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**Implementation of Reading Comprehension strategies in Reading and Writing  
Class, with the section of 5-1 of Monterrey School, San Pedro Costa Rica.**

By

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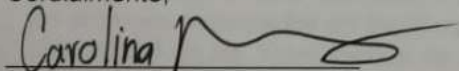
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114150740

*I dedicate this project to my family and mentors for always supporting me in my crazy plans. For guiding me with love and affection through my life.*

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## **Introduction**

Monterrey School began its journey at around 1995, when a group of parents, some of them foreign missionaries got together to plan the possibility to open a new school where their children could receive a higher quality of education with an environment ruled by Christian principles and values. Also, having students get involved with the most important civil and cultural Costarrican values.

After more than a decade Monterrey began to grow faster and bigger every year accepting more than 20 students every beginning of the years; they positioned themselves on one of the most well-known schools in San Pedro. They have a wide range of different social status, which means students interact with a variety of realities attached to our country and abroad.

One of their main focuses is English and now days Technology. As they are a private institution their objective is to graduate bilingual students and it is where my internship takes place. A certain decrease of English level in the group of the fifth graders has been detected, especially the need to reinforce vocabulary, grammar, and reading comprehension.

During the quarter of My English Practice Seminar, I will help to arrange The Primary Language Lab form scratch; helping with Learning and Teaching strategies to motivate the alumni with the English Language. Also, teaching the discipline to talk English with the teachers and classmates during class and recess. And as part of this great project I will also plan for the Conversation Class for the fifth graders, focusing on the section 5-1, who are struggling with the development of the language.

The main problem is specifically with the reading comprehension of a text or stories worked in class. Students from the section 5-1 have difficulties understanding a reading and developing answers for general questions about the text and its vocabulary.

# **CHAPTER I: PROBLEM OF INVESTIGATION**

## **1.1 STATEMENT OF THE PROBLEM**

### **1.1.1 Antecedents:**

The following research is based on the regulations established by EI MEP (Public Education Ministry) and the high standards of analysis of the Imagine Learning Company. As for The MEP it established a specific objective for Bilingual Schools in Costa Rica they pretend to help in the integral development of each individual thus for society as well, through linguistic objectives and the structured content of the curriculum established in all of the institutions. The bilingual concept is understood as the development of the abilities to use or speak different languages, in this case Spanish and English. The formal syllabus is used and followed by the strict regulations of this public entity to improve both literacy and understanding of English as a Second Language. Obtaining as a result a high domain of the language in all of the skills. (Ministerio de Educacion Publica 2018).

The MEP establishes a clear description of the use of technology in schools as a good tool to work with, most of all focused on the use of computers in a Computer Lab to work on research projects and to apply new methods of teaching and pedagogical techniques. This is a new implementation to help students and teachers improve their learning and bilingual skills, also to help them have a better understanding on how to be more critical in terms of education, life daily routines and skills. This way students will think in a more objective way, stimulating their educational spirit and capacity to

embrace their strengths by improving weaknesses in their studies, however, having a clear vision of the institution's values, beliefs, and regulations. (Pública, 2018).

These great attributes made by The Ministry, is distributed by a specific department called Private Education Department (DEP), in charge of the supervision, inspection, and control all of the private schools or centers that belong to MEP. It also emphasizes on the different proposal strategies of the other departments of the ministry and ensures the fulfillment of the main objective which is: "Educate to make a better society". (Pública, Dirección de Educación Privada, 2018).

On the other hand, this work has an international background of research from the company that offers the service of The English Program Imagine Learning, as a complementary tool to reinforce the students reading comprehension in English classes. The Imagine Learning software responds to the individual needs of students through intelligent placement and ongoing proficiency assessments. Imagine Learning teaches crucial competencies by providing instructional content that is research-based, scaffolded, and engaging.

To improve language and literacy achievement, Imagine Learning features instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development (both academic and conversational). The program aligns with Common Core standards and addresses skills students need to become proficient in reading. Prior research has indicated that Imagine Learning is effective for improving reading achievement among English language learners (ELLs). In a quasi-experimental study conducted in a large school district in California, results indicated that ELLs in grades 2–5 who used Imagine Learning for a minimum of 30

hours during the school year improved in overall reading ability and in Lexile levels compared to peers who did not use Imagine Learning. (Learning, 2018).

There is also a study of effectiveness from Imagine Learning that states the students reading achievements through a pre and post compared with students that study using these tools with others that do not, from second to fifth graders. After the investigation the results were clear enough to determine that students in grades 2 through 5 who used Imagine Learning between December 2012 and June 2013 showed greater gains in reading ability than students who did not use Imagine Learning. (Learning, 2018).

### **1.1.2 Justification:**

Based on the educational offer given by Monterrey School, there is high need of improvement in reading comprehension skill with the group fifth graders, mainly on the section of 5-1. Where there is a high deficiency on comprehension of texts, vocabulary, short stories and producing critical answers related with the reading.

### **1.1.3 Background of the problem**

As it was explained in the different sections of Chapter I of this present research; Monterrey School is a well-known institution at San José, San Pedro; where they offer students and parents a high quality of Bilingual syllabus, promising their students to become bilingual as in a blink of an eye. The majority of the cases in all of the primary school grades it has been applied to reality this promising objective. Despite the fifth graders, specifically with the section 5-1.

As an internship student of the I and II Cycle English Teaching career I plan to implement strategies to reinforce the students reading comprehension skills. In order to level them to the school's Academic English Programs through activities, warm-ups, games, and worksheet exercises, to practice comprehension using different language skills, while complementing with the correct use of the imagine Learning Program. Based on the Article: *The Imagery-Language Connection for Vocabulary Skills, from Reading Rockets* it is said that: *"To thrive in today's English Language Arts classroom, students need rapid recall of words they know and the ability to capture, learn and remember new terms. Activities like close reading and practice are, in fact, after-the-fact techniques that aim to draw student attention to unfamiliar vocabulary but may not address why a student could not understand a new word in the first place."*

*Teachers can make a difference for students by changing their ability to process new words. Instructors can use this technique to scaffold skills as part of a Tier 2 program, as part of a Tier 3 intervention, or, starting in primary Tier 1 classrooms giving students a solid foundation for years to come. (Bell, 2017)*

Besides the support, I will be giving the students inside the classroom I will also reinforce the students' English skills by using the program Imagine Learning in the Language Lab, this will help them develop all the language skills to have better results in their normal English classes.

## **1.2 OBJECTIVES**

### **1.2.1 General Objective:**

Implementing Reading Comprehension skills through the use of strategies in Reading and Writing Class, for the group of fifth graders, specifically with the section of 5-1.

### **1.2.2 Specific Objectives:**

1. Using the software called: Imagine Learning, to work with reading comprehension.
2. Applying strategies inside the classroom to improve reading comprehension skills.
3. Measuring the progress by the reports generated by the program called: Imagine Learning.

## **1.3 SCOPES AND LIMITATIONS**

### **1.3.1 Scopes**

The research presented has the main goal on reinforcing the English skills of the group five-one of Monterrey School, San José, San Pedro, in the first Quarter of the year 2018.

### **1.3.2 Limitations**

The research presented was done on the first quarter of the year by which classes did not begin on January but in February the seventh. When classes began during the first month students and teachers were getting organized with their classes and schedules as well as with diagnoses to measure how they were with vocabulary,

reading comprehension and spelling. That helped and guided the project into definite path towards the objectives. After more than three to four weeks the school finished installing the Language Lab, which was a complementary support for the students and an easier way to measure their literacy progress. Until that point time was the number one obstacle. Not only the time it took students to move from one classroom to another, but the short time left to teach the lesson or a new topic. This detail prevented students to have a lineal and stable learning process. It affect them enormously with their performance towards the weekly and monthly evaluations.

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 HISTORICAL CONTEXT**

In the middle of the year 1955 a group of parents and mothers of family, among them some foreign missionaries met to raise the possibility of opening an educational center with an evangelical foundation, where their children could receive a quality education in a healthy environment, governed by Christian principles and where cultural values and values are inculcated most important civic in our country.

The initiative did not remain in words. After about eight months of making activities to raise funds, these pioneers and other leaders saw their effort with the purchase of land located in what was previously called Monterrey of Montes de Oca (today Vargas Araya). On January 12, 1956, started the construction of the first building. The

Monterrey School began work on March 7<sup>th</sup> of that year with the six Primary and three Secondary levels (7<sup>th</sup> to 9<sup>th</sup> year). The Preschool Section gave beginning in the year 1957. In 1960 another building had already been completed and there were plans to build the administrative plant where the Directorate would be located, offices of Accounting, Scholarships and the Library. The step of faith that the visionaries gave had been backed by the Lord and the educational institution they dreamt began to rise and grow. Professor Jorge Alfaro left reflected this initial effort and the purpose of its creation, in the letter of the College Hymn. In his verses we read:

"The prayer God heard and commanded this great blessing." "Let's learn the student sciences, together with the sayings of the Lord, go ahead with these two purposes we will triumph with science and with love".

The Monterrey School received in 1957 the recognition of the state Costa Rican for Preschool and Primary School, and in May 1958 it was recognized the Secondary. These three sections in category A, what allowed granting the corresponding certificates of completion of studies, in addition to meeting and exceeding the standards established by the Ministry of Education in that era.

At present, the Institution has improved its academic curriculum with a view to provide students with adequate preparation for teaching university or the insertion in the labor market so competitive nowadays. For several years, they have been working on their own curriculum Monterrey School, this from institutional standards, the objectives of the program of the Ministry of Public Education, the objectives of the academic departments, the incorporation of biblical truths in the curriculum and the requirements of international accreditation, specifically of I.C.A.A. (International Christian Association

of Accreditation) and AdvancEd (international secular creditor worldwide). Since 2012 we have an Educational Model that has served as a base for the development of the best possible academic forms with the participation and leadership of all its personnel. A spiritual development program is provided that includes a curriculum of Christian education, courses of application of biblical principles to reality current, spiritual celebrations, conventions, camps, chapels, counseling and devotionals, all with the fundamental purpose of making the work known redemption of Jesus Christ and strengthen the Christian education that is offered in the home and in the churches. In all these years of existence the School has passed through very fruitful and for periods of crisis from which it has emerged strengthened by means of reflection, evaluation and review of the programs in the different areas and, of course, prayer to the Lord crying out for direction and wisdom to guide the Monterrey Community towards its eternal purposes. Mission Form solidarity citizens, trained to build a better society for the benefit of the Homeland and of humanity, continuously improving and guided by the transforming message of the Lord Jesus Christ. View To be the best non-profit educational institution, based on the biblical principles, and committed to the integral and sustainable development of individual and society.

There are different work areas where The Monterrey School emphasizes the integral development of the student. For this has established four fundamental areas of integral development: (only two for the research project purposes).

#### A. Spiritual Area

We work so that the student of the Monterrey School accepts, recognizes and live according to Christian principles, and recognize Jesus Christ as your Savior and Lord.

We also hope that our students, their families and our staff, be able to share with others the faith, the values, Christian principles and traditions in the context of love for God and neighbor.

#### B. Academic Area

We work so that the student of the Monterrey School demonstrates its greater effort and responsibility in the teaching-learning process through the optimal environment of motivation, challenge, appropriate pedagogical model, and the correct technology, offered by the Institution, uniting the basic principles from faith to science and culture, in order to successfully face the demands of the time. (School).

## **2.2 THEORETICAL CONTEXT**

The main objective of this research work is Improving Reading Comprehension skills through the use of strategies in Reading and Writing Class, for the group of fifth graders, specifically with the section of 5-1. This was established because the difficulty the students have to understand the language and its different components and to be able to develop a complete sentence, conversation or inclusive to work on the complementary program Imagine Learning.

Reading comprehension skills is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using

background knowledge to construct an approximate understanding of the writer's message.(Kansas, n.d.)

Some factors that affect reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement. It is also affected by the quality of the reading material. The text that is well organized and clear is called "considerate text," and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts. (Kansas, n.d.)

Based on the theory mentioned before, the teacher should have a clear idea of the different components of teaching reading comprehension in an English Class. Teachers should keep in mind two overriding questions about how to organize how to teach reading comprehension. These questions are, "What strategies should I teach?" and "How should I teach strategies?" For the first question: What strategies should I teach? The most practical way of thinking about teaching reading comprehension is to organize instruction according to how you want students to think about strategies. For this reason, the most straightforward way of organizing comprehension strategies is to think about strategies that one might use before reading, during reading, and after reading. Some specific examples of strategies could be:

Before-Reading Strategies, before Reading Self-questioning. During-Reading Strategies, during Reading Self-questioning. Paragraph Summarization, section Summarization. After-Reading Strategies, after Reading Self-questioning, after Reading Summarization. (Kansas, n.d.).

Besides all the strategies implemented inside the English classroom, during this research there is also a complementary English Program that students use to reinforce their literary comprehension by playing a variety of games. Imagine Learning has a differentiated approach towards the literary comprehension. Every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 engaging activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. Students also feel motivated because of the interactive media presentations, videos, games, songs, and performance-based rewards. Students also build confidence and independent thinking skills through self-monitoring. What's more, kids are motivated to set goals, achieve new records, or even beat a high score in a particular learning activity. After students collect performance-based virtual Booster Bit tokens, they can customize their avatar or visit the Imagine Museum. And they get to do it all while strengthening critical language and literacy skills. It is also a program that emphasizes on each of the students' English levels, first they must take a placement test which will locate them in the correct level. After that during all the activities presented the reading or literacy ones are divided depending if the children are emergent readers (Aspiring readers will learn school readiness skills through developmentally appropriate activities)

or struggling readers (Students benefit from scaffolded support, which fades as they progress). (Literacy, Imagine Learning, 2018).

With these strategies implemented during the quarter from February until April 2018, students will be improving their comprehension and will feel more motivated. Besides reading being a fundamental skill in our daily lives there are specific strategies applied in this research. The following are:

1. Fluency and Phonics simultaneously: The merge of these two subjects will help students to have a better understanding of the text. Fluency can be defined as being able to decode text and read with accuracy, speed, and proper expression. And Phonics is often thought of as a precursor to fluency. It deals with beginning readers understanding the correspondence between letters and sounds. Fluent readers often rely on their knowledge of letter-sound relationships to decode words. When they're struggling to pronounce, or decode, words, they can't give the necessary attention to understanding the text. The way to apply this strategy is phonics flashcards with the alphabet and their respective sounds (Alphabet matching), paired reading (fluency), tongue twisters, games with vocabulary words and their meanings and producing sentences.

2. Explicitly Teach and Display Strategies: Displaying by posters the different strategies and explicitly teaching them to the students so they can use them while reading. They can take control of their own reading. The way to apply this strategy is pasting on the walls the different strategies to read with images, the students will make their own flashcards with these strategies and before they read a story or text in class work a quick warm-up with their flashcards and posters on the wall.

3. Graphic Organizers: Graphic organizers let students process information both visually and spatially which encourages them to internalize the material. The very nature of graphic organizers enables students to quite literally see the connections in what they are reading. The way to apply this strategy is handing out worksheets with plots (settings, characters, climax about the reading), comprehension questions and describing characters.

4. 3-2-1 Strategy: After students complete a passage, they will write down three things that they learned, two things that are interesting, and one question that they have, by using this simple strategy, not only it will boost their engagement but will allow them to purposefully improve their reading comprehension. The way to apply this strategy is after each reading they will use colored pencils and write the 3-2-1 method stages.

5. Making it personal and related to real life: Relating the text to their real- life conditions, this will be a powerful tool to keep them engaged and motivated when it comes to working on their reading skills. The way to apply this strategy is by asking the students the following questions after the reading.

- Is this subject familiar? What do you know about this topic?
- Do these characters remind you of anyone from your own life?
- What event from your life does this text remind you of?
- How do the ideas in the text relate to your own life or experiences?

6. Integrate Technology: Technology is the perfect way to not only get your kids excited about reading but, offer them the opportunity to work on a variety of reading skills. The innate understanding that kids today have with technology makes it an amazing strategy

for boosting learning and engagement during your reading instruction. The way to apply this strategy is using the English Program Imagine Learning twice a week at school and more than once at home. (Emily, 2018).

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

### **3.1 TYPE OF INVESTIGATION**

#### **3.1.1 Purpose: applied**

The present research is an applied type of investigation. Based on the observations done at Monterrey School, this institution presents a specific problem with reading comprehension in the group of fifth graders, section 5-1. Besides Spanish being their first and native language. The institution offers an academic promotion to the public that students talk 100% English during all day at school.

In this research, the goal is to improve their reading comprehension skills by implementing five strategies in the classroom so students can apply them during class and homework or when needed. Also, students have a complementary program called Imagine Learning, where they reinforce not only English as a language, but their literacy levels and understanding of different texts showed by the program. In a dynamic and fun way students play a variety of games with fable type of stories, where they must answer comprehension questions, repeat paragraphs of the short stories when needed

using the correct pronunciation, comprehend vocabulary extracted from the same story and use the words in a sentence or in a context.

The application of the strategies was implemented by order. During the first month February, it was basically organizing ideas and analyzing the real needs of the fifth-grade groups of Monterrey School. During this month, students received different diagnose tests where their level of listening and speaking, writing and reading skills were evaluated, that way the teachers will know how to implement certain subjects into matter that way students do not feel frustrated during class. After analyzing the way, they act towards the English subject, understanding the school's dynamic, how the teachers teach, the way they plan and most important students comprehension. I decided my main focus and objective.

On the second month of March, the strategies were implemented on each weekly lesson of reading and writing class, to analyze the students' reaction and improvement towards the subject. The first strategy used was: Fluency and Phonics simultaneously. Using both subjects into one, helped the students feel more secure and adapted to the class because they felt they were understanding the text or story they read by having an easy guide of how to read and comprehend. One of the most important aspects in this strategy is Fluency, this can be defined as the ability to read with speed, accuracy, and proper expression. Understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. (Rocket, 2018). On the other hand, Phonics is often to be thought as a good companion in combination with fluency inside an English class. Phonics instruction is a

way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling. The way this strategy was applied was handing out two half-paged alphabets, one with only the phonics sound of each letter and the other with the International Phonetic Alphabet. Each student pasted these on their notebooks and as an open group we repeated all the sounds and words related with each letter sound. The second strategy used was Explicitly Teach and Display, this is a type of method which could be applied in other subjects, however in this research it was applied in an English Class giving a guide to students that way they can have control of their own reading. The way it was applied was pasting each poster with a strategy displayed on it on the board and students copied them on their notebook with a picture so they could remember each strategy; meanwhile it was explained and students knew how to apply it when reading a text or short story in or out the Writing and Reading class. After that, they were handed to the home teacher and she could paste them on the wall.

The third strategy was making graphic organizers, these are a good example on how to organize and visualize information in an easier and better distributed way. The way that this strategy was applied, first as an open group, each student had an opportunity to read a sentence or two of the short story. After it was finished some questions were asked and students answered by raising their hand. Then each student wrote down the different parts of the graphic organizer that the teacher wrote on the whiteboard and students gave the correct answer of each blank space. Finally, it was checked individually to make sure the answers were correctly and well understood. The fourth method applied was 3-2-1 Strategy, After the warm-up was done, the students had to

read in an open group a short story based on real life called: “A broken Leg”, when they finished, individually they completed the plot of that story and they wrote down three things that they learned, two things that were interested in, and one question that they had everything related with the reading. This strategy engages the student to think in a critical way, besides answering the basic questions made they had to analyze in a more personal way how the story made an impact on them and their likes and dislikes and more important their opinion about it. And this will allow them to purposefully improve their reading comprehension. The fifth strategy is called: Making it personal and related to real life. This method is very interesting and dynamic to apply in a classroom. This will make students feel more attached and identified with school and their reality. They will feel motivated when it comes to working on their reading skills. The way it was applied was by reading as an open group a short story called: “All the difference in the world”. During the reading, I asked questions about it so students can maintain their attention and open their minds and hearts that way they can feel sensitized towards the reading. After that I asked some specific questions regarding the topic:

-Is this subject familiar?

-What do you know about this topic?

-Do these characters remind you of anyone from your own life?

-What event from your life does this text remind you of?

-How do the ideas in the text relate to your own life or experiences?

Their reactions were very innocent but sincere, they felt identified and motivated. After the oral questions and answers, students wrote three things about the story and how it relates to their own reality.

Finally, the last strategy was Integrate Technology, Technology is already part of a normal class at school. This could be having a TV, video beam, computer, cellphones, or tablets, to use them as a secure source of information, to present a project, homework, or even videos to introduce a topic. In Monterrey School, they have a language Lab where students work on an English program this method was applied is by instructing teachers and students on how to use this tool correctly and get benefits from it. All elementary students go to the lab twice a week. They already know the procedure and teachers oversee their evaluation to measure their progress to see improvement and to have a clear knowledge of their weaknesses to reinforce it by working on extra activities.

### **3.1.2 Transversal:**

The research is to be done in a short period of time, from February 5<sup>th</sup> to April 13<sup>th</sup>, 2018. I Trimester of the year.

### **3.1.3 Framework (Micro):**

The research is considered micro research because, it takes place at a private school, called: Monterrey School. The smallest unit of analysis in the social sciences is an individual in their social setting. At the micro-level, also referred to as the local level, the research population typically is an individual in their social setting or a small group of individuals in a particular social context. This research refers specifically to the 5<sup>th</sup> grade students at Monterrey School located in San Pedro, San José, Costa Rica. The students of section 5-1, with ages between 10-11 years were the individuals selected for

this research. This group, which consists of 19 students, is considered during all the micro analysis. This research emphasizes on the implementation of Reading Comprehension skills by the use of five strategies in Reading and Writing Class.

### **3.1.4 Nature (Qualitative/Quantitative):**

#### **3.1.4.1 Quantitative**

Quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. (Research, 2018).

This research was taken place at Monterrey School, Elementary students, to be more specific with the group 5-1 to implement strategies to improve their English abilities on Reading Comprehension. Based on the needs of this generation and the observations made on the first two weeks of fieldwork; a detailed weakness towards the English Language and reading comprehension skills were identified. To understand this problem, students took a placement test with the Imagine Learning program (Language Lab) where this program was able to locate the students in a specific level based on the results of the placement test. These results are changeable every time they achieve the goal to improve on the activities or games of IL.

However, students have a constant overview of their progress, and teachers also motivate their improvement by increasing their grade level and handing them out extra worksheets to work on. The progress is up to date and teachers check them every week. These reports are synchronized with their computers at home and at school

where all the information goes up to the same server. That way teachers can deeply analyze where, why and how are they failing in certain activities or topics. These reports show information related with their literacy area, how they have advanced from one lesson to another. Also in the achievements reports, it can be observed the total quantity of complete activities, books read, and vocabulary learned.

### **3.1.4.2 Qualitative:**

Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive. Understanding the benefits of a qualitative research and the objective of the present project allows to continue taking shape of the development of the research. (Association, 2018).

As it was mentioned before, this research was made at Monterrey School, where students of the section 5-1 are struggling with the specific area of reading comprehension. They are a group of 19 students between the ages of 10 and 11. This research was implemented with 6 strategies for the improvement of their flaw. It was important to acquire first-hand knowledge to be able to develop the strategies and apply them in class throughout observation in class and how the students react in class helped to define the general objective of the research.

The 6 strategies were measured by observation during class, and students' performance during the class where they developed the 4 learning skills: speaking,

listening, writing, and reading. The speaking skill was measured by observation, where the student needed to express itself using the correct grammatical structure, tone, and organized ideas. With the listening skill, it was also by observation, students had the need to pay attention to the instructions of every activity in order to do them correctly. On the other hand, writing and reading skills were evaluated by their notes on their notebook and the material given to them to answer or develop.

### **3.1.4.3 Descriptive:**

Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, “descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be. (Methodology, 2018).

The descriptive research in this project was done by observing the section 5-1 during English class and how they develop their learning skills in class. The observations and the students’ grades were very important for this research because, they were the basis for most of the information for the qualitative measures. For the quantitative measurements, the progress reports generated by the English Program Imagine Learning were an excellent guidance to see the process of understanding and comprehension on the literacy area of each student.

## **3.2 SUBJECT AND SOURCE OF INFORMATION**

### **3.2.1 Subjects:**

The subjects for this research are students from 5<sup>th</sup> grade, specifically from the section 5-1, that have difficulties with reading comprehension in the Reading and Writing Class.

These students are currently in elementary school from 5<sup>th</sup> grade, that have a good English level and low level of reading and vocabulary comprehension. Their age range is between 10 and 11 years old.

This group of 5-1 are the subject of the research because through a variety of observations in the English class and while teaching it had been noticed that the students don't comprehend vocabulary nor readings seen in class. Without a clear understanding, they were not able to answer reading comprehension questions neither relating vocabulary of the readings in context.

### **3.2.2 Sampling**

#### **3.2.2.1 Non-probability:**

This research will be done with the population of 5th graders, specifically with the section 5-1 students and their English teacher.

- 18 students of Monterrey School in San Pedro, San José, between February 2018 and April 2018.

The students mentioned above are considered the specific population of this research.

### **3.2.3 Sources**

#### **3.2.3.1 First Hand:**

Based on the description given by The Miami University about the importance of reading comprehension skills, it increases the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high-stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a reader's reading comprehension skills. In short, building reading comprehension skills requires a long-term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success. (Miami University, 2018).

Comprehension requires the reader to be an active constructor of meaning. As Jeff Wilhelm said in the article Understanding Reading Comprehension: Reading research has demonstrated that readers do not simply "perceive" the meaning that is IN a text. In fact, expert readers co-construct meaning WITH a text. The research base shows that reading is a "transaction" in which the reader brings purposes and life experiences to bear to converse with the text. This meeting of the reader and the text results in the meaning that is comprehension. Comprehension always attends to what is coded or written in the text, but it also depends upon the reader's background experiences,

purposes, feelings, and needs of the moment. That's why we can read the same book or story twice and it will have very different meanings for us. We, as readers, are an equal and active partner with the text in the meaning-making process of comprehension. (Wilhelm, 2018).

On the other hand, the company Imagine Learning developed an innovative strategy focused on the increment of students reading gains. This is reinforced and worked through dynamic, entertained games and activities where students develop their different learning skills and reinforce English as a language as well. Throughout the application "Imagine Learning" specifically in the reading area; The Reading Foundation Assessment includes the following domains: vocabulary, text comprehension, phonological awareness, and phonics. The Reading Assessment includes the following domains: vocabulary, long passages, fiction, and non-fiction. The Reading Assessments are vertically scaled to allow for growth comparisons within and across grades. (Imagine Learning, 2018)

The strategies established for this research were based on the needs of the students of the section 5-1 also on their difficulty of understanding and comprehending the texts or readings. These strategies selected are: Fluency and Phonics simultaneously strategy, this method is very important because Fluency is necessary for skilled reading and for comprehension and on the other hand combine this with phonics permits the student to understand the real sound of each letter blended with other letters to form a word. The key components to developing reading fluency are: Ensure that students are reading using proficient phonologic pathways by teaching them with an effective, direct, systematic phonics program; teach the students all of the necessary sounds and

strategies so they can process print proficiently; sufficient practice with strategies such as rapid word recognition, guided oral reading, speed drills, and/or choral reading. (Strategies, 2018). The Explicitly Teach and Display Strategy, its main purpose is to provide students with a clear, multi-sensory model of a skill or concept. The teacher is the person best equipped to provide such a model. (Vids, 2018). Other strategy is the Graphic Organizer, which is an effective way of combining prior knowledge with new information. It allows the student an opportunity to brainstorm, organize, and visualize information all in one systematic method. (dime, 2018). The third strategy applied was making it personal and related to real life, is to associate the text being studied to the students' reality, problems or issues. It gives a closer approach and encounter towards the class because students' feel identified and motivated to learn. Sensory experiences and making real-world connections are very important to achieve the academic goal. (Resources to rethink, 2018). And the last strategy is Integrate Technology, during the months of research students worked on the English program called Imagine Learning twice a week which is an excellent resource that the school offers so, students can reinforce English Language and work with the 4 language skills in literacy.

### **3.2.4 Instruments to collect information:**

For the present research project, the instruments used to collect information was by observation. This technique consists of receiving knowledge of the outside world through our senses, or recording information using scientific tools and instruments (Explorable Science 2018). To be able to apply this technique an observation chart was made, where it specified all the strategies applied in the English class, with all the

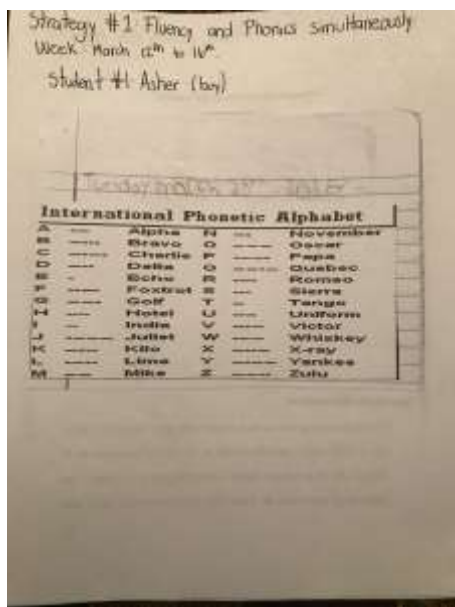
names of the students and if they achieved the main objective of each strategy. Also, been able to participate the Language Lab classes gave me a wider vision of the students' behavior, discipline and reading comprehension or literacy level. During that period of time the progress was checked weekly which helped to plan for the next English class, where the strategies were applied.

## CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

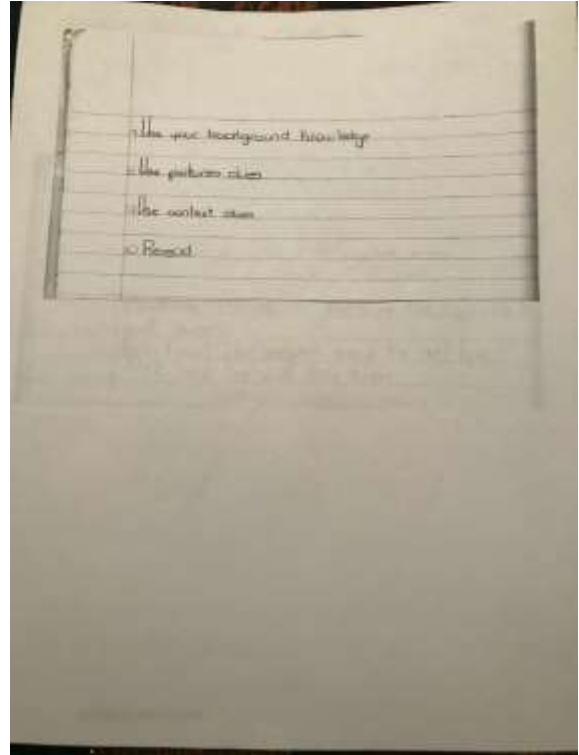
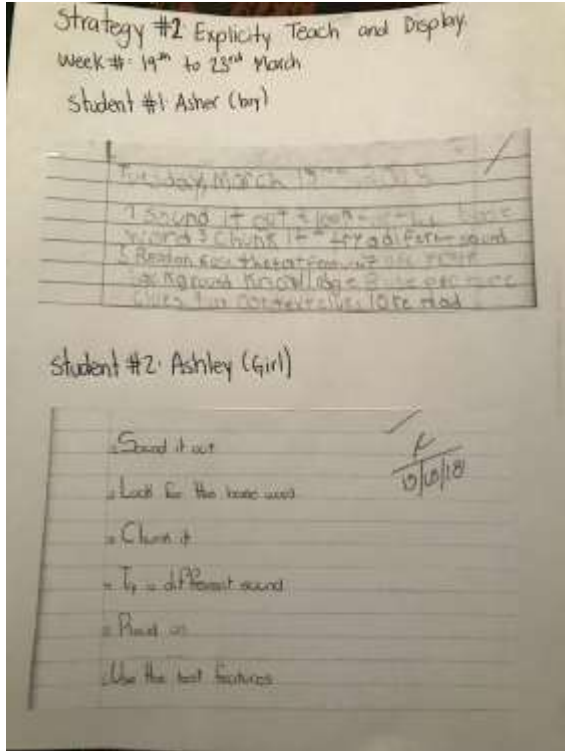
### 4.1 Qualitative Analysis Results: Descriptive and Observation

This part allowed the researcher to analyze the reality of Monterrey School 5-1 section. The observation was an important tool used and applied to help improve students' understanding towards reading. As part of the project it was important to understand the difficulties that the students were having.

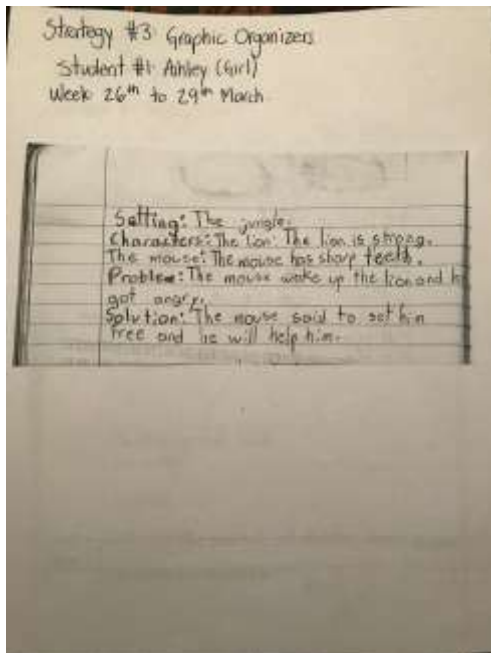
The first strategy used was: Fluency and Phonics simultaneously



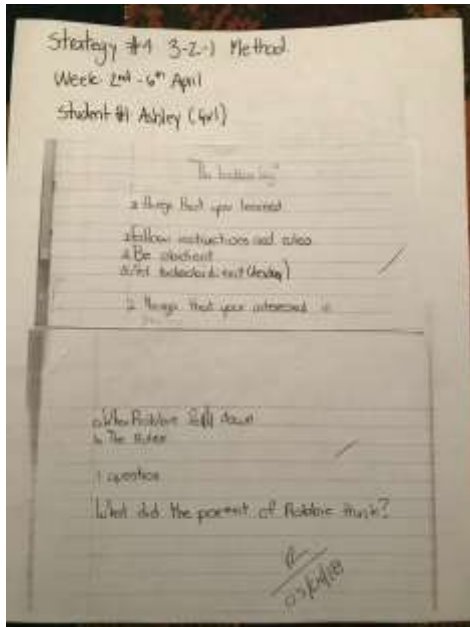
The second strategy used was: Explicitly Teach and Display



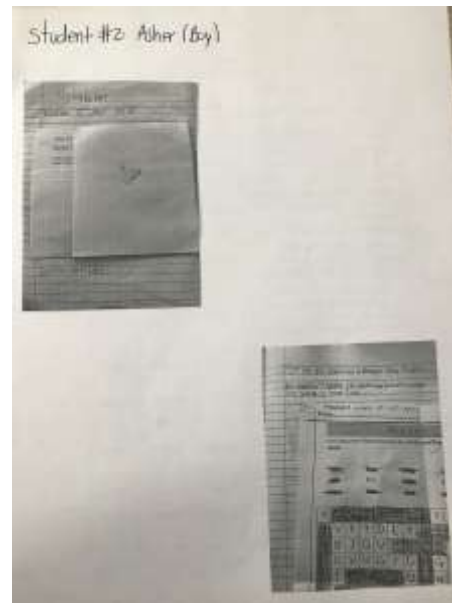
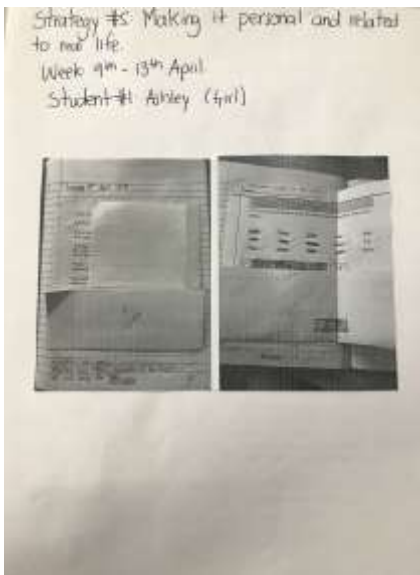
The third strategy used was: To make graphic organizers



The fourth Strategy was: 3-2-1 Strategy



The fifth Strategy was: Making it personal and related to real life.



## 4.2 Quantitative Analysis Results: Progress Reports-Literacy

From the results above, the quantitative analysis is more detailed and focused on how the students advanced in their progress from the month of February until the Month of April. It was defined and measured by a reported generated by the English Program Imagine Learning. It is established from the 8<sup>th</sup> of February until 12<sup>th</sup> of April of the present year. It takes in account the amount of activities made by the student, the books read, and amount of vocabulary words learned.

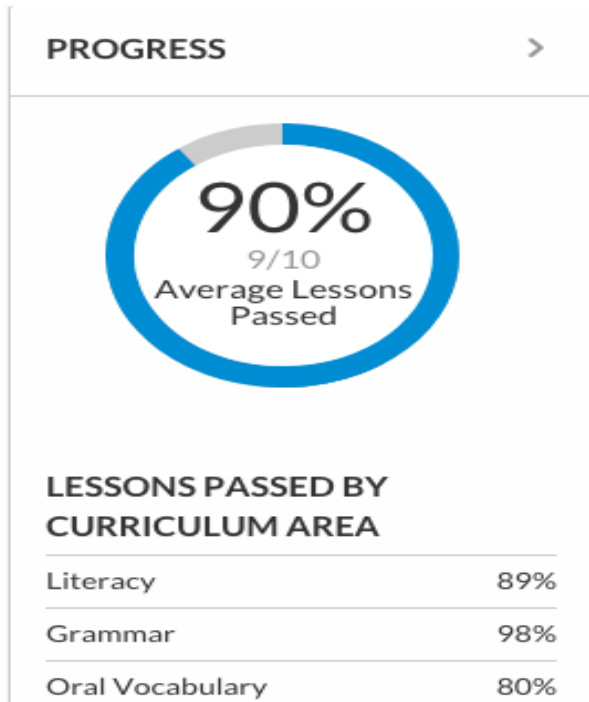
The group in general, has achieved more than 300 lessons and are in the limit of reaching 400 lessons worked from February to April. Using the program twice or even four times a week for 30 minutes per session. Students have done more than one session per day. Only 2 students have advanced further and are almost concluding the Literacy area in Imagine Learning Program.

Image 1: Progress by Lesson Report

Book Level	Pre-K	Grade 1										Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
		A	B	C	D	E	F	G	H	I		490L-470L	630L-790L	750L-800L	830L-970L	940L-1030L					
Lesson Group	1	2	3	4	1	2	3	4	5	6	7	8	1	2	3	1	2	3	1	2	3
Bethmann, Aarón, Aitor	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	318
El Semir, Lucía	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	328
Erykin, Vaughn, Jewel	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0%
Chanto Sevilla, Miguel	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	1%
Chen Liang, Luis Ariel	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0%
Corral, Aroldo, José Antonio	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0%
Esquivel Romero, Sebastián	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0%
Fernández Arley, Sebastián	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	54% 21%
Melina Brown, Ainhoa	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	34%
Mujer Bibbia, Mariana	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	31%
Núñez Ramos, David	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	35%
Pérez Sánchez, María	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	54% 55%
Karen Chen, Oriana	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0%
Salazar Rodríguez, Verónica	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	4%
Sandoval Larraz, Cristian	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	24% 24%
Scott Virella, Sara	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	1%
Ugarte Ferrero, Juliana	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	31%

On the other hand, the amount of activities that the students of the section 5-1 have achieved in all the language skills has been more than 100 in 2 months. This is a 90% of the 100% of lessons that students must complete. Specifically, in the literacy area the fifth graders (section 5-1) has completed 89% of 100% of the total.

Image 2: Total percentage of the Language Areas



### Image 3: Achievements Report

Name	Activities	Books	Vocabulary	Sight Words	Letters	Current / Lifetime Booster Bits	Museum Level	/
Bermudez Marin, Daniel Gerardo Grade 5	76	5	27	18	0	7170 / 9470	3	
Bethmann Acosta, Asher Grade 5	107	8	20	0	0	9812 / 9812	3	
Bi Serrano, Lucia Grade 5	128	11	20	0	0	9259 / 10509	3	
Bryden Vaughns, Jewel Grade 5	85	7	29	20	0	5575 / 12215	4	
Chanto Sevilla, Abigail Grade 5	74	4	17	16	0	8320 / 8320	3	
Chen Luong, Luis Ariel Grade 5	69	4	16	6	0	4430 / 4830	2	
Corrales Azofeifa, Joel Antonio Grade 5	70	1	15	5	0	4240 / 5140	2	
Esquivel Romero, Sebastian Grade 5	56	7	0	18	0	3290 / 5290	2	
Fonseca, Arley Sebastian Grade 5	104	6	8	31	0	10025 / 13175	4	
Molina Brames, Ashley Grade 5	123	14	20	0	0	6530 / 8560	3	
Muñoz Riddle, Mariana Grade 5	119	11	21	0	0	1492 / 11732	3	
Núñez Palma, Daniel Grade 5	114	5	20	25	0	9625 / 11025	3	
Paraza Sandoval, Malias Grade 5	112	9	34	33	0	9540 / 15290	4	
Ramos Chen, Dilana Grade 5	53	4	0	10	0	4900 / 5900	2	
Salazar Rodriguez, Verónica Grade 5	144	12	10	0	0	12411 / 13361	4	
Sandoval Lamas, Cristian Grade 5	76	8	37	52	0	9405 / 10005	3	
Scott Vindias, Sara Grade 5	82	5	10	0	0	542 / 5342	2	
Uparte Fumero, Juliana Grade 5	85	6	4	0	0	5388 / 5988	2	

The report above demonstrates the quantity of activities done by the students in all the curriculum areas. It also shows the amount of books the students had read and made their respective activities and the number of vocabulary words learned in the literacy area. Finally, the rest of the information reflected is also part of the advantage of the student regarding the booster bites (amount of coins won for every activity).

# CHAPTER V: CONCLUSIONS

## 5.1 Summary

The present research Project was made at Monterrey School, located in San José, San Pedro during the time of February 5<sup>th</sup> to April 12<sup>th</sup> of the present year. This school is a very prestigious institution in the area, it is distinguished because of its excellent academic offer and bilingual classes. Based on a specific need of the generation of fifth graders 2018 on their lack of reading comprehension skills, this research focused on the implementation of Reading Comprehension skills through the use of strategies in Reading and Writing Class, specifically with the section of 5-1.

During this range of time students worked on five different strategies to reinforce their learning skills inside the class. These skills were:

1. Fluency and Phonics simultaneously
2. Explicitly Teach and Display
3. To make graphic organizers
4. 3-2-1 Strategy
5. Making it personal and related to real life
6. Integrate Technology

Each of these strategies were applied with the section 5-1. One week per strategy. The 6<sup>th</sup> strategy was applied twice a week at the Language Lab, because students have two Lab classes per week. They study and play with an English program

called: Imagine Learning, this is a program where kids reinforce their English and grammar, literacy, spelling, pronunciation, and writing skills.

As a conclusion, students have applied the strategies and their understanding has increased. It was demonstrated by their progress with the reports generated by the program Imagine Learning and also by the observations made by the researcher during the range of time established.

### **5.1.1 Findings**

During the established time for this research there was a big difference regarding experience towards students and their learning process and the way the teachers manage their classes compared with teacher with no experience nor professionalism. As a future teacher, it would be critical to consider this experience of sharing a classroom with experts from years, where the main objective was the students' needs and personal growth. The organized way the teacher evaluated, planned her classes, and the patience to answer every question and doubt students had was amazing. It is truly a passion for them to teach and share a room with children with a regular academic role and special needs. Such as an illness, mental conditions (Down Syndrome mostly), DA, and Hyperactive students.

From the first day until the thirteenth of March students had had a long process of understanding and developing a critical opinion towards the readings and texts read. Based on the need clearly established of a lack of motivations, enthusiasm, and English comprehension made students have less interest. Although, all the pupils had a different learning path they all felt more energized when the strategies implemented

were explained and put in practice. Specially, having a great motivation as it was playing and having fun with Imagine Learning program. Students felt as it was a prize they won; after assisting and hard working on English class.

Most of the strategies were easy to implement as a group or individually. Student's reaction was very positive. The part they had more difficulty was on clarifying specific doubts in such short period of a lesson to teach.

During this research, it was confirmed that I am meant to be an educator, a leader and a coach for anyone who has the need to learn and permits be taught. I also realized that it is not only a passion but a lifestyle; education is the base form of a society and without professionals like us children, teenagers, and adults would not value the respect towards others or even of themselves.

According to the observation made on each class examining if the strategies applied were being understood or interested by the alumni, the results were positive. Their participation from the first week applying the strategy until the last day of classes increased and students sense of motivation towards their difficulty of comprehension was even higher, not only by the way the classes were taught, but also because of the English Program called: Imagine Learning.

## **5.2 Recommendations**

Based on the experience acquired during these 2 months at Monterrey School I could say that it is definitely an institution of high prestige and with an excellent academic offer.

During the process of the Language Lab Project, teachers were very attentive, helpful, and willing to learn how things were done. The lab was organized in a way it will be easier for teachers to have control of the order of the group. I recommend the School to continue with the classroom as it is. There is also a daily chronicle I made for the teachers to have everything written down (anything that happen inside the lab, with the computers and the students. It could be da or good). And as an institutional project I developed a Step-By-Step Manual so teachers could have a clear guide of how to use the computers, the English programs, and any technical problem with the computers or internet.

On the other hand, The English classes, it is important to divide the material of the daily plan into smaller quantities that way the time to teach and practice will be better distributed. But also, the class was successful not only by the strategies applied, because the host teacher permitted me to be flexible with the groups and also she supported my activities and guided me on how to control the groups discipline.

I recommend the teachers that take the groups to the Language Lab, to follow the Step-by Step Manual I did for them and also to use the worksheets from the portfolios in cases of emergency. And for the host teacher I gave her the corresponding material so she can use it to implement the strategies studied during these 3 months.

## CHAPTER VI: BIBLIOGRAPHY-ANNEX

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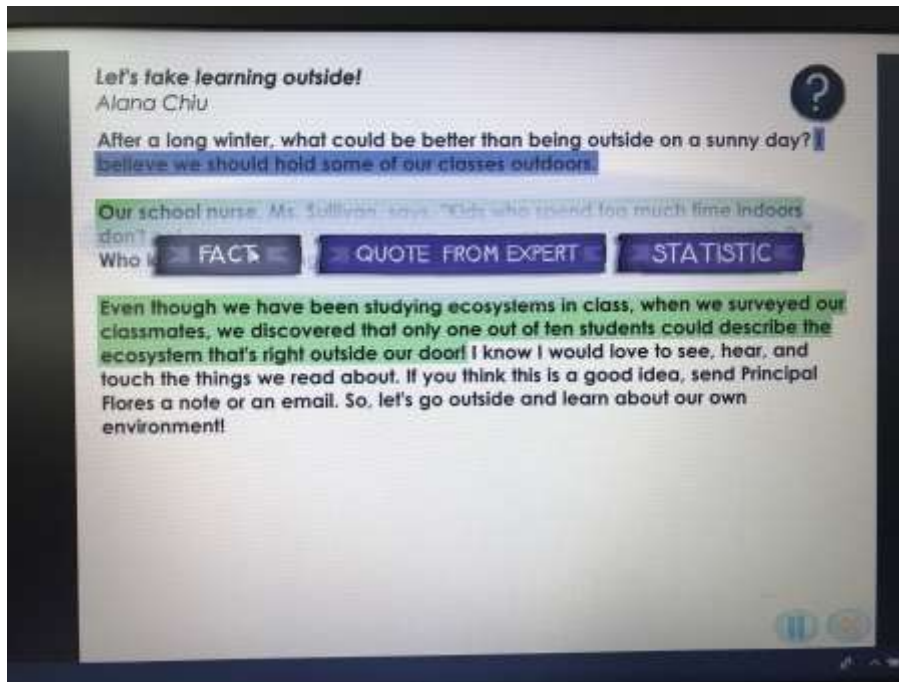
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## 6.3 Annexes

### 3.3.1 Activities Imagine Learning

Activity: Read the text and choose an option.



Let's take learning outside!  
Alana Chiu

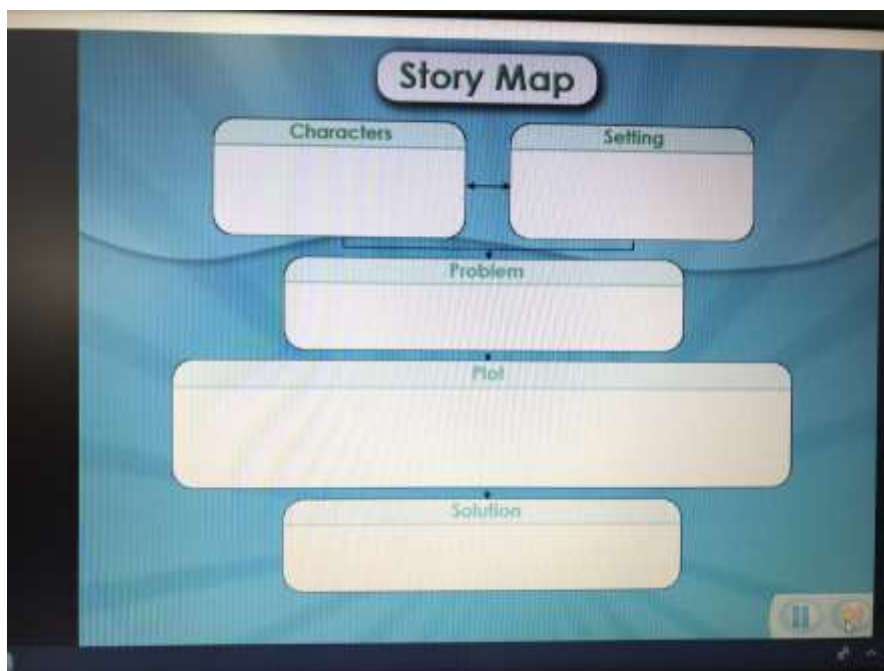
After a long winter, what could be better than being outside on a sunny day? I believe we should hold some of our classes outdoors.

Our school nurse, Ms. Sullivan, says, "Kids who spend too much time indoors don't..."

Who? **FACT** **QUOTE FROM EXPERT** **STATISTIC**

Even though we have been studying ecosystems in class, when we surveyed our classmates, we discovered that only one out of ten students could describe the ecosystem that's right outside our door! I know I would love to see, hear, and touch the things we read about. If you think this is a good idea, send Principal Flores a note or an email. So, let's go outside and learn about our own environment!

Activity: Fill in the blanks with the story bellow.

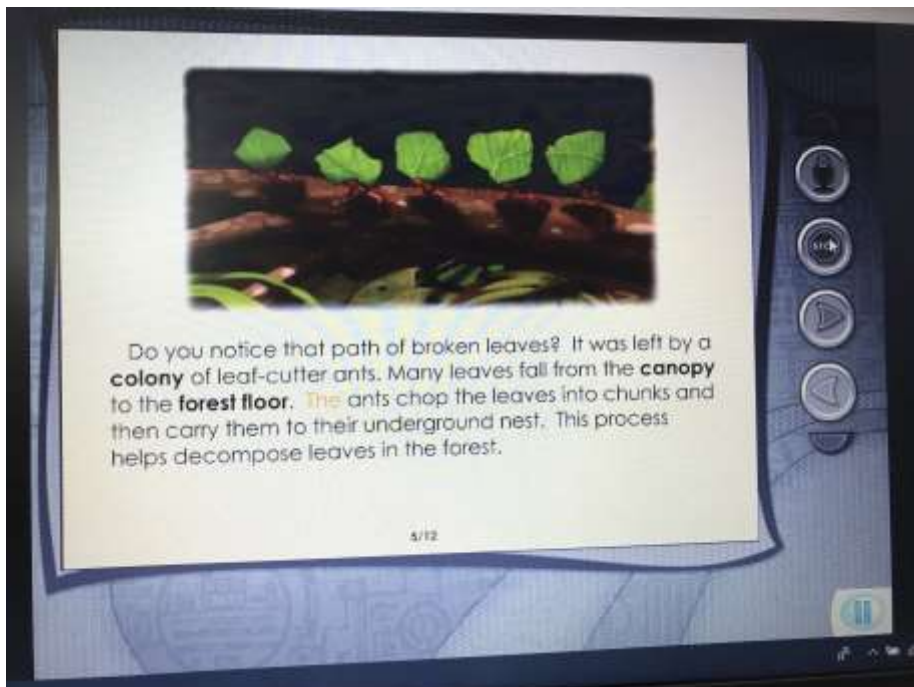




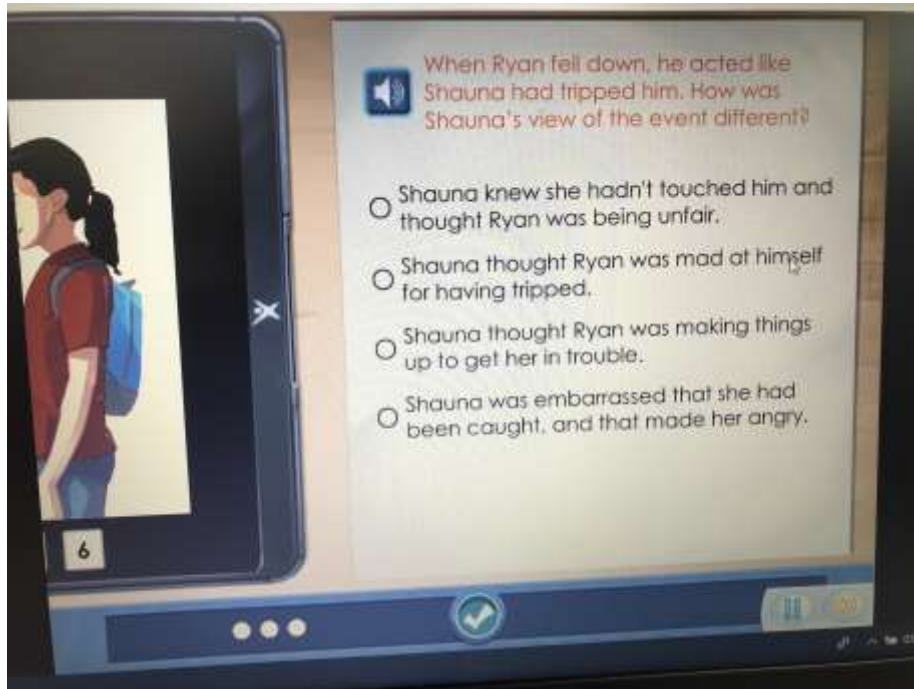
Activity: Choose a book from the shelf.



Activity: Read and repeat the paragraphs.



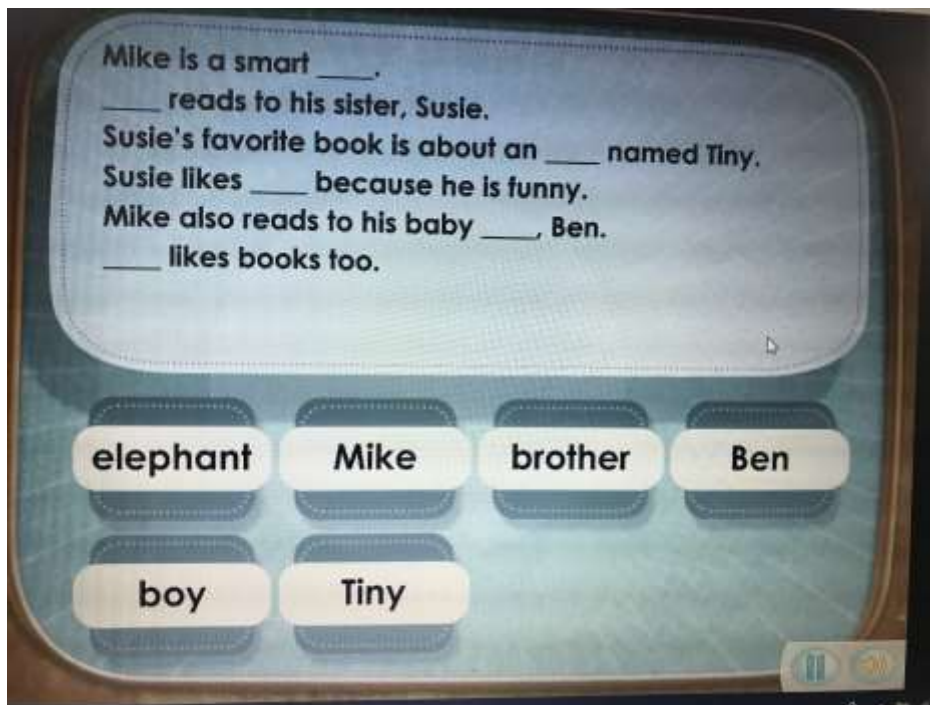
Reading comprehension activity. Read and answer.



When Ryan fell down, he acted like Shauna had tripped him. How was Shauna's view of the event different?

- Shauna knew she hadn't touched him and thought Ryan was being unfair.
- Shauna thought Ryan was mad at himself for having tripped.
- Shauna thought Ryan was making things up to get her in trouble.
- Shauna was embarrassed that she had been caught, and that made her angry.

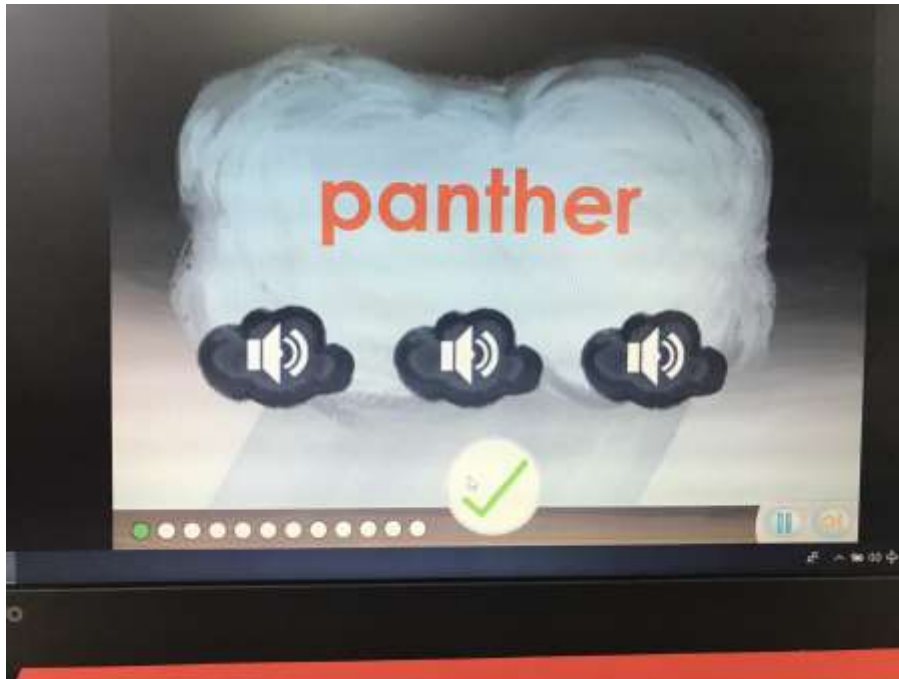
Vocabulary Activity. Choose the correct vocabulary word.



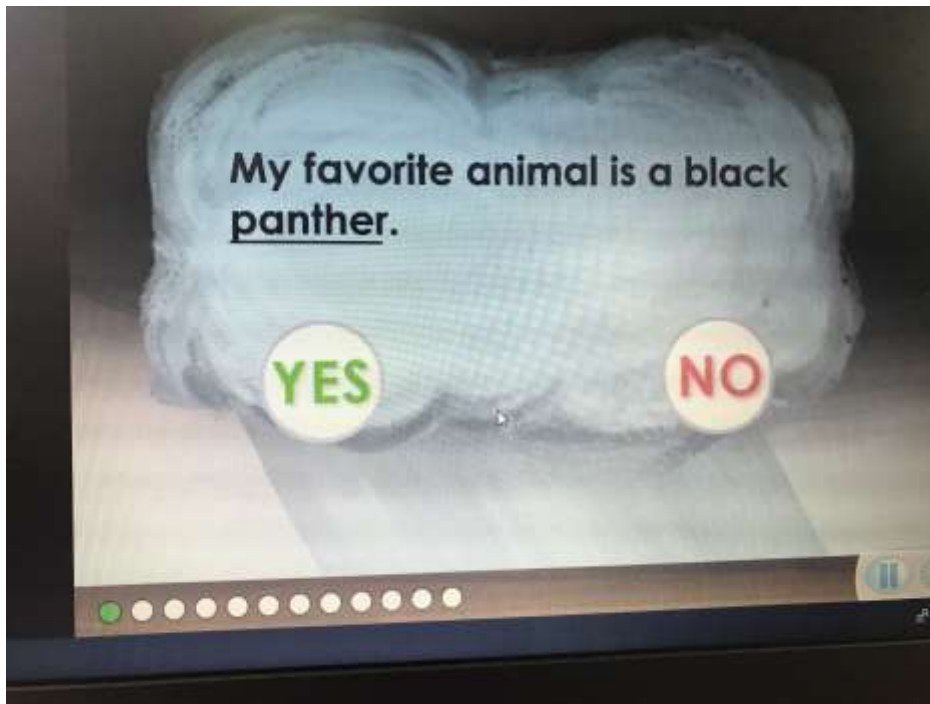
Mike is a smart \_\_\_\_.  
\_\_\_\_ reads to his sister, Susie.  
Susie's favorite book is about an \_\_\_\_ named Tiny.  
Susie likes \_\_\_\_ because he is funny.  
Mike also reads to his baby \_\_\_\_, Ben.  
\_\_\_\_ likes books too.

elephant   Mike   brother   Ben  
boy   Tiny

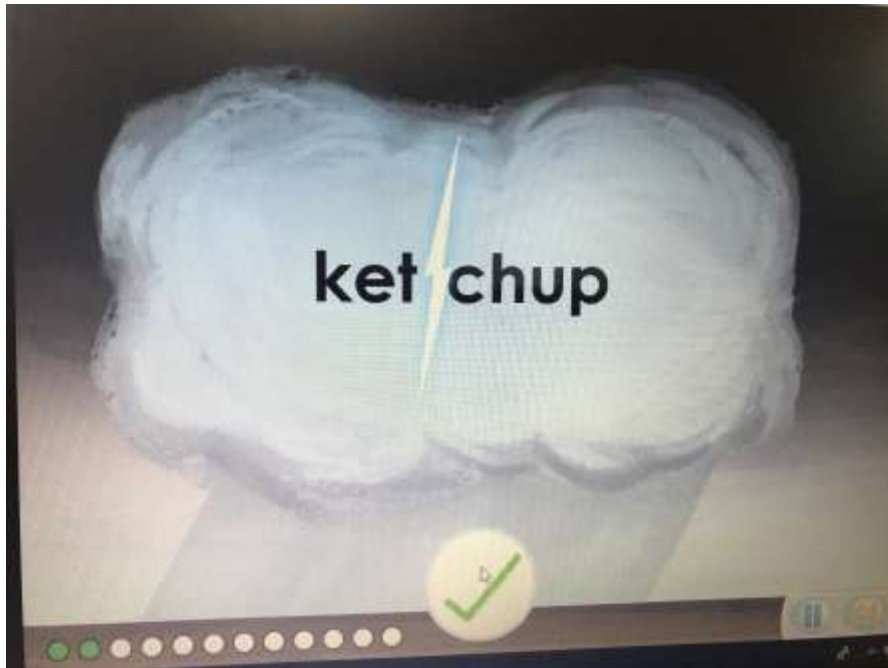
Choose the correct sound for the vocabulary word.



Choose YES or NO answer to the sentence shown.



Activity: Divide the word into syllabus



Activity: Divide the word in the correct syllabus



### 3.3.2 Observation Worksheet

Students	Strategy #1: Fluency & Phonics simultaneously	Strategy #2: Explicitly Teach & Display	Strategy #3: To make graphic organizer	Strategy #4: 3-2-1 Strategy	Strategy #5: Making it personal & related to real life
Daniel Bermudez	√	√	√	√	√
Asher Bettenson	√	√	√	√	√
Lucía Bi	√	√	√	√	√
Jewel Bryden	√	√	√	√	√
Abigail Chanto	√	√	√	√	√
Luis Chen	√	√	√	√	√
Joel Corrales	√	√	√	√	√
Sebastián Esquivel	√	√	√	√	√
Sebastián Fonseca	√	√	√	√	√
Ashley Molina	√	√	√	√	√
Mariana Muñoz	√	√	√	√	√
Daniel Núñez	√	√	√	√	√
Matías Peraza	√	√	√	√	√
Dilana Ramos	√	√	√	√	√
Verónica Salazar	√	√	√	√	√
Cristian Sandoval	√	√	√	√	√
Sara Scott	√	√	√	√	√
Juliana Ugarte	√	√	√	√	√

