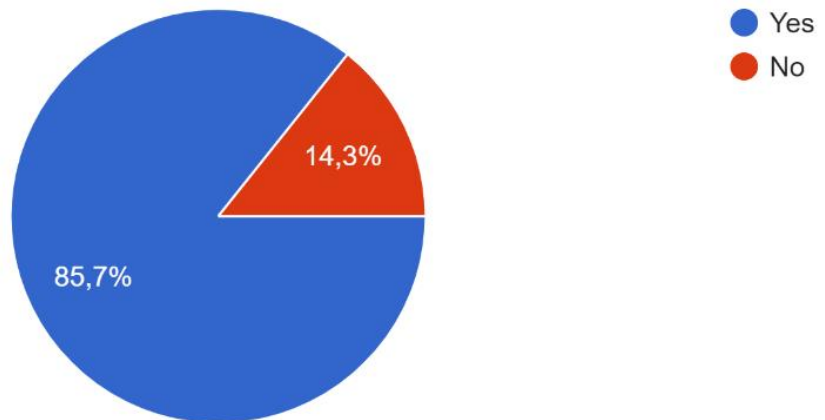
No 28.6% (4 person)

According to the results illustrated in the figure, from fourteen students who participated in the survey, ten students (71.4%) manifested that they feel attracted to books with themes of motivation and self- improvement; on the other hand, 28.6% of the students do not like books with themes of motivation and self- improvement, because is not their favorite literary genre.

**Figure 6**

9. Do you have the habit of reading?

14 respuestas



*Figure 6. It shows the answer provided by the students when asked if they had the habit of reading. Source: Researcher's own creation*

Yes 85.7% (12 people)

No 14.3% (2 person)

According to the results showed in the figure, from fourteen students who participated in the survey, twelve students (85.7%) manifested that they do have the habit of reading; on the other hand, a 14.3% of the students do not have the habit of reading, as they expressed that they would love to, but they have not found the perfect book.

**Table Four**

**Question Ten:** Do you find reading difficult? Justify your answer

Opinion	Student
Yes	One student
No	Ten students
Maybe	Three students

*Table 4 Illustrates the answers to the question Do you find reading difficult? Source: Researcher's own creation*

For this question, the researcher decided to make it open to have a general view of the difficulties students may have with doing reading comprehension exercises. Ten students stated that they found reading easy because they practice and also, they like it, just one student answered that he found reading difficult, and three students answered that they found reading difficult because they do not practice enough. The researcher obtained fourteen answers that helped her to gather the information required for this process.

#### **4.1.4 Interview**

As in every research paper there must be an interview, it is defined as “a formal meeting between two people (Interviewer and interviewee). The interview is conducted to ask questions and obtain information from the interviewee. An Interviewer is the one who asks questions, and an interviewee is who answers the questions” (Interviews, 2021). The chosen interviewee in this research paper was the teacher of the group. The teacher’s name is Raquel Aguilar, and her group was assigned to the researcher in order to make the studies the investigator needed. At the end of the field work with the group of sixth grade, the researcher made a final gently answered it.

##### **4.1.4.1 Question One**

In question number one the researcher asked to the teacher if the English language is used in her classes? What is the attitude of the students in this regard? She answered that English is used, students respond very well, claiming that the students have a great level of English.

##### **4.1.4.2 Question Two**

In question number two, the researcher asked to the teacher if she thinks students have a good command of the English language and vocabulary according to their age? She said that most students have a good level of English according to their age, claiming what also the researcher observed it in regards to their development with the language. In general, all of them have a good level or English, and the best part is that the ones who struggle with the language feel motivated to improve their level, and that there is a healthy race among them.

#### **4.1.4.3 Question Three**

In question number three, the researcher asked to the teacher if she thinks students like reading? She answered that not everyone enjoys reading; however, the vast majority read. This was also observed by the researcher; but there are some students that read because they have to and do not enjoy it, which makes the process difficult.

#### **4.1.4.4 Question Four**

In question number four, the researcher asked to the teacher how the methodology is used in class when reading comprehension exercises are performed. She said that readings are developed in class, and they comment on the subject and also, they fill in some questionnaires which students answer individually to measure the level of analysis and understanding; that is exactly what the researcher did, and also provide them space to understand the reading and the activities.

#### **4.1.4.5 Question Five**

In question number five, the researcher asked to the teacher what techniques she uses with students who need more support during reading comprehension activities. She said that they read together, make them more involved in the activities, ask them a little more, if necessary, and read the text again. The researcher applied this same technique, and the results were favorable to the students and the researcher's objectives.

#### **4.1.4.6 Question Six**

In question number six, the researcher asked to the teacher What factors she thinks affect her students when developing reading comprehension activities? She said that the distractions in the class, the little that children practice reading at home, which is important to handle in class, stimulate the process in the class, and motivate students to do it at home.

#### **4.1.4.7 Question Seven**

In question number seven, the researcher asked to the teacher what techniques she uses in the classroom to encourage reading. The answer for this question was to perform readings in a group, know the tastes of the children to look for readings that catch their attention. It is important to know students and provide them readings that can be attractive to them, in this way is easier to stimulate the reading process.

#### **4.1.4.8 Question Eight**

In question number eight, the researcher asked to the teacher the following question: What is the attitude of your students towards reading? She stated that everything depends on the type of reading, sometimes the attitude is positive, sometimes not so much. For this reason, it is a must to present readings to the students that they can find interesting.

#### **4.1.4.9 Question Nine**

In question number nine, the researcher asked the teacher if she was familiar with the SQ3R method for improving reading comprehension? She answered that she did not know about it until the researcher mentioned it.

#### 4.1.4.10 Question Ten

In question number ten, the researcher asked the teacher if she thinks that the activities proposed by the researcher were optimal for the good development of reading comprehension in students? She answered of course. The researcher tried to implement activities that can be useful in class and also to measure what was needed for the research.

#### Interview to the teacher

1. Is the English language used in your classes? What is the attitude of the students in this regard? English is used, students respond very well.

2. Do you think students have a good command of the English language and vocabulary according to their age?

Most students have a good level of English according to their age.

3. Do you think students like reading?

Not everyone enjoys reading; however, the vast majority read.

4. How is the methodology used in class when practicing reading comprehension exercises?

Generally read and various comments are made on reading, questionnaires are made, which students answer individually in order to measure the level of analysis and understanding.

5. What techniques do you use with students who need more support during reading comprehension activities?

Read together, make them more involved in the activities, ask them a little more, if necessary, we read the text again.

6. What factors do you think affect your students when developing reading comprehension activities?

The distractions in the class, the little or no reading that children practice at home.

7. What techniques do you use in the classroom to encourage reading?

Perform readings in a group, know the tastes of the children to look for readings that catch their attention.

8. What is the attitude of your students towards reading?

It all depends on the type of reading, sometimes the attitude is positive, sometimes not so positive.

9. Are you familiar with the SQ3R method for improving reading comprehension?

No.

10. Do you think that the activities proposed by the teacher were optimal for the good development of reading comprehension in students?

Of course.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusion**

Some important topics have been discussed in this investigation, but the most important one is to build awareness among teachers and students about the topic of reading comprehension and the ways that it can be improved at home and at school, as well as the usage of different techniques that can make students feel interest in this important topic. Therefore, in the first place, the most important thing is that students feel joy when they are reading; in other words, to show that the genre or the book they chose is something that wanted to read and not something that is self-imposed. When a book or reading is self-imposed, students tend to leave it behind and put excuses for not reading it. Consequently, it is better to ask or make a census in class in order to get to know students and to state what type of books they may like. Applying these techniques can be the first step in order to achieve good levels of reading comprehension.

Another point that is important in the process of acquisition of a good reading comprehension is the fluency in which the students read and also the wide vocabulary students can have. Nevertheless, this can only be achieved with time, especially if children are motivated to read since their early years. In this way, they will be sure about what type of books they like, they will have a better usage of vocabulary, and they will understand a text with easiness. This is a must do; therefore, the researcher thought of activities that allowed the students to find this process interesting and not so tedious. In spite of this, most of the students still struggle with

reading comprehension because they do not implement this activity in their lives. Consequently, this makes the process even harder, especially due to factors like laziness and dislike for reading, as they may consider the text difficult to understand. Moreover, they may think that there are many pages to read, or the theme of the book is boring. Hence, these factors contribute to the lack of comprehension that a student can be able to accomplish.

The objective of this investigation was basically to prove that the method SQ3R can be useful to guide students when the teacher is trying to accomplish a goal with an activity that involves reading comprehension. The method was developed by step, as each letter is a step that the students, with the help of the teacher, can achieve. However, depending on the group's dynamic, each step can be developed faster, or it could take days. Nonetheless, the most important thing is to make sure all the students are in the same page and of course, make sure that the students are enjoying the activity and the reading.

The researcher was worried about the results of the sessions at María Auxiliadora School. This as she knew how difficult it is to make students enjoy reading and also to accomplish the goal of making the students feel comfortable when doing reading comprehension activities due to the factors mentioned before. However, it has to be stated that researcher was taken by surprise, as that the group in general enjoyed reading, and the ones how did not enjoy it had a great disposition for working and learning. The activities previously planned before each session had as only purpose for the students to learn and acquire new techniques while they were having fun as a group. Consequently, it can be stated this is the reason why the group worked and had a positive attitude. Therefore, these were important factors in order to accomplish the established goal for this research paper.

## 5.2 Conclusions

**5.2.1** To identify reading comprehension problems in students of 6<sup>th</sup> grade at María Auxiliadora School.

The first step in this investigation was to identify if there existed reading comprehension problems among the 6<sup>th</sup> grade students at María Auxiliadora School. Therefore, since the first day, the researcher noticed that the majority of the students had a good level of English and an accurate way to handle vocabulary. Nevertheless, there were some students who struggled a bit because they did not have this training with reading as the others. For this reason, the researcher had to make the activities easier and understandable for everyone and, of course to show them that reading can be entertaining, useful, and important for life in general.

**5.2.2** To apply SQ3R activities to improve reading comprehension.

To accomplish the goal of this specific objective, the researcher planned several activities that involved the practice of the method SQ3R. Consequently, per week, the researcher created activities based on the topics already planned for the second trimester in the school. Each activity was focused on practicing a step of this method; for instance, the first week was focused on the step called *Survey*, in which the students had to make an exercise involving this step. During the second and third week, the activities were focused on the step known as *Question*. The investigator decided to continue with this step one more week because the students had some doubts about the activity planned using this step. However, at the end, they accomplished the goal, so the researcher decided to create a new activity for the next session just to make sure

students understood the process of the step known as *Question* using the topic of *Asking Questions*.

For week four, there were two topics to cover. These topics were *Retell a Story* and *Writing Process: Draft*. With these activities, the investigator applied the last three steps of the method, which are *Read, Recite, and Review*. In both activities, the last three steps were presents. Regarding in the activity related to the of retelling, the students used the steps called *read and recite*. Moreover, in the activity related to the Writing process: Draft, the students used the steps known as *read and review*. The students had a positive attitude with both activities, and this is it showed as ~~that~~ they were having fun during the process. Furthermore, it can be stated that this made the process of observation easier to the researcher and also, this allowed her to provides help to the students if needed. In addition, it is important to remark that in each session the process of reading was evaluated.

### 5.2.3 To analyze the final results of applying SQ3R activities in the group.

For the researcher, the results were favorable because every session, the students developed properly each activity, so they resulted as it was planned, or at least followed the idea during the time the researcher spent with them. Furthermore, during each session, the students showed different levels of reading comprehension. However, this was improved during the sessions with the help of the techniques the investigator brought every week. Most of the 6<sup>th</sup> grade students have an accurate level of English, as well as the habit of reading. Consequently, this made the process easier; of course, there were isolated cases in which the researcher had to intervene because there were students who did not have this habit, so and it was difficult for them to understand the activities. In addition, there were moments in which they did something

totally different without asking first, so they had to start again and of course, their attitude changed. Consequently, the process became tedious, but such these students learned their lesson and had an opened attitude towards the learning techniques regarding reading comprehension.

### **5.3 Restatement of the Research Question**

At the beginning of the research paper, the following question was pointed out in order to develop the investigation: How can the SQ3R method is used in academic centers to have an effective reading comprehension? The surprising part of this investigation is that the teacher in charge of the group uses reading comprehension techniques but in an isolated form. In other words, meaning they teach these techniques with a different name or simply teach the techniques, but not with the name of *SQ3R Method*. As a conclusion, in educational centers reading comprehension strategies are taught, as they are is a must in every learning process, but no with the proper name. The process of applying these techniques among students is similar to the one the researcher brought to the table, but the difference is that the time focused on-this practice is only from fifteen to twenty minutes per class. The researcher differs with this process and time, because is not enough to help students to acquire good strategies when reading.

### **5.4 Unexpected Results**

During this process, there were no unexpected results because the 6<sup>th</sup> grade students at María Auxiliadora School accomplished each activity successfully, and their attitude and participation were gratifying not only due to their level of English, but also for their disposition

and good attitude towards reading. Moreover, they have the habit of reading, which is important for life in general. In regard to the investigation, as stated before, there are not unexpected results, as everything was in the range of normality. However, the researcher observed that the majority of students have the habit of reading, and this was surprising and gratifying. Consequently, the researcher honestly considers that this can be ~~was~~ the most unexpected during this field work.

### **5.5 Recommendations**

An investigation related to reading comprehension and the way this process is developed in an educational center is something worthy to observe and evaluate, mostly because students become lazy when it comes to read as they do not have the habit of reading and this one is not reinforced. The researcher is a true believer that everything comes from home, even good habits as reading. Therefore, it is necessary to show kids and students that reading is a must in the learning process and in life in general. If the habit is cultivated since the early years the person will start to investigate about what kind of books this person may like. This is the first part of a process that needs reinforcement and when they have to read something, this is not going to be so hard as the person already has practice. Of course, there can always be obstacles like, the book is not their favorite, or the genre. However, the process is different for a person who reads than for a person who does not, because factors like, attitude, fluency, and vocabulary each person has.

In regard to this investigation, the researcher author would have liked to recommend to Ministerio de Educación Pública a wide option of texts and books in a free form for students, to promote reading as something fun and entertaining, not just for educational purposes like complete tests every trimester.

To the teacher, teach reading strategies with simple activities that the students can understand, and if a student does not understand she/he has to explain in a different way. Moreover, teachers should ~~de~~ not complete the exercises for them, or leave them with a doubt. Teachers should be patient because not all the students read fluently or even like to read, so it is important to guide them to accomplish the goal.

Finally, for parents, as it was mentioned before, everything starts at home, so it is a must to cultivate the reading habit in every kid, give them the example, and show them that reading is fun and not an obligation. The result will be good, and kids will have options to look for entertainment and to develop themselves while reading. Therefore, this will be good for them, as they can be able to improve day by day.

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**Anexes**

**Anexe 1. Binnacle**

Date	Topic	Activities
26/05/2022	Learn to monitor  Preview	Summarizing: brainstorm about the chapter of the book “Wonder” The teacher will introduce the title of a the next chapter “Home” reading and will implement the activity “I am listening to you” (explain SQ3R method)
31/05/2022	Ask and answer questions  Characters and plot	Read a text and answer several questions related to the topic  Develop activities that help students identify the characters and plot in the bookn “wonder”
02/06/2022	Writing process: Draft	Students Will create their own story based on what they learned of the book “wonder”

**Anexe 2. Lesson Plans**

**LESSON PLAN 1**

Institution: María Auxiliadora School

Teacher: Raquel Aguilar

Topic: SQ3R as a technique to improve reading comprehension

Time: 50 minutes

Grade / Level: 6<sup>th</sup> grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
SS will review the topics of last trimester related to reading comprehension	Summarizing: brainstorm about the chapter one of the book <u>Wonder</u>	Read the chapter <u>Home</u> of the book <u>Wonder</u>	Book "Wonder"	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension
With the topic of <u>Learn to Monitor</u>	The teacher will introduce the title of a the next chapter "Home" reading and will implement the activity "I am listening to you"	Apply SQ3R method during the activities of reading comprehension <ul style="list-style-type: none"> <li>• <u>Learn to Monitor</u></li> <li>• <u>Preview</u></li> </ul>	Notebook, pencils / pen	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension
SS will practice with the technique of <u>Preview</u>					
Evaluate vocabulary and fluency when reading <u>outloud</u>	Reading chapters assigned by the teacher.				

**LESSON PLAN 2**

Institution: María Auxiliadora School

Teacher: Raquel

Topic: SQ3R as a technique to improve reading comprehension

Time: 50 minutes

Grade / Level: 6<sup>th</sup> grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
SS will review the main ideas of the book <u>Wonder</u> with the topic of <u>Ask and Answer Questions</u>	SS will answer questions related to the chapters previously read.	Review the chapters already read by asking ten questions	Book "Wonder"	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension
SS will practice with identify characters of the story and analyze the main idea of the chapters read in class	The teacher will introduce the title of a the next chapter and the ss will work in groups to find the main idea or plot of the chapters read	Apply SQ3R method during the activities of reading comprehension <ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Characters and plot</li> </ul>	Notebook, pencils / pen	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension
Evaluate vocabulary and fluency when reading <u>outloud</u> .	Students will make a match of the characters				
	Continue with the <u>reading</u> .				

**LESSON PLAN 3**

Institution: María Auxiliadora School

Teacher: Raquel

Topic: SQ3R as a technique to improve reading comprehension

Time: 50 minutes

Grade / Level: 6<sup>th</sup> grade

<b>Objectives</b>	<b>Activities</b>	<b>Procedures</b>	<b>Materials</b>	<b>Time</b>	<b>Evaluation</b>
SS will continue reviewing the topic of <u>Ask and answer questions</u> in order to practice the steps of SQ3R method	SS will answer questions related to the chapters previously read.	Review the chapters already read by asking ten questions	Book "Wonder"	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension
Evaluate vocabulary and fluency when reading outloud	Continue with the reading	Apply SQ3R method during the activities of reading comprehension <ul style="list-style-type: none"> <li>• Ask and answer questions</li> </ul>	Notebook, pencils / pen	25 min	Evaluate the individual develop of each student when put into practice the exercises of reading comprehension

**LESSON PLAN 4**

Institution: María Auxiliadora School

Teacher: Raquel

Topic: SQ3R as a technique to improve reading comprehension

Time: 50 minutes

Grade / Level: 6<sup>th</sup> grade

<b>Objectives</b>	<b>Activities</b>	<b>Procedures</b>	<b>Materials</b>	<b>Time</b>	<b>Evaluation</b>
<p>SS will <u>retell a story with what was read in the chapters.</u></p> <p>Ss will practice their <u>Writing Process by creating a Draft</u></p>	<p>SS will retell a story with the help of a sheet of paper given by the teacher focusing on the chapters previously read.</p> <p>Ss will create their own story about awareness against bullying</p>	<p>Review the chapters already read by asking ten questions</p> <p>Apply SQ3R method during the activities of reading comprehension</p> <ul style="list-style-type: none"> <li>• Retell a story</li> </ul>	<p>Book “Wonder”</p> <p>Notebook, pencils / pen</p>	<p>25 min</p> <p>25 min</p>	<p>Evaluate the individual develop of each student when put into practice the exercises of reading comprehension</p> <p>valuate the individual develop of each student when put into practice their own writing process.</p>

### **Anexe 3. Activities**

#### **Activity One. Wonder Questionnaire**

1. How old is August?
2. How many surgeries does August had?
3. What is the name of Auggie's best friend and since when they knew each other?
4. Summarize the story of how Auggie comes to live
5. Why Auggie's mom home schooling him?
6. Who's Mr. Tushman?
7. Why Julian bullied Auggie?
8. Describe the role of Via in Auggie's life
9. Why Auggie was nervous in his first day of school?
10. What are the two things that Julian said when he introduced himself in Mrs. Petosa's class?

11. Name the two things Charlotte said when she introduced herself in Mrs. Petosa's class?

12. What is Auggie's favorite movie saga?

13. How Auggie describes himself?

**Activity Two. Match**

Name: \_\_\_\_\_ / 50 points = \_\_\_\_\_ %

# WONDER

Whole Book Comprehension Test

**A. CHARACTER MATCHING**

On the line, write the letter which matches the character to their description.

___ August (Auggie)	A. Sits with Auggie at lunch on his first day of school.
___ Olivia (Via)	B. 5 <sup>th</sup> grade teacher who teaches precepts.
___ Summer	C. Bullies Jack for befriending Auggie.
___ Jack	D. Is homeschooled up until middle school.
___ Daisy	E. Auggie's older sister.
___ Mr. Tushman	F. Shows Auggie around school with Charlotte & Julian.
___ Mr. Browne	G. Beloved family dog.
___ Julian	H. His graduation speech encouraged kindness.

**Activity Three. Retell a Story**

Retelling a Story (10.10)

Name: \_\_\_\_\_

	First, _____ _____ _____
	Next, _____ _____ _____
	Then, _____ _____ _____
	Last, _____ _____ _____

**Anexe 4. Evaluation Rubrics**

**Week 1**

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas			x
Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			X
The student handles good sources of vocabulary			X
The student applies synonyms to understand words			X
The student applies correctly the idea of summarizing a text			X
The student can survey in order to search for specific ideas			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text			x
The student can survey in order to search for specific ideas			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student applies correctly the idea of summarizing a text			x
The student can survey in order to search for specific ideas			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text		x	
The student can survey in order to search for specific ideas		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student applies correctly the idea of summarizing a text			x
The student can survey in order to search for specific ideas		x	

**Week 2**

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x
Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	
Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	

**Week 3**

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			X
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading		x	
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words		x	
The student can remember details about the reading			x
The student identify the main idea of a chapter		x	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading		X	
The student handles good sources of vocabulary		x	
The student applies synonyms to understand words			X
The student can remember details about the reading			X
The student identify the main idea of a chapter			X
The student can formulate questions in regards to the topic			x

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			X
The student handles good sources of vocabulary			X
The student applies synonyms to understand words			X
The student can remember details about the reading		X	
The student identify the main idea of a chapter		X	
The student can formulate questions in regards to the topic		x	

Criteria	Needs Improvement	Improved	Very good
The student have good fluency while reading			x
The student handles good sources of vocabulary			x
The student applies synonyms to understand words			x
The student can remember details about the reading			x
The student identify the main idea of a chapter			x
The student can formulate questions in regards to the topic			x

**Week 4**

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)		x	
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			x
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)		x	
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)		x	
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			x
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)		x	
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			x
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			x
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary		x	
The student applies synonyms to retell the story (recite)		x	
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			x
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			X
The student handles good sources of vocabulary			X
The student applies synonyms to retell the story (recite)			X
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		X	
The student handles good sources of vocabulary		X	
The student applies synonyms to retell the story (recite)		X	
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			X
The student applies synonyms to retell the story (recite)			X
The student can remember details about the reading		x	

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			X
The student handles good sources of vocabulary			X
The student applies synonyms to retell the story (recite)			X
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)			X
The student handles good sources of vocabulary			X
The student applies synonyms to retell the story (recite)			X
The student can remember details about the reading			x

Criteria	Needs Improvement	Improved	Very good
The student review the draft (coherence, ortography)		x	
The student handles good sources of vocabulary			x
The student applies synonyms to retell the story (recite)			x
The student can remember details about the reading		x	