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**Topic:**

**3-2-1 STRATEGY FOR THE DEVELOPMENT OF READING COMPREHENSION  
SKILLS**

**Research Project prior to obtaining the Title of Master on English Pedagogy as a  
Foreign Language**

**Line of Research:**

Innovative Pedagogies, Teaching Methods

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## STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

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**DEDICATION**

Dedicated to God, my father and my two children, Andrés and Christopher.

## RESUMEN

El inglés es un idioma de comunicación internacional y la mayor parte de la información en este idioma se encuentra de forma escrita, por lo que es necesario promover el desarrollo de destrezas de comprensión lectora que permitan a los estudiantes cuestionarse mientras leen y aprenden. Para este propósito es fundamental la práctica de la lectura intensiva y extensiva mediante la aplicación de la estrategia 3-2-1, misma que promueve la reflexión y el aprendizaje significativo. Este estudio es de diseño cuasiexperimental, y se aplicaron los métodos de investigación descriptivo, exploratorio, cuantitativo y cualitativo. Esto permitió obtener información sobre las destrezas de comprensión lectora a través de la aplicación de la preprueba y postprueba a los estudiantes de Primer Año de Bachillerato “C”, jornada vespertina de la Unidad Educativa Pedro Fermín Cevallos. Esta investigación fue realizada durante las clases sincrónicas, lo que permitió recolectar datos estadísticos del nivel de comprensión lectora de los estudiantes. También se aplicó un cuestionario para conocer el grado de aceptación de los estudiantes de la estrategia 3-2-1, su beneficio en el desarrollo de competencias de comprensión lectora y su aplicación como estrategia de estudio. Los resultados evidencian un progreso en la codificación, retención y comprensión de textos cortos cuya complejidad en vocabulario y estructuras gramaticales son graduales de acuerdo a la escala de lexile. Es vital aplicar estrategias de lectura que fomenten la reflexión y el desarrollo de competencias lectoras en todos los niveles de educación de forma que los estudiantes lleguen a ser aprendices autónomos.

**Palabras clave:** comprensión lectora, estrategia 3-2-1, estrategia, lexile.

## **ABSTRACT**

English is a language of international communication and most of the information in this language is found in written form, so it is necessary to promote the development of reading comprehension skills that allow students to inquire themselves while reading and learning. For this purpose, the practice of intensive and extensive reading is essential through the application of the 3-2-1 strategy, which promotes reflection and meaningful learning. This study has a quasi-experimental design, and the descriptive, exploratory, quantitative, and qualitative research methods were applied. This allowed us to obtain information about reading comprehension skills through the application of the pre-test and post-test to the students of First Year of Baccaulaureate "C", afternoon session at Pedro Fermín Cevallos High School. This research was carried out during synchronous classes, which allowed the collection of statistical data about the students' reading comprehension level. A questionnaire was also applied to find out the students' degree of acceptance of the 3-2-1 strategy, its benefits in the development of reading comprehension skills and its application as a study strategy. The results show progress in the decoding, retention and comprehension of short texts whose complexity in vocabulary and grammatical structures are gradual according to the Lexile scale. It is vital to apply reading strategies that encourage reflection and the development of reading skills at all levels of education, so that students become autonomous learners.

**Keywords:** 3-2-1 strategy, strategy, lexile, reading comprehension

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## INTRODUCTION

As the most widely spoken language, English is really important for the opportunities it represents for the English speakers. So, it is involved in many fields such as education, business, entertainment, research, jobs, media, and trade. For this reason, in 2012, the Ministry of Education launched a new National English Curriculum, and the Communicative Function Language Approach was applied, giving the students the opportunity to reduce the inequality in access to learn English in public and private institutions. However, only since 2016 English has been a compulsory subject and is taught from second grade of Basic Education to third level of Baccalaureate to get at least B1 level minimum according to the Common European Framework of Reference for Languages (CEFR). Also, developing reading comprehension skills seems difficult because the methodology applied by some teachers might not be the appropriate one.

Pedro Fermín Cevallos High School is a prestigious institution located in the city of Ambato that offers the International Baccalaureate Program and Bachillerato General en Ciencias and whose aim is to instruct students to be independent learners, good communicators, inquirers, and caring. They also practice values such as justice, innovation, and solidarity. In addition, the level of English in this program is demanding and it has been an advantage for the students who have developed the skills of this language since the first years of education because the professors use different pedagogy, methods, and techniques.

The first chapter deals with the importance of developing reading comprehension skills through metacognitive strategies that promote high thinking skills while doing meaningful activities. It also refers to the reading strategies such as extensive and intensive reading that guide and encourage the learners to acquire new vocabulary, expand their grammar patterns knowledge and the most important develop reading comprehension skills. Therefore, the use of the 3-2-1- strategy is suggested as an effective tool because it helps to summarize texts and gives a general overview of the reading. In addition, the procedure to use the 3-2-1 strategy is explained and the variations that can be done depending on the objective of the lesson and weaknesses that the teachers have identified in the classroom. Also, the advantages of the application of this strategy is mentioned since it pushes the students to question the information they interact with.

On the other hand, an overview of the English language in Ecuador is also detailed since teaching English as a mandatory subject was stated since 2016 and many students had the opportunity to learn English starting from their beginning levels. So, to make use of the English language, students have to develop the four skills of the language such as the productive and receptive ones. Additionally, to manage reading skills which is the hardest one to develop, some reading techniques are suggested such as inferring, questioning, and summarizing. Apart from that, the main difficulties learners find when reading is discussed in this section.

In the second chapter, the methodology framework which is composed of the modality and kind of study made and the population which has been researched is detailed. Also, the operationalization of variables, the collecting plans, and the informed process. Therefore, the research purposed a qualitative and quantitative method to evaluate the influence and effectiveness of the 3-2-1 strategy to develop reading comprehension skills. So, it was necessary to follow steps to develop this study such as work on the action research to obtain pivotal information from different resources such as books, articles, projects, scientific papers. Furthermore, to know the students perception about the 3-2-1- strategy, a survey was required to collect the information and make feasible the process of analyzing their insights.

Additionally, this chapter contains a guide to developing reading comprehension skills through the use of the 3-2-1 strategy that might help professors and students because of the advantages it has. Also, some readings are proposed according to the students' level and the lexiles making students sort out problems such as decoding, comprehension, and retention.

The third chapter is about the analysis and interpretation of the results gotten from the information and the calculations made from the pre-tests and post-test and the 3-2-1 strategy used as a study tool to develop reading comprehension skills. This is also done based on the study of the British Council where 502 learners were interviewed and who stated that they have studied English at secondary and the majority of them take English classes because it was mandatory. Moreover, 45% of them accepted having poor or basic reading skills and agreed that it was their own responsibility for their lack of this skill. Also, almost a quarter of these people attributed their weak skill to the education system and even 8% of them said it was due to the teacher's weak.

Reading activities are done in the classroom, however it is very limited since one hour of English class is not enough to cover all the reading process and even make students summarize the texts or share their ideas and questions or doubts that might have after reading. So, it is advisable to use strategies that encourage students to strive in order to get a deeper understanding while interacting with texts. Thus, the 3-2-1 reading strategy might help all language learners such as beginners, intermediate and advanced to be competitive readers and not only work on multiple-choice questions which limitate their capability to develop high thinking skills.

The guide has been designed to help students who are enrolled at Pedro Fermín Cevallos School. The texts were chosen according to the reading Lexile that covers the main reading problems students face in learning English such as decoding, comprehension, and retention. Therefore, the problem stated is: Would the use of the 3-2-1 strategy affect positively in developing reading comprehension skills in the teaching-learning process at Pedro Fermín Cevallos High School? Finally, some conclusions and recommendations are given as well as the bibliographic references.

The General Objective established in this research is:

To promote intensive and extensive reading that lets the improvement of reading comprehension skills by using the 3-2-1 strategy.

Specific Objectives are the following ones:

1. To investigate some strategies that promote metacognition and comprehension reading skills.
2. To establish the factors that constrain the development of reading comprehension skills.
3. To apply the 3-2-1 reading strategy that enhances critical thinking through active participation in reading.
4. To analyze the effectiveness of the 3-2-1 strategy on reading comprehension skills.

To determine the benefits of the use of the 3-2-1 strategy in the reading process, the application of a pre-test and post-test was pivotal in this study. So, it was necessary to question the impact of it in developing reading skills in the students of the First level of Baccalaureate and how it could contribute to the process of teaching and learning reading.

The present study was carried out with 31 students, 11 males and 20 females who are in their fifteens and sixteens. In this research, students got involved in a pre-test and post-test where the texts had the lexile for beginning levels. The readings covered sections such as grammar patterns, vocabulary, inference, factual, concluding, and summarizing points.

The proposal for this research is justified by the following reasons:

- English is considered an important language worldwide; so students need to develop all the skills of the language mainly reading skills, since it is a complex skill and takes time to manage comprehension questions. Also, the majority of the students needs to be involved in extensive and intensive readings to understand how the language is used in written form. Moreover, patterns like grammar and vocabulary are used in all kinds of texts which can facilitate the understanding of the use of the language in real contexts.
- Reading is a hard skill and a lot of students have problems when answering comprehension questions such as getting mains ideas, factual, inferences, sequence, detail, true or false, and vocabulary questions. Therefore, students need to be instructed on how to improve these skills by applying a strategy that covers all these aspects.
- Students need their teachers's guide to become active readers and get involved in differents types of texts. The 3-2-1-strategy lets students analize and get important details from the readings. As a result of this, learners get more aware of the reading process of acquiring knowledge through questioning themselves. Therefore, the 3-2-1 strategy pushes students to have active participation in reading, structure their responses, and have supporting information for each point of view.

## **CHAPTER 1: STATE OF ART**

### **1.1. Previous Research**

After checking the Pontifical Catholic University (PUCESA) repository, it can be stated that does not exist researches about “The 3-2-1 Strategy for the Development of Reading Comprehension Skills”, instead of it, some similar research topics were found. All these researches have been used as reference and supporting material for the present research.

The Technical University of Ambato repository presents the following investigation: In the study carried out by Llerena, R (2020), with the topic: “3-2-1 Strategy and the Reading Skill” explained that by applying the 3-2-1 strategy to eighth-year students of Basic Education in “José Ignacio Ordoñez Educational Unit” these students have shown great and significant improvement on their reading ability. It says that the strategy helps students increase in 20% their reading comprehension since it lets learners have a commitment to the text, summarize and identify key points from the readings. Also, they got important points of interest and set questions about the text which help them to think about it in a profoundly way. Finally, after this study, there was a clear evidence that 20 learners who were in the experimental group became more independent readers and got an understanding of what was being read.

In the research carried out by Zainurrahman & Djabir (2020) with the topic “The 3-2-1 Reading Comprehension Strategy: Students’ Reading Comprehension Development and Students’ Perception” the author states that the 3-2-1 strategy encourages the students to think independently and become personally engage to the text. The study involved 36 students in a junior high school where a non-observation classroom action research was done. By comparing the pre-test and post-test the author implies that the 3-2-1 strategy boosted the students reading comprehension. This strategy also pushed the students to have personal comprehension through self-questioning which is categorized as metacognitive strategy because it is based on thinking and problem-solving strategies to fit specific learning situations.

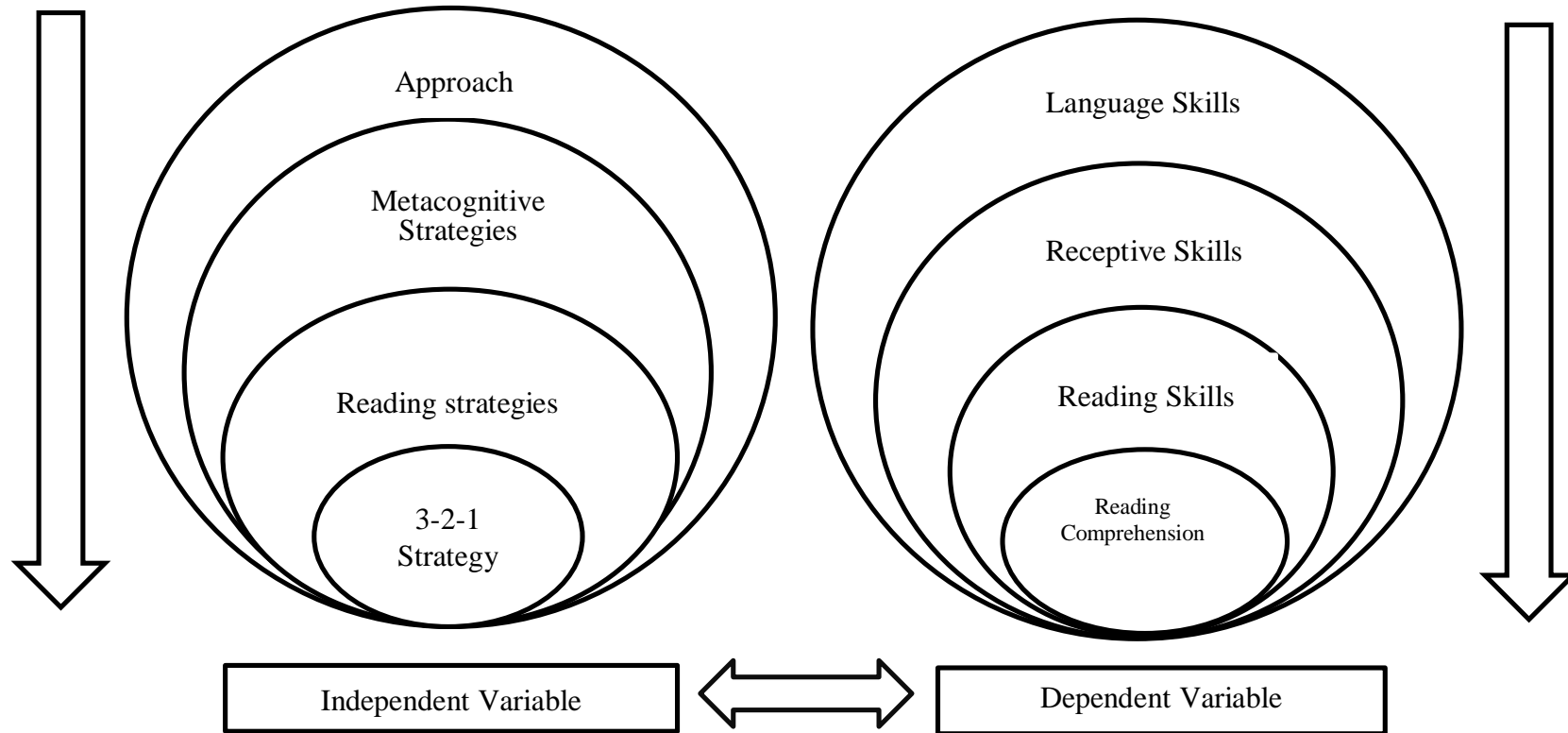
The paper of Alsamadani (2011) titled “The effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension” states that college-level students were trained by using this strategy for six weeks. The study shows that 43 students who were in the experimental group

showed a great difference in reading understanding comparing with the control group. The quasi-experimental study revealed that applying the 3-2-1 strategy, the EFL students were able to identify main ideas, answer factual questions, recall and summarize passages in a better way and the most important fact, they processed information, synthesized key points, and formulated questions which are demanding strategies in the academic life.

In the paper published by Marlina (2015) with the topic “Teaching Reading Comprehension by Using 3-2-1 Strategy to the tenth grades students of SMA Ethika Palembang” the author states the purpose of the study to develop reading comprehension skills with the use of the 3-2-1 strategy. The study was conducted with 30 students who at the end of the research became active participants in group discussions, shared opinions, and enjoyed working in groups. The researcher pinpoints that the use of this strategy helped students score better than the control group and showed significant reading achievement. Therefore, students increased their reading comprehension which is the key to learn in all aspects, and got a better understanding of implicit information.

Figure 1

*Key categories*



Source: Paredes, E. (2021)

## **Independent Variable Framework.**

### **1.2. Approach**

An approach is “ the philosophical orientation to instruct that serves as a guide for choosing among methods that are considered to be consistent with tenets of the theory and scientifically based research that ground the philosophy” (Herrera & Murry, 2011). It means that keeping in mind the theory about how the language is learned, approaches guide educators to choose among them the ones that foster the learning of the English Language. Approaches also help teachers to have a wide view of them and analyze if they fit to the different backgrounds students bring to the classroom.

### **Metacognition**

Metacognition is “the thinking about one’s own perceiving, understanding, remembering, reflection, etc.” (Papleontiou, 2003). In other words, the ability to think about what we think and reflect on it, are higher thinking skills. Questions like why and how push students to look for strategies to approach academic situations and reflect on their own performance. Furthermore, these skills are key points to make students identify their weaknesses and strengths, and figure out some strategies to overcome their limits.

### **Strategies to Promote Metacognition**

According to (Price, 2015) “When students practice metacognition, the act of thinking helps them make greater sense of their life experiences and start achieving at higher levels”. These strategies can be applied in the classroom to guide students to make more aware of their own learning and foster their thinking through questioning.

Give students practice recognizing what they do not understand, as the author Price-Mitchell (2015) suggests, it is advisable that teachers, at the end of the class, facilitate time to express things that children found confusing about the topic. These challenging topic discussions can guide learners to embrace the confusing ideas as part of their learning. As a result, they recognize that lack of understanding is an important part of developing self-awareness.

Provide opportunities to reflect on coursework. The action of recognizing how much our cognitive growth has expanded after having a profound knowledge about a topic is important in higher-order thinking skills. It is because we can analyze what information we had before and what information is updated to my knowledge after studying something. In this case, teachers can facilitate formats where students write down which knowledge they have before starting teaching the class, and later they will complete what knowledge they have gained.

Have students keep learning journals. By keeping personal journals to monitor students' own thinking is useful. According to Price (2015) states that students can reflect on how, rather than what they have learned during the lesson. For instance, questions like:

What was the easiest for me to learn? and why?

What was the most challenging to learn? Why?

Which study strategies worked well and which ones do not?

And what study habits will I try to improve?

Consider essays instead of multiple-choice exams. Even though multiple-choice questions help to check student's understanding, Price (2015) pinpoints that some research shows that students use lower-level thinking skills when working with these kinds of activities.

On the other hand, to work on essays, learners need to have higher-level metacognitive skills since they have to reflect to express their point of view. So, grading essays can be time-consuming, but teachers need to foster higher thinking skills to help students perform better in their academic settings.

### **Reading Strategies**

By understanding that reading is more than just knowing only the meaning of some words and vocabulary, readers have to manage some skills to interact with written texts and develop a better understanding of them.

### **Extensive Reading**

When students read longer pieces of readings and do it for pleasure is considered extensive reading. This is a strategy to improve reading skills because learners encounter grammar patterns in context, develop their own reading speed, and deepen their understanding about how grammar and vocabulary work. Krashen's theory, which relates to the input hypothesis, states that reading helps a lot to L2 learners to improve their vocabulary knowledge. Also, according to Feng (2020), lack of vocabulary is a constraint for nonnative speakers due to they have to make a great effort to make some improvement in learning the English language. In other words, all students need to be boosted in all kind of texts to expand their English knowledge.

### **Intensive Reading**

Intensive reading is “the reading that is only limited to the short texts and carried out with the aim of understanding the whole content of the reading ” (Mughtar et al., 2019). This strategy is used by many teachers since it involves comprehension of the texts, instruction of grammar and vocabulary. Moreover, texts can be difficult and these ones are often chosen by the teacher. Therefore, students read at the same speed and the dictionary is used vey often to get a deeper understanding. However, even if a learner can decode a text, decoding texts is not enough. If we want the students develop reading comprehension skills, they have to know the six general skills and knowledge areas:

Automatic recognition skills

Vocabulary and structural knowledge

Formal discourse and structure knowledge

Content world background knowledge

Synthesis and evaluation skills/ strategies

Metacognitive knowledge and skill monitoring, (Sulieyman, 2006).

### **The 3-2-1 strategy**

The 3-2-1 strategy is the one that promotes reading comprehension skills. It is very useful since it helps students have a commitment with the text, identify key points, summarize and

get important insights and set questions about the reading which lead them to think about it in a profound way.

Also, there was a clear evidence that 20 learners who were in the experimental group improved significantly their reading ability in 20% after two months and became more independent learners (Lerena, 2020).

By making students structure their responses in the 3-2-1 strategy, teachers can identify students' takeaways, comprehension and even use them as a prompt to start a class discussion. So, the teachers will go over the steps to use this strategy.

### **How to use the 3-2-1 strategy**

Before using the 3-2-1 strategy, the teachers are going to follow the same steps required in the pre-reading, while-reading and after-reading stage. As the purpose of the reading is making students understand what they have read, after engaging students with the text, or a lesson, this strategy can be used while reading or at the end of the activity. Moreover, this activity pushes students to read independently and identify key important details or facts that seem new for them. So, the teacher asks learners to list the following details:

\*Three things or main ideas or details they have learned or gotten from this lesson or from the text. In this way, it is easy to monitor passive participation from students, and guide them to go back to the text and look for these details. The aim is to make every student work and distinguish important information.

\*Two interesting things or facts that caught their attention. The teachers ask students to share some information that seems interesting and piqued their curiosity. Therefore, learners pick up the most important information that has been found in the text and little by little become independent thinkers.

\*One question they still have about the topic. These kinds of questions can be factual questions or sequence of events, to clarify or verify general information. This activity serves students to practice active questioning, (Alsamadani, 2011).

Later, teacher evaluates the students' responses and these answers are going to be used as reference to know how much understanding they got based on the text. However, it is said that teachers have to model first how to use this strategy and work together with the students so the next time students can use the strategy independently.

### **Advantages of using the 3-2-1 strategy**

Some advantages can be described as the followings:

It can be used at any time during the lesson if teachers want their students to think about their learning. For example, at the beginning it can be used to check understanding of any part of the lesson, and during the lessons, students can be involved in class discussions. At the end of the class, it can be used to review what was learned in the lesson or at the end of a period, (Sandhu, 2021).



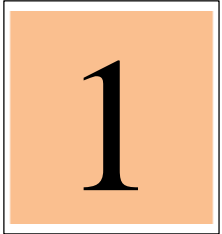
### **Reasons to use 3-2-1 strategy**

The reason why the 3-2-1 strategy is useful is because this makes students reflect on their own learning. It also says it pushes learners to summarize what they have read and formulate about the topic. In other words, the students identify three main facts about the text, get two outstanding impressions and set a question about it. Moreover, this strategy lets teachers adapt it to all subjects depending on the teaching objectives. For example, students can keep journals or learning logs and work in groups to explain their understanding which foster real communication, ESA 6 & 7 Tecnology & Innovation In Education (2006). On the other hand, the teacher has to keep in mind that feedback is an important activity at the end of this process.

The key facts, the interesting insights, facts, and questions can vary according to the purpose of the lesson of the class. So, it depends if the teachers have identified the students' weakness and want they to improve the reading comprehension. For instance, instead of asking 1 question as the third activity, teachers can use it as the second step and ask 2 questions instead.

Table 1

*3-2-1 Strategy*

<b>Name:</b>	
<b>Title of the reading:</b>	
<b>Author:</b>	
<b>3 things I have learned</b>	
	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
<b>2 interesting facts</b>	
	<ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>
<b>1 question I still have</b>	
	<ul style="list-style-type: none"><li>• .....</li></ul>

Source: Paredes, E. (2021)

### Variation of the 3-2-1 Strategy

The 3-2-1 strategy referred to in this booklet can be helpful because it prompts students to reflect on their own learning. In other words, students can become familiar with the main facts about the text, promote discussions, check for understanding, and review their learning.

The 3-2-1 strategy gives the students the opportunity to review the text, pause and review the content and the author suggests that according to the student's needs some adaptations can be done like the following:

Option one: 3 important facts, 2 interesting ideas, 1 insight about themselves as learners

Option two: 3 key words, 2 new ideas, 1 thought to think about

Option three: 3 questions, 2 predictions based on the text, make one connection. (connect to something you know or have experienced), (Preszler, 2006).

Also, for beginners these options can be changed according to their level or difficulty of the text. For instance:

- 3 things I have learned
- 2 things I liked
- 1 thing I did not like

Another could be

- 3 facts
- 2 main ideas
- 1 important word

Also, the teachers can make students work in this way

- 3 key words
- 2 pictures and 1 sentence

As it is described, teachers have some different options to make students engage with the text they read in class.

## **Dependent Variable Framework**

### **1.3. English Language in Ecuador**

As an international language spoken worldwide, English has always been considered as an asset for the majority of people, mainly for students whose aim is to study abroad, get a scholarship to keep their studies or even start working.

However, it is necessary to highlight that according to The Common European Framework of Reference (CEFR) and its guided learning hours, it is needed from 350 to 400 study hours to get B1 level, (H, 2021). This doesn't match with the time spent to teach English in Ecuadorian public high schools. Based on the ministerial agreement N°. MINEDUC-ME-2016-00020-A, 5 hours of English teaching weekly is mandatory and should be enough in order the students get their proficiency in the English language, but a lot of constrains were identified on learning this language mainly in reading comprehension.

#### **What a Skill Mean**

It can be defined as the ability to do something well. As defined by (Wikipedia) a skill is “the learned ability to perform an action with determined results with good execution often within a given amount of time, energy or both”. Therefore, in learning a language, it is the ability a person has and makes use of it to communicate. So, in English language, these complex skills are divided into productive skills and receptive skills. The productive skills or active skills relate to speaking and writing while the receptive skills or passive ones are related to listening and reading.

#### **English Skills**

Through the time, the way of teaching English in Ecuador has changed, some traditional approaches like grammatical and translation ones pushed the students to learn the language by memorizing and practicing rules for common language use. Nevertheless, it has changed since the new English curriculum was stated and the communicative approach is being used. According to (Espinosa & Soto, 2015), the new curriculum is trying be more aligned with

the progressivist philosophy where the student is the active participant in the classroom and whose activities promote critical thinking and problem-solving skills (p 25). These are the skills that all learners have to develop to face this competitive world and create more opportunities to improve their life style.

Fostering the development of the four main English skills: listening, speaking, reading and writing help students to be independent language users. It is pivotal that teachers use a variety of methods and strategies that promote linguistic competence and suit students' needs. Also "these skills should be addressed in a way that helps students to meet the objectives you set for them to develop their communicative competence gradually", (Manaj, 2015). For this reason, educators should apply in a wise way all the classroom activities and create the necessary conditions that meet high standards which help students learn effectively and reach the desired outcomes as in the Ecuadorian Curriculum 2016 is mentioned.

### **Productive skills**

The active skills, writing and speaking, are the basic skills that learners use to communicate. These skills are measurable and observable in language learning. These skills guide students to produce either oral or written messages appropriately that is why students need a lot of practice since they need them to convey their ideas or inform something. For example when writing emails, letters, reports, notes, essays or even for taking notes, learners need to manage these skills to show clear evidence of the learning progress. However, as Golkova & Hubackova (2014) mention, speaking and writing do not work independently because they are linked to the receptive skills since they represent an essential part of the language skills to make the learning of the language meaningful and effective.

### **Receptive Skills**

The receptive skills are related to listening and reading and are the ones which help the learners to understand or interpret spoken or written material. To develop these skills, students make use of cognitive process because they need to understand to get specific information or get a general idea of the listening or the text. Likewise, if students have poor development of receptive skills it is impossible for them to carry out orders or understand a

lot of information found in academic texts. It is equally important to remember that “ a rich exposure to listening and reading is required to attain proficiency in natural production” (Madsen & Bushman, 1989). For this reason, the receptive skills must be given equal importance as the productive ones since all of them are interlinked.

## **Reading**

Reading is a receptive skill which is not just a simple skill taught in the first years of education and where the child reads a text aloud. This involves a complex mental process where the readers have to be able to decode each word of a text, comprehend the meaning of the words and construct an understanding of it, (Schoenbach R. , Greenleaf C., 1999). Also, it takes time to be a skillful reader and be able to deduce meaning, draw inferences, understand explicit and non-explicit information, have knowledge about syntax, lexis, and so forth, (Bojovic, 2010).

## **Reading Techniques**

Being reading the ability to draw meaning and interpret information from a printed text, it is taken for granted for experienced readers, however, this is an individual activity and it is required of some strategies to fulfill this complex skill. Besides, developing reading skills is not as easy as it seems. It takes time because it is a process and some strategies can be set.

## **Strategies to Improve Reading Comprehension**

Inferring is a higher thinking skill which refers to read between lines and guess based on the information that is not stated explicitly. Through inferring, students will be able to draw conclusions and make predictions based on the information and pictures to create meaning (Khathayut & Karavi, 2011). When learners are able to make inferences, they show a deepest level of understanding that is not so simple like decoding as beginners. To make sure that learners are understanding at this level is a good idea that teachers use graphs, pictures, related vocabulary or titles which are cues to get correct inferences. Also, questions like how and why are going to guide learners to prove the validity of their thinking because inferences

have relationship between what the learners get as evidence and the prior knowledge they have.

Questioning is another reading strategy which is questioning about what you read. The main purpose is to engage the students with the text and find the purpose for reading by monitoring them through questions. Educators can ask questions before, during and after the reading to make students have a deep understanding of the text and increase their comprehension. According to (Khathayut & Karavi, 2011) questioning pushes students to go over the text and look for information that que can factual or inferred and sometimes some of these questions can be answered based on the students's prior knowledge. It must also be said that questions like why am I reading this, or what do they mean by that? are very common for good readers who challenge themselves by questioning while they read.

After reading a large pice of information, summarizing is a way where students show the ability of giving a general picture about what it was read. To do this, it is required that students discern the most important ideas, take the essential ones, ignore irrelevant information, and integrate their ideas in a meaningful way. This is really hard since students are not accustomed to do this classroom activity very often. Also, the ability to get the concise understanding can be developed not only in the English class, it can be applied in all school subjects. According to (Khathayut & Karavi, 2011), summarizing is an abridgement where main ideas are expressed and these have to be shorter that the original text. That is why students have to practice this activity a lot since they confuse minor details with relevant information.

### **Importance of Reading**

It is necessary to point out the importance of creating reading habits from the first years of education due to reading is a very challenging skill to be learned and most students lack of this practice. This leads them to have deficient abilities to make critical analysis, reflect on relevant information or even understand instructions,(Jaramillo et al., 2019). For instance, in Ecuador 27% of people has the habit to read and most of them only read one or two hours weekly.

Also, this survey shows that people from 16 to 24 years old read the most, and only 33% of them do it only for academic purposes, (INEC, 2012). That is why teachers should push and encourage learners to state reading habits not only for their academy performance but also for entertainment or personal growth.

Reading is related directly with learning and is connected to literacy and civilization development, (Bouhedjam, 2015). According to the author this skill is being widely assessed in developing countries in the earlier grades of primary schools. That is why reading is essential not only for personal growth but also for learning progress because it helps to expand the children's knowledge beyond their surroundings and they get motivated to keep studying. When reading at the early ages, there is lasting benefits for learners, for instance, students tend to report higher average scores mainly when they have reading support and when their parents engage their children in early literacy activities, (UNESCO, 2017).

In addition, reading helps to enhance your memory and boost your analytical thinking skills. Indeed, when people read and keep this activity as a routine, they are working out their memory and creating new threads, and pushing their brain to strength the memory muscles, (Prabhakaran, 2018). In this case, reading is a stimulating activity that let the brain forges new knowledge, strengthens the existing one and helps to keep your memory sharp. So, the more a person reads, the better understanding will be gained and the building blocks and patterns created will help to build analytical thinking skills.

Reading is a fundamental skill that expands your vocabulary and makes you a better writer. Since readers are exposed to all kind of texts, a lot of vocabulary is learned and it will sooner or later take place in their speech and utterances. This vocabulary is going to be more sophisticated and eventually will be part of their daily communication making them to stand out in their careers or professions, (Prabhakaran, 2018). This makes reflect that the spand of vocabulary a person gets is greatly important not only for oral communication but also for writing since it will be in handy and help the writers to have their own style. For that reason, it is pivotal to become a reader who is more aware of words and new ideas as a step to be creative and also as a way of increase knowledge and learning.

## **Reading Comprehension**

Reading comprehension is one of the essential skills that language learners have to develop during all their lives since it is imperative for their academic success. According to (Meniado, 2016) the ability to read for various purposes is a precursor of a successful learning in schools, colleges and universities. Also, he states that it is a survival skill in the 21<sup>st</sup> century when you encounter with different points of view which enables you to be open-minded and have a deeper understanding of your surroundings and beyond that it means the world. So, when learners have not developed this skill, it can be reflected on their academic learning.

Even though reading skills help widely in all fields and they are necessary in education, these do not have to be taught isolated. The author (Kovács, 2018) pinpoints that teachers should have a vast knowledge about reading strategies and teach them as integrated skills since they are important for communication or they may become inefficient if they are practiced without other skills. According to Bardos (2005) cited on (Kovács, 2018), there are six skills for communication and these are divided into three levels: the first level refers to understanding (listening and reading comprehension), the second one is communicating (writing and speaking) and the last one is mediation (translation and interpretation). As the models refer, the four macro skills are essential and teaching them separately is less effective if the integrated language teaching is proposed.

## **Reading Difficulties**

By applying traditional teaching methods, it is not helping to the students at all if educators do not teach to them to think at higher cognitive levels. “Reading is the foundation on which the system of education is built” (Faulker, 2010). So, all students need a lot of guidance to develop strong reading comprehension skills beginning from the most basic skills as recalling facts or concepts to higher levels as creating or designing, formulating or analyzing information. Thus, the educators have to push students to increase their thinking skills by doing the appropriate activities that match this aim since the beginning levels.

Reading is a complex task and it is a combination of knowledge, strategies and understanding that takes a lot of time. Since it is a purposeful and interactive activity, some researchers state that the more time a person is exposed to texts and practices comprehension reading, better outcomes will be shown. So, analyzing the results of the tests given at Pedro Fermín Cevallos High School, it can be mentioned that students struggle a lot in the reading section mainly because of lack of vocabulary, difficulties to understand comprehension questions, identify main ideas, make inferences, identify sequence and the use of synonyms, antonyms. (Nurjanah, 2018). Indeed, teachers have to work harder by applying different strategies to make students take active involvement in intensive and extensive readings during the entire academic year (Lucalampariello, 2017).

### **Decoding Difficulties**

For beginning readers, decoding is the first skill that is needed to be developed. This refers to understanding of vocabulary and grammar. Zainurrahman & Djabir (2020) states that some students struggle in this process because they misunderstand or do not understand the meaning of some words or encounter with unfamiliar grammatical structures. This can also happen because their first language L1 can interfere or students do not have a lot of literacy experiences or have low motivation to read and that is why teachers have to choose appropriate texts according to the students' linguistic competence to avoid students fail to comprehend texts.

Even though automaticity decoding is developed through time by practicing reading, it does not necessarily means that a learner can develop reading skills in the same average. Samuel (1976) states that both skills are almost impossible to be developed equally since the human brain only pays more attention to one thing. In this case, it is mentioned that students need to be trained more in reading comprehension than in automatic decoding because the first one takes more time and makes learners pay more attention on what they are reading. It means that learners will have to go over the text, get the general idea, look for details, and even make inferences which is harder than only knowing the meaning of some words.

### **Comprehension Difficulties**

After managing the decoding problem, learners have to interpret what was read, make connections with what they already know and even work in the inferential level. However, if students struggle in lexical and grammatical section unit, comprehension is difficult because concentration is fail when students spend time looking for the meaning of the words or trying to understand large sentences to make sense (Zainurrahman & Djabir, 2020). In other words, at this level students need to develop their cognitive skills to make predictions, inferences, sequences, and recall pivotal information just by guessing meaning of words or sentences in context.

### **Retention Difficulties**

For good readers is assumed that retention is not a problem at all. However, recalling information, relating ideas, applying the content to personal experiences, remembering information and even summarizing is challenging for learners (Zainurrahman & Djabir, 2020). In essence, to get higher level, students have to get some domain in vocabulary and grammar, high comprehension skills and comprise main ideas to summarize any kind of texts, these can be shorter or longer. However, the majority of students struggle in the first and second domain and it is really harder to get the third level because of the lack of practice, experience and motivation, and most of the time reading is misunderstood as only reading out loud.

### **Lexile Framework for Reading**

Managing literacy skills has some influence on the development of the country. Since education is a policy in Ecuador and the government make some investment each year, the main objective is to improve education and not leave any child behind. However, when these skills are not well developed, it has a negative impact on the country's economy. According to Jackson (1996), it is the "information age" and reading is an important skill to be fostered and this skill has become a survival one which means it is needed in all fields. For instance, dealing with low literacy rates affects the economy of the Unites States, and everybody should help to work on reinforcement of reading comprehension.

## Reading Lexile Measure

To solve the problem of reading comprehension and help students, parents and teachers guide students to choose the appropriate text to start reading, the lexile metric was designed. Therefore, it is a guidance to be more objective in testing the complexity of the texts and to guide learners and educators get the texts according to the students' reading comprehension skills. It means that reader's age is not always related to the complexity of the text, instead it has to have a relation with his or her ability to get understanding of what has been read.

## Lexile Text Measures

The lexile text measure describes the semantic and syntactic features of a book, text or article. Both, lexile reader measures and lexile text measures are reported on the lexile scale and represented by a number followed by the letter "L". The following charts show the text lexile range for both, junior and college students which is a guide for teachers when they want students to get involved in the reading process.

Tabla 2

*Lexile Text Measures*

College students	Lexile range	Child's grade	Lexile range
1	190L-530L	1	25L-325L
2	420L-650L	2	350L-525L
3	520L-820L	3	550L-675L
4	740L-940L	4	700L-775L
5	830L-1010L	5	800L-875L
6	925L-1070L	6	900L-950L
7	970L-1120L	7	975L-1025L
8	1010L-1185L	8	1050L-1075L
9	1050L-1260L	9	1100L-1125L
10	1080L-1335L	10	1150L-1175L
11-12	1185L- 1385L	11	1200L +

Adapted from Lexile Framework for Reading Center  
<https://bit.ly/3vEhmGk>

Source: Paredes, E. (2021)

## **Useful Website to Promote Reading Sills**

### **Readworks**

Readworks.org is a valuable nonprofit website designed to provide high impact instruction that build better readers. It provides free access to the highest quality reading material and resources for educators, students and parents and can be used as extensive reading because there is a variety of texts that lerners can choose to read by their own.

It also offers free content, curriculum and tools to power teaching and learning from kindergarten to 12th grade. Moreover, it lets students engage in a varity of type texts whose questions build comprehension, is authomatic graded and keeps track of the students' progress. It also helps students grow in literacy and be better in standardize assessments due to the range of topics provided, the easy way to access and the diversity of reading levels that encourage students to keep reading as part of their study routine. Other feature about this webpage is that it builds students background knowledge, vocabulary and reading stamina.

Educators, students and even parents have the opportunity to find different content type, activities, topics, text types which are according to students' grade. It also provides a vast number of text collection and each one can be identified by its lexile. This feature allows to have a clear idea of the complexity of the texts and work on reading comprehension since it is the foundation for all other learning and knowledge.

Figure 2

*Readworks*

The screenshot shows the Readworks website interface. On the left, there are filter sections: 'CONTENT TYPE' with options like Reading Passages, eBooks, StepReads, etc.; 'AUDIO' with Human-voice Audio; and 'ACTIVITY TYPE' with Full Question Set, Express Question Set, Open-Ended Question Set, and All Inferring selected. On the right, there are two tabs: 'Full Question Set' and 'Inferring Question Set'. Below the tabs, four reading passages are listed:

- An Unlikely Parasite: The Mistletoe** (Life Science, 3rd, 790L, 303 Words, Nonfiction, 1 Q set)
- The Song of Wandering Aengus** (7th, 8th, 185 Words, Poetry, 1 Q set)
- Thanksgiving: Fact or Fiction** (U.S. History, 7th-8th, 1460L, 1,217 Words, Nonfiction, 1 Q set)
- Native American Conflicts** (U.S. History, Geography & Societies, 9th-10th, 1340L, 554 Words, Nonfiction, 1 Q set)

Source: <https://www.readworks.org/>

**Readtheory**

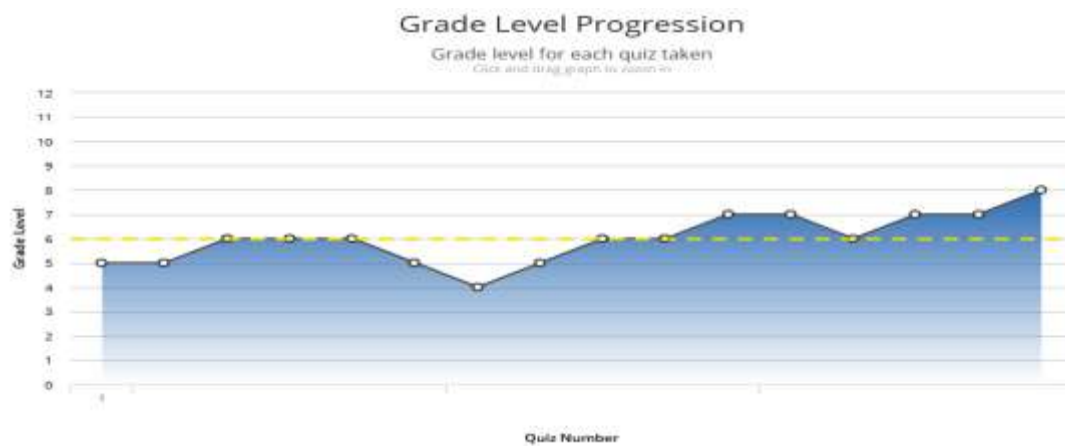
It is a user friendly website which supports extensive reading to guide learner to improve their reading comprehension skills. At the beginning learners will take a pre-test which lasts from 20 to 30 minutes and since then they will be placed in the appropriate level according to their reading comprehension. After knowing their reading level and the lexile of the texts the students will be working with, they will be able to start their daily reading routine. This provides specific information to identify the starting point, the reading lexile and text lexile to streng students' ability to foster their comprehension skills.

Figure 3

*Level Progression*

Source: <https://bit.ly/2T5fwjy>

Figure 4

*Grade Level Progression*

Source: <https://bit.ly/2T5fwjy>

## **CHAPTER II: METHODOLOGY**

The present research was conducted in virtual manner where the reading comprehension strategies were developed as a priority in learning English as a foreign language. During this process, it was possible to make students build up metacognitive skills while working in online environments due to the COVID-19 pandemic. Equally important to pinpoint is that students worked with 15 differentiated readings which means 3 different topics each week, that pushed them to make progress according to their own reading comprehension speed. Thus, as the students progressed, they encountered slightly more complex readings.

This section also describes the kind of methodology used while the research was done. It means the specific procedures, methods or techniques used to identify, select, process, and analyze the information about a particular study. This section is important to evaluate critically the process and all the data gathered to prove the validity and reliability of the research. All of the description done in this chapter is based on the activities done during the study, so at the end it can be argued about the findings of the study which go beyond the process of only gathering information that support the research. It involves insights and interpretations of data gathered to draw conclusions.

### **2.1. Research and Research Approach**

#### **Descriptive**

This research is descriptive since in this section the most relevant information related to the students is given. In essence, it makes emphasis on the situation the students are going through while having problems with reading comprehension. Therefore, the phenomenon and the characteristics related to the problem about reading comprehension skills are described and the students' opinions, perspectives and attitudes are included, too.

#### **Exploratory**

The exploratory research makes emphasis on the problem found in reading comprehension. This consists on collecting , analyzing, interpreting observations, and data gathered of the issues that learners face when reading comprehension is analyzed. To develop all this process, a manual calculation by using the excel document was used. Also, primary and

secondary research are used in a deep way to get a better understanding of the problems that students have when they start reading.

### **Primary Research**

The researcher supported this study in the primary research since the data collected was done directly without depending on data gathered from previous studies. Therefore, some surveys and interviews were used to get specific information and data in order to address a certain problem which requires a deep analysis. For instance, surveys and interviews helped to analyze the students' perceptions related to the 3-2-1 strategy.

### **Qualitative**

This work was based on qualitative research because it was relevant to analyze non-numerical data such as observations, surveys and interviews. Therefore, it was important to know students' concepts, opinions and experiences or perceptions they had during the research. Thus, to interpret information about reading comprehension issues and students' attitudes was imperative to use this type of research. Also, it can be said that in this section, the validation of the pre-test and post-test is included because they needed to be analyzed if they covered the requirements to be applied in the class.

### **Quantitative**

The research is quantitative because the information gathered from numerical data was analyzed. It is related to frequencies, percentages, averages, tables, images, figures, and other statistical analysis. The 3-2-1 strategy was used to make students reach higher levels of reading comprehension where some measurable information was gathered from the two variables. Also, it was relevant to make some predictions to confirm the information and analyze the results from the pre-test and post-test and its effects on reading comprehension.

### **Quasi-experimental**

The study follows a quasi-experimental design since a pre-test and a post-test were applied to know the usefulness and the impact of the 3-2-1 strategy and the level of reading comprehension students got during the research. Also, this information was analyzed to know the acceptance of the strategy as part of the reading process.

## **2.2. Variable Operationalization**

In this study, two variables were used. The independent variable was the 3 2 1 Strategy and the dependent one was reading comprehension.

### **Independent Variable**

The first variable described in this study is “the 3-2-1 strategy” defined as the one that promotes reading comprehension skills and helps language learners identify key points from the text, summarize and get important insights about it and question at the same time about what has been read.

Based on the research, there are three dimensions related to the 3-2-1 strategy. The first one is understanding, the second is summarizing and the last one is questioning.

In the understanding section, learners have to describe 3 things they have learned after reading. So, they have to identify content words and relevant information.

In the summarizing dimension, students tell 2 interesting facts, it means that important points have to be retold.

Finally, in the questioning aspect, 1 question is shared by the learners to ask further information. In this variable, the post-reading technique is applied and the 3-2-1 strategy chart is used as instrument.

### **Dependent Variable**

On the other hand, the dependent variable “Reading Comprehension” is stated. It is the ability to understand and interpret of what is read and it is one of the essential skills for academic success. In this section, there are 3 dimensions: decoding, comprehension, and retention.

Decoding is related to vocabulary and grammar knowledge. In this section the following question has been considered:

- What does the word “it” in the second sentences refers to?

Comprehension relates to the understanding of factual, inference, and sequence questions. Therefore, factual and inference questions take more relevance in this research. For instance, questions related to facts are the following:

- Why was Luis excited at the start of the story?
- Why doesn't Luis' mother buy the computer game when Luis first asks her for it?

In the same way, questions stated beneath are considered as inference questions:

- How does Luis' mom most likely feel about the computer game?
- Why might the author have used an exclamation point when Luis tells his mother that the game is here?
- How does Luis' mother probably feel about Luis saving up his money to buy the computer game?
- This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

In the retention dimension, summarizing and concluding questions are considered as indicators to assess the understanding of the reading. For conclusion, this question has been given:

“You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need.”

What conclusion can you draw from this evidence?

Similarly, to work on making summaries, the following questions were chosen:

What is the main problem Luis faces in the story?

What is the main idea of this story?

The technique used in this part was the pre- test and post- test and the instrument applied was the reading comprehension test.

Also, there were two professors who got a master's degree in teaching English and validated these instruments according to the aims presented in the study. They were asked to fill out a table with their personal and professional information. Also, information such as objectives of the research, the variables of the operationalization related to the 3-2-1 strategy and reading comprehension, and the grading table were presented, so the experts checked if they met the needed requirements.

Due to the pandemic, some online resources were used during all the study. The two main resources used in this research were called Readworks and Readtheory that are websites that let students to practice intensive and extensive reading. During the intervention, the two platforms were useful since they store information and keep a track of the students' reading progress.

Readworks is a website that offers texts of different genre and variety of text lexiles that let teachers analyze and choose the appropriate ones that cover students' needs. Moreover, the educator has the opportunity to decide the types of questions needed to develop specific reading comprehension skills.

Readtheory is another free website that provides a lot of readings according to the student's level and it increases the difficulty gradually based on the lexile of the text offering students to complete multiple choice questions related to conclusions, comprehension, vocabulary and summary. These kinds of texts can be used as intensive reading letting students to work on their own pace.

### **Population and Sample**

The population of this research was 31 students. This study was done at Pedro Fermín Cevallos High School. This is a public institution located in the city of Ambato and whose education is directed from elementary to baccalaureate level. The research was carried out with the experimental group who are fifteen and sixteen year old students and belong to the

First Year of Baccalaureate. In the experimental group, the study was done with 11 boys and 20 girls. These students have 5 hours of English class a week and they have been working on the synchronous and asynchronous modality. Additionally, they join to one synchronous class period a week where they work and interact with the teacher online, while in the asynchronous time, they work independently 4 hours a week at home.

Table 1 shows the students' classification according to their age, and sex. It is related to the experimental group. Also, it can be verified the percentage that each aspect represents.

Table 2

*Sample description of experimental group*

Demographic Data	Students between 15-16 <sup>1</sup>	
	N° students	Percentage (%)
Males	11	35
Females	20	65
Total	31	100

Notes:<sup>1</sup> Age of students of First Year of Bachillerato.

For online classes, the platform called Teams was used, which is mandatory according to the Ministry of Education. Therefore, students needed to have internet access, a smart device and an email to join to classes. It could be noticed that few students could not connect to the synchronous class or work on the platform really well due to the internet issues. This made a little harder to control if students were following the reading process and spending the require time needed for this study. Moreover, by the end of the classes, using a unique link, the students were asked to upload the 3-2-1 strategy in each folder which also was read by the teacher. This study was carried out during six weeks.

### **Data Collection**

First of all, the theoretical information gathered from books, papers, articles, scientific magazines and websites were necessary to support the theoretical basis of the two variables used in this study. The articles that assure the effectiveness of the 3-2-1 strategy were essential to compare the influence and the results of previous studies when using this strategy to improve the reading comprehension skills.

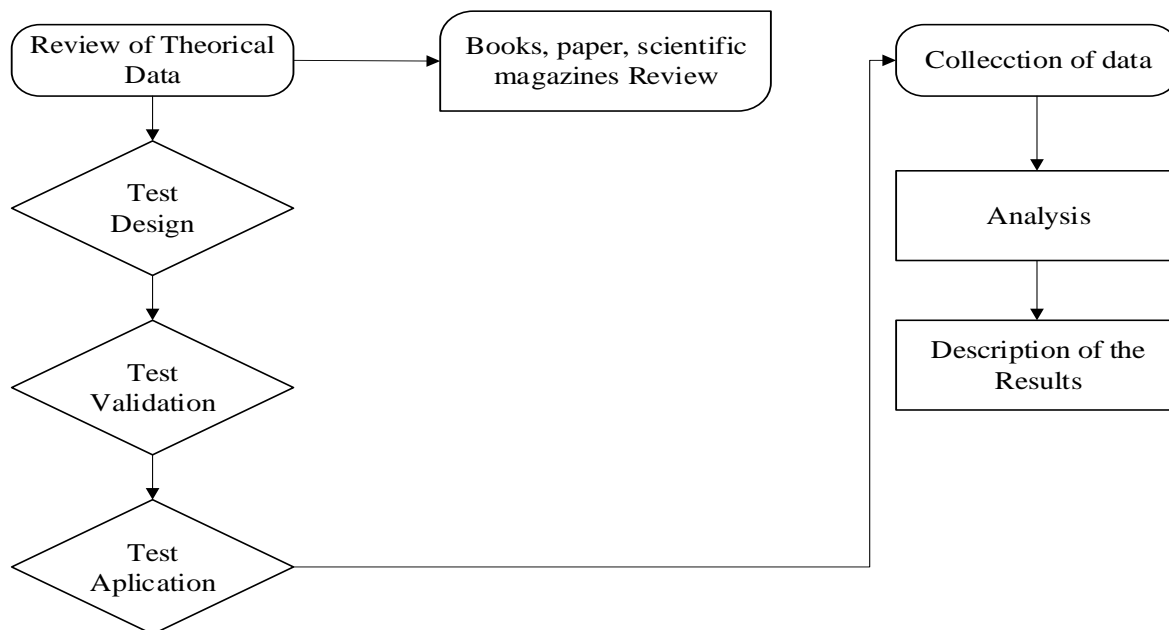
This study also required the use of the 3-2-1 strategy and the instruments such as a pre-test and a post- test and a survey to reach the objectives purposed. Therefore, the pre-test was used to gather information and identify the reading comprehension difficulties and the factors that can constrain it. It consisted on 10 questions that assess the main domains: decoding, comprehension and retention.

One important detail to be mentioned is that at the beginning of the research students were told the importance of developing reading comprehension skills and the aim of this study. Thus, the first reading activity the students worked on was “ I Want to Buy a Computer Game”. It was posted on the Readworks platform. This reading is indexed in the 2nd level, with 280L (lexile) and has 202 words.

Similarly, the students made use of the texts stored in the Readtheory platform as an intensive reading strategy. In this platform, the first activity the students did was the diagnostic reading test that lasted around 30 or 40 minutes. After having taken the test, the system that is automatically designed, analyzed the students’ results and places them in the appropriate reading level. This means that students worked in different reading levels according to the results gotten on the diagnostic test and could observe their English reading level and the text lexile.

Figure 5

*Process and Analysis of Information*



Source: Paredes, E. (2021)

First, this investigation started by reviewing the theoretical variables, such as primary and secondary bibliographic sources were used to analyze the information that support the theoretical section. Also, the pre-test and post-test were presented as the instrument to get specific information. These tests were designed following the principles of the theories that support the variables of 3-2-1 strategy and the reading comprehension skills. Furthermore, these instruments were validated by two experts who are qualified professors and have a lot of experience in English teaching. They included personal and professional information, and signed the validation document. Later, once the pre-test was approved and validated, it was administered to the students the first week of class.

In the same way, to keep a record of these results, an excel sheet was used. After a period of 6 weeks of intervention by using the 3-2-1 strategy, the post-test was taken by the students. In this case, we made use of some technological tools like Google forms to get the students' results. The intructions and the tests were taken by using the Teams platform as manadatory for all public educational institutions.

The tests consisted on 10 information questions divided into 3 main sections such as decoding, comprehension and retention. Therefore, problems related to grammar, vocabulary, factual and inferences questions, conclusions and summary were measured.

The first domain was related to measure vocabulary and grammar knowledge students have at this level. Another component was the comprehension section where students had to infer, predict, and identify sequence. Finally, the retention was stated by summarizing, identifying main ideas and giving conclusions about the reading. There was one question related to decoding problem, 6 questions related to comprehension, and 3 questions that measured retention information. After the intervention, all the data was completed and the information was kept and organized in a Microsoft excel sheet.

In short, the data was organized into different categories such as names of the participants, and the scores they got in the pre-test and post-test.

Thus, after collecting this information from the pre-test and post-test, the manual analysis was done in the excel document to identify the progress on reading comprehension achieved by the students during the intervention.

Finally, this process let us make a comparison of the improvement between the pre-tests and the post-test and some results were found. Based on these results, it is assumed that applying the 3-2-1 strategy in reading activities, is wffective to develop reading comprehension skills.

### **Characterization of the Institution**

The institution “Pedro Fermin Cevallos” offers different levels of education: Elementary, Media, Superior and Baccalaureate levels. It has two sections, the morning and afternoon shift and now synchronous and asynchronous classes were implemented. There are around 3.250 students and 91 professors. In the English area, there are 9 teachers who apply the communicative approach since students take English classes from Second Year of Elementary level. The majority of the studenst take 5 English classes a week while the Third Year of Bachillerato and junior students have only 3 hours of English classes. Also, the English classes last 40 minutes and it is not enough to develop all the English skills mainly reading comprehension skills. Moreover, based on the poor scores gotten by the students in the tests, it can be observed that most of them fail in the reading sections due to their lack of reading skills.

For the facts mentioned previously, the reading proposal would be feasible to work with all students to develop thinking skills since the beginning levels.

### 2.3. Research Proposal

To analyze the reading problems, during the intervention phase, the teacher used the 3-2-1 strategy for 6 weeks to teach reading comprehension. Also, it was required 6 lesson plans that followed the same pattern for the synchronous classes and where the 3-2-1 strategy was included. Moreover, the process of reading was important to follow before applying the strategy.

For this reason, the Reading Proposal is giving with the following suggestions:

- The 3-2-1 strategy must be used in all learning levels making the required adaptations for beginner students to advanced ones.
- A Self assessment rubric sheet or ckeck list is needed for monitoring the students' activities.
- All the material should be provided and suggested by the teacher or look for other strategies but every student should have the material needed to work in the class.
- The teachers can choose all kind of texts but they have to be aware of the text lexile. These ones do not have to be too complex for the students, but they have to cover decoding, comprehension and summarizing questions.
- The number of words and the text lexile provided on the readings will be a guide, so it is advisable to start working with short readings and whose lexile should not be too difficult.
- It is better to make students work in the synchronous classes so teachers can monitor their performance and give feedback straightaway. However, in the face to face classes it is possible for educators to control all the activites directly.
- For assessing students' reading comprehension skills, some digital tools can be used because of the online classes. On the other hand, the paper-based test could be applied when students return to face to face classes.
- The 3-2-1 strategy might be used as formative assessment because teachers identify students' strenghts and weaknesses

## **Guide to Teach Reading Comprehension Through the 3-2-1 Strategy**

### **Informative Data:**

**Institution:** Pedro Fermín Cevallos High School

**Province:** Tungurahua

**City:** Ambato

**Address:** Bolívar and Francisco Flor Street

**Phone Number:** 032 82 13 44

### **Proposal Background**

Being reading a necessary skill to be developed since students encounter with written messages everyday, professors look for different strategies that promote reading comprehension skills. Among the different strategies to this purpose, like skimming, scanning, phase reading, marking text, note-taking and others, the use of the 3-2-1 strategy has some advantages since it makes learners have a deep understanding of the texts.

Based on the reading test applied to the students at Pedro Fermín Cevallos Highh School, it is necessary to teach reading comprehension by using other strategies like the 3-2-1 strategy so students not only follow the process of the different stages of the reading process, but also make them work on vocabulary and grammar patterns, comprehension and summary. It means that students have a clear idea of what was read, are able to recall information and question themselves about doubts that they might have about the reading or the topic.

Moreover, learners would have the opportunity to use this learning strategy to the other subjects to get a better understanding because the 3-2-1- strategy encourages students to work by their own, identify points that need to be reviewed because of the confusion or concern and organize their thoughts.

### **Justification**

The aim of this proporsal is to improve the process of teaching and learning reading through the 3-2-1 strategy at Pedro Fermin Cevallos High School. The professors would consider that using this strategy can help them improve their teaching since developing reading comprehension skills is a fundamental part in students' life. Moreover, when students are

skillful in organizing, integrating and summarizing information this helps them get better performance on academic settings.

### **General Objective**

- To design a didactic guide to teach reading comprehension through the 3-2-1 strategy.

### **Specific Objectives**

- To select specific readings for beginners, intermediate and advanced students
- To propose the new strategy that promotes the reading comprehension
- To improve reading comprehension skills.

### **Proposal Feasibility**

This proposal is achievable and user-friendly due to some reasons:

The institution “Pedro Fermin Cevallos” promotes the International Baccalaureate Program (IB) and students who enroll in it need to have a good English level mainly in reading skills since the IB learners’ profile requires inquirers, thinkers, and knowledgeable students. Therefore, the students will read and do a lot of research, so the strategy can help all the students develop their thinking skills through the 3-2-1 strategy.

Reading is presented in all subjects and this strategy is helpful to interact actively with the texts and the Didactic Guide would contribute to develop reading comprehension skills. Also, students and teachers can share different points of view about texts and make students conscious of their own learning because they are not going to answer only multiple choice questions, true or false statements or even filling gaps to understand texts.

In this globalized world the majority of texts are written in English and to have access to them, students need to manage reading skills to get important information. So, through the didactic guide the teachers will help students to develop reading skills and subskills like grammar and vocabulary. Also, students are going to be aware of the lexile of the texts and how to summarize them by questioning which let them to develop thinking skills.

## Lesson Planning

Table 3

### Lesson Planning Using the 3-2-1- Strategy

	Date: XX-XX-XXXX	Time: 60 minutes synchronic modality	N° students: 11 boys 20 girls
Recent topic work: XXXXX	Recent language work: target Language (vocabulary/ grammar)		
Aims: Promote reading comprehension skills by using the 3-2-1 strategy			
<b>CONTENT OBJECTIVE (CO):</b> This lesson will enable learners to use the 3 2 1 strategy to develop reading skills by understanding comprehension questions.			
<b>LANGUAGE OBJECTIVES (LO):</b>			
<b>Reading</b> ⇒ Students will read short texts according to the reading lexile using the Readtheory platform			
Assessment: Learners use the 3-2-1 strategy to show their understanding about written texts			
Material: dictionary, hands out verbs, computer, laptop, internet, 3-2-1 strategy, Readtheory platform			
Anticipated problems: Internet connection issues. The class will be recorded and posted in the teams platform			
Timing	Teacher activity	Student activity	Assessment
Activation 15	<ul style="list-style-type: none"> <li>*Explain the class objectives</li> <li>*Tell the importance of developing reading comprehension</li> <li>*Explain some reading techniques</li> </ul>	<ul style="list-style-type: none"> <li>*Share points of view</li> <li>*Login the platform Readtheory and start brainstorming about the topic. (randomly chosen by the program)</li> <li>*Tell their ideas or words about the reading.</li> </ul>	<p><b>Formative:</b> Ss will work in each task.</p> <p><b>Summative:</b> Answering comprehension questions related to the reading</p>
Connection 25	<ul style="list-style-type: none"> <li>*Introduce the topic</li> <li>* Give directions before reading</li> <li>* Model the reading strategies</li> <li>*Monitor students' job</li> </ul>	<ul style="list-style-type: none"> <li>*Pay attention to the teacher's instructions</li> <li>*Start reading the text in silent.</li> <li>*Go over the text</li> <li>*Look for new vocabulary and write down the meaning.</li> <li>*Tell the teacher about the new vocabulary they have discovered.</li> <li>*Start answering comprehension questions and have to get at least 75% of their understanding.</li> <li>*Go over the text and tell a very short summary about the text</li> </ul>	<p><b>Indicators:</b> Summarizing the reading by using the 3-2-1 strategy. Use the new vocabulary in their writings.</p>
Affirmation 30	<ul style="list-style-type: none"> <li>*Model the use of the strategy</li> <li>3 main facts</li> <li>2 important things</li> <li>1 question</li> </ul>	Students will use the 3-2-1 strategy to summarize the reading.	

	*Encourage learners to share their insights about the reading Provide feedback about learners' performance	They will write them down the new vocabulary learned.  Write 3 things that they have learned about the reading. Tell two important facts learned from the reading. Share 1 question they still have about the reading. Make a screen shot of their reading and paste it on the strategy	
Additional possibilities: Review vocabulary and write a short summary about the reading and upload it to the repository.			
Homework/ Further work: Students will log in to the platform twice a week and work on a reading following the same process. They will finish the task and upload the 3-2-1 strategy to the repository weekly.			

Source: Paredes, E. (2021)

### Proposal Readings

The following readings can be applied one for each two weeks since it takes time to cover all the steps and it is advisable to do it in two period-class.

There are 12 reading levels, so students can improve their reading comprehension gradually. These readings will be applied starting from third level.

Table 4

#### *Proposal readings*

Levels	Reading topics	Reading level	Lexile <sup>1</sup>	N° words
Beginners	Time with my Family	3	350L	126
	The Drive Home	3	350L	158
	Three Boats	3	350L	99
	Getting Work	3	450L	91
	Amos Makes a Cake	3	350L	127
Intermediate	A Problem at the Fire Station	4	480L	125
	Calm on Job	4	580L	259
	Roller Coaster	4	570L	289
	The New Law	4	500L	236

	Thinking First	4	540L	235
Advanced	Something Special	5	710L	275
	Softwoods-Hardwood	5	790L	354
	Clean-up	5	890L	121
	Candy Store	5	800L	278
Total	Submarines	5	750L	317

Notes: <sup>1</sup> Complexity of the texts .

## Beginning level Readings

### Time with my Family

My name is Sasha. I'd like to tell you a little bit about my family.

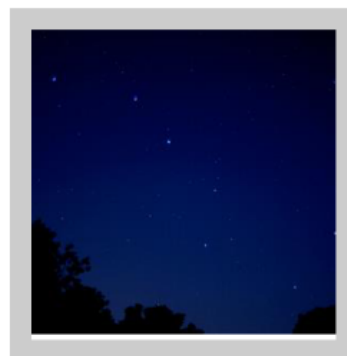
My mother's name is Yana. My father's name is Tony.

We live in a red house with a big backyard. We like to sit in the yard at night. We relax in the cool grass and look up at the stars.

Father says the stars make him happy. Mother tells me the names of the constellations in the sky.

I look for the constellation that I like best. Its name is the Big Dipper. It looks like a large spoon made of stars.

While we are looking at the stars, we hear a baby cry next door. My mother begins to sing. The baby stops crying. We think he heard my mother's pretty song. We all smile.



Source: <https://bit.ly/3cpj72F>

1. What color is Sasha's house?
  - a) red
  - b) blue
  - c) purple
  - d) orange
2. Who is telling this story?
  - a) Tony
  - b) Yana
  - c) Sasha
  - d) the baby
3. When does the family sit in the yard?

- a) in the morning
  - b) in the afternoon
  - c) in the evening
  - d) at night
4. What happens after Yana sings?
- a) A friend comes by
  - b) Tony gets sleepy
  - c) Sasha counts stars
  - d) The baby stops crying
5. Which word best describes the mood of this passage?
- a) wild
  - b) peaceful
  - c) scary
  - d) loud

### ANSWERS:

1:A      2:C      3:D      4:D      5:B

### Intermediate Level Readings

#### A Problem at the Fire Station

Eight firefighters work at Napford station. They are volunteers. This means they work for free. They don't get paid. The fire station gets money from the government. It uses this money to take care of the fire station and the fire truck.

The fire station has a problem. Last winter, a pipe in the fire station froze. Then it burst. Water went everywhere. There was a lot of damage. Now the building cannot be used.

The fire station cannot be used until the damage is repaired. Repairing the damage will cost money. But the fire station does not have enough money. The people in town are nervous. They wonder what will happen if there is a fire and no working fire station. Who will put out the fire?



Source : <https://bit.ly/3ijL5QX>

- 1.- How many firefighters work at Napford station?
- a) 6

b) 7

c) 8

2.- In paragraph 1, we learn that the firefighters who work at Napford station are volunteers. Who is a volunteer?

a) Someone who fights fires

b) Someone who has a problem

c) Someone who works for free

d) Someone who needs help

3.- What caused the damage at the fire station?

a) a fire started

b) a pipe burst

c) a truck crashed

d) a tube broke

4.- The feeling at the end of the passage can be described as

a) worried

b) hopeful

c) happy

d) excited

**ANSWERS:**

1:C

2:C

3:B

4:A

## Advanced Level Reading

### Something Special

Marco's wife's birthday is in two days. Marco wants to do something special to celebrate. He decides to cook her a special birthday dinner. He thinks about what she would like to eat. Her favorite American food is hamburgers, so he is going to make hamburgers for her.

The first step for Marco is to make a grocery list. The list helps him remember to buy all that he needs for the meal when he goes to the store. Here is his grocery list:

*hamburger buns ketchup rice*



Marco asks his daughter, Sara, if she can think of anything else her mother would like to eat. Sara reminds her father that Mom also likes broccoli. He adds this to the list.

*Hamburger buns*

*Ketchup*

*Rice*

*Broccoli*

"Look in the condiments aisle of the grocery store to find the ketchup," Sara tells her father.

At the store, Marco rolls the cart up and down the aisles. He looks at his grocery list. He buys hamburger, buns, ketchup, rice, and broccoli. In the frozen food section, he looks at the ice cream a long time. But he does not put any ice cream in his cart.

Instead, Marco goes to the bakery section of the store. He buys a pretty white cake with blue candles. Blue is his wife's favorite color.

The man behind the bakery counter asks Marco, "Would you like me to put a name on the cake?" Marco nods his head and tells the baker his wife's name.

The baker turns around and works on the cake. When he gives the cake to Marco, the cake says, "Happy Birthday Maria!"

Marco knows his wife will be surprised by her favorite foods and the special cake on her birthday.

Source: <https://bit.ly/3zgiuCr>

1.- Marco decides to celebrate his wife's birthday by

- I. cooking dinner for her
  - II. buying a cake for her
  - III. having a party for her
- a) I only
  - b) I and II only
  - c) II and III only

d) I, II, and III

2.- How does the teacher know the name of Marco's wife?

- a) Sara talks to Marco about her.
- b) Marco writes her name on his grocery list
- c) The baker writes her name on the cake.
- d) The reader never learns the name of Marco's wife

3.- How is Sara related to Maria?

- a) Sara is Maria's friend.
- b) Sara is Maria's mother
- c) Sara is Maria's sister
- d) Sara is Maria's daughter

4.- According to the passage, Marco does not buy the ice cream because he

- a) does not see a flavor that he likes
- b) decides to buy a birthday cake instead
- c) is afraid it will melt before he gets home
- d) remembers that his wife does not like it

5.- How does Sara help her father with dinner?

- a) She lets him know that it is his wife's birthday
- b) She reminds him that her mother likes broccoli
- c) She goes to the grocery store with him
- d) She cooks the hamburgers for him

**ANSWERS:**

1: B      2: C      3: D      4: B      5: B

## 2.4. Proposal Procedures

To apply the 3-2-1 strategy in class, it is necessary to consider the following steps:

1. The professors follow the pre-reading stage.
2. The students read the text individually.
3. The students work on while reading stage by answering the comprehension questions.
4. The students work on the post-reading stage by using the 3-2-1- strategy.

STEP 1: In this stage, it is important that teachers start making a brain storm about the topic that students are going to read. It means that skimming the text is necessary like looking at pictures, titles, headings or even thoughts students have about the text. Also, it is necessary to introduce the target vocabulary to make students familiarize with the reading. In this stage, students need to be interested in the text before start reading.

STEP 2: It is important to let students read in their own speed, it is an individual work so everyone goes over the text and looks for new vocabulary that they have identified. In this stage the teacher monitors and helps learners if they have questions or need some help with the pronunciation of some words or expressions.

STEP 3: In this stage, scanning is necessary since the students starts working on answering comprehension questions. It means that students will look for specific or detailed information. In this section students can confirm predictions, gather and organize information.

STEP 4: After making students read the complete text and answering questions, it is time to work on the 3-2-1 strategy. In this section, students are going to summarize the text by writing down the following aspects: three things they have learned, 2 aspects they found interesting and one question they still have about the text.

At the end, it is important to review the students' responses and start a class discussion to make all students participate actively giving their points of view.

## CHAPTER III: ANALYSIS OF THE RESULTS

### 3.1. Analysis and Interpretation

This chapter describes the analysis done based on the results gathered from the students after applying the 3-2-1 strategy as a mean to increase the reading comprehension skills. It is necessary to highlight that at the beginning students had problems to identify relevant information, and important facts. However, through the practice they were able to do this activity since week 2, it means starting reading 4. Most of the readings were descriptive, narrative and expository texts.

Based on the information mentioned in advance, the data was collected through the survey taken by the students of First Year Of Baccalaureate at Pedro Fermín Cevallos High School from Ambato, Tungurahua province. After the information gathered, the results of the surveys were processed in a manual way by making use of the excel program which shows the specific tabulation results.

The survey was given by the students through a google form, after giving them clear instructions about it. For getting the results, the analysis and the interpretation were done which allowed to make a meaningful study about the problem related to reading comprehension skills based on the statistics data and interpretation.

#### Independent Variable: 3-2-1 Reading Strategy

##### Question 1

Have you ever used the 3-2-1 strategy before this study?

Table 5

##### *Question 1*

Alternative	Frequency	Percentage (%)
Yes	2	7%
No	29	93%
Total	31	100

Author: Paredes, M. (2021)

### **Analysis and interpretation**

The results in table 3, shows that the majority of the students (91,30% ) had never used the 3-2-1 strategy in the process of reading. Only few of them (8,70%) assured they had applied this strategy while they were involved in the reading activities. In conclusion, this is a new reading strategy for most of the students because they had never used it in the reading process. Also, it means that summarizing or concluding activities were omitted or taught in the traditional way when the students were engaged in reading tasks.

### **Question 2**

Was the 3-2-1 strategy useful for your reading comprehension?

Table 6

#### *Question 2*

Alternative	Frequency	Percentage (%)
Yes	29	93%
No	2	7%
Total	31	100

Author: Paredes, M. (2021)

### **Analysis and interpretation**

In table 6, the majority of the students (91.30%) considered that the 3-2-1 strategy was useful for developing their reading comprehension skills and only few of them (8,705) stated that this was not useful. Therefore, it is evident that the 3-2-1 strategy helps the students get a better understanding of texts since they went over the text, identified the main ideas, omitted minor details, organized their ideas to compile, summarized and made good conclusions about the information found in the texts. Moreover, this strategy helped students to become independent learners.

### Questions 3

Did the 3-2-1- strategy help to summarize the text you read?

Table 7

#### *Question 3*

Alternative	Frequency	Percentage (%)
Yes	30	7%
No	1	93%
Total	31	100

Author: Paredes, M. (2021)

#### **Analysis and interpretation**

Table 7 shows that 97% of the students found useful the 3-2-1 strategy to make summaries after reading a text. However, there are few students (3%) who referred that this strategy was not useful at all. These results make us realize that it is feasible to use this strategy to guide students to work on summaries especially in the post-reading stage. Also, considering that summarize is a bit difficult for students, the teachers could apply this strategy more often. Thus, it could be a good idea to use the 3-2-1 strategy as a formative assessment tool.

### Questions 4

Do you think that the 3-2-1 strategy helped to reinforce your knowledge?

Table 8

#### *Question 4*

Alternative	Frequency	Percentage (%)
A lot	20	64
Some	10	33
A little	1	3
Total	31	100

Author: Paredes, M. (2021)

#### **Analysis and interpretation**

According to table 8, 20 students (64%) indicated that the 3-2-1 strategy helped them a lot to reinforce their knowledge while 30% of them stated that they got only some reinforcement, and only 1 student which represents 3% did not find this strategy appropriate to reinforce knowledge, considering it not helpful to achieve this purpose. In conclusion, the 3-2-1 strategy helps learners to reinforce

knowledge which means that the students can clarify the questions that could come up during the reading process and expand a little more their understanding of the text.

### Questions 5

Will you use the 3-2-1 strategy as a tool to improve in your studies?

Table 9

#### *Question 5*

Alternative	Frequency	Percentage (%)
Yes	26	84
No	5	16
Total	31	100

Author: Paredes, M. (2021)

### **Analysis and interpretation**

The results about whether or not the students consider the 3-2-1 strategy as a study tool, table 9 shows that there were 26 students (84%) who will use it in their studies as a way to improve in their studies. Nevertheless, 5 students that represents 16% said that it will not be used. Evidently the majority of the students will use this strategy in the future to get better academic outcomes, and also make some improvement in their scores. While a few of them must be encouraged to use the 3-2-1 strategy due to the advantages it offers.

### **Dependent Variable: Reading comprehension.**

Table 10

#### *Reading comprehension Pre-test/ Post-test results*

Participants <sup>1</sup>	Pre-test	Post-test
	Score	Score
Student 1	6	9
Student 2	7,26	10
Student 3	8,25	8
Student 4	7	8
Student 5	9	9
Student 6	3	8
Student 7	9	8
Student 8	9	10
Student 9	8	9
Student 10	7,75	10

Student 11	5,25	6
Student 12	6,75	10
Student 13	7.75	10
Student 14	3,25	8
Student 15	7,75	9
Student 16	10	10
Student 17	5	7
Student 18	6,5	9
Student 19	6,75	10
Student 20	2	8
Student 21	9,75	10
Student 22	8,5	9
Student 23	7,75	10
Student 24	7,25	2
Student 25	7,75	9
Student 26	9	10
Student 27	7,25	4
Student 28	7	8
Student 29	10	9
Student 30	5	9
Student 31	9,75	10
Mean score	7,22	8,58

*Notes:*<sup>1</sup> Students of First Year of Bachillerato

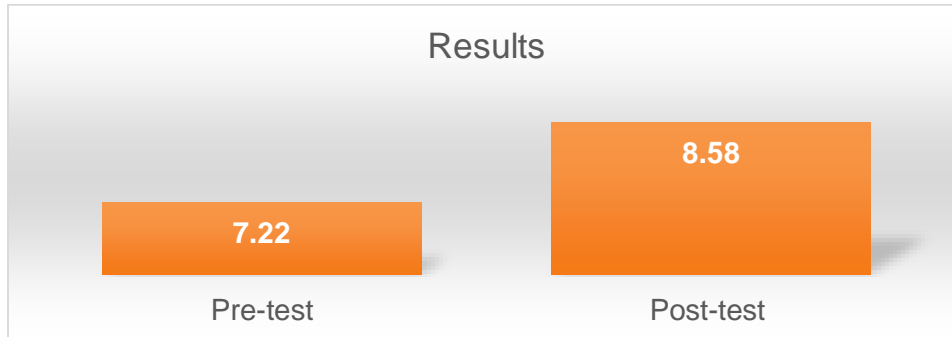
### **Analysis and interpretation**

This table represents the students' scores which stand for pre-test and post-test applied to 31 students enrolled in the First Year of Bachillerato who took part of the research. From the results obtained in the pre-test, 10 students got low scores being 7 points the minimal score to be considered that learners are getting the required learning. Despite of the acceptable improvement in the post-test, only 1 student kept the low score while 2 learners failed in the post-test even though the pre-test score was acceptable. In conclusion, the majority of the students improved their scores when assessing reading comprehension skills and it is remarkable to mention that 11 of them got the highest scores.

## Reading comprehension problems

Figure 6

*Pre-test and Post-test*



Author: Paredes, M. (2021)

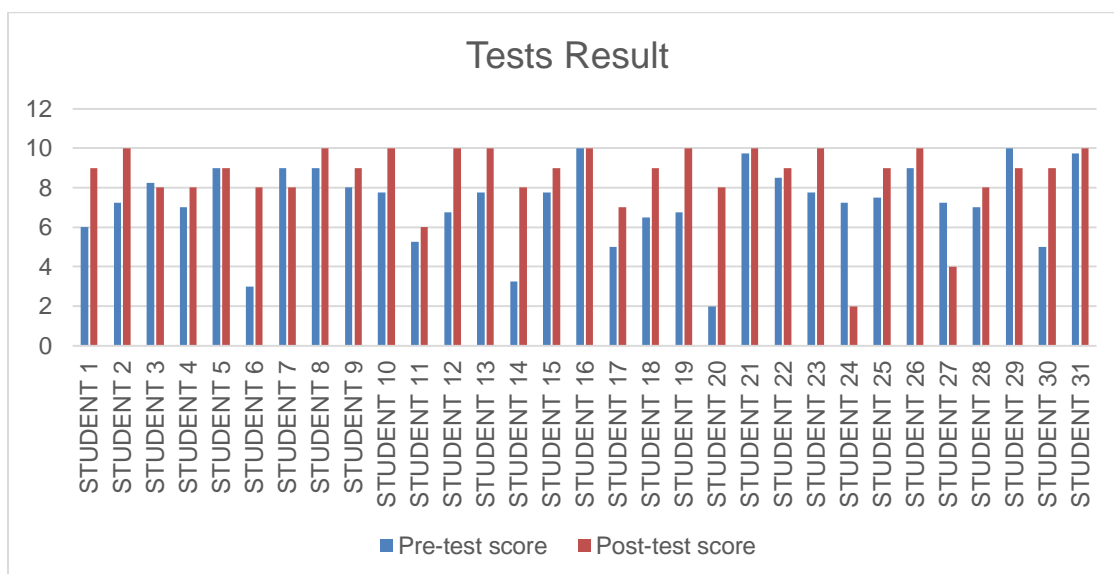
## Analysis and interpretation

The results presented in figure 6, represent the mean scores marked by the experimental group in the pre-test and post-test. The mean score gotten in the pre-test was 7,22 out of 10 points and 8,58 in the post-test. This shows that there was an increase in the student's score. In conclusion, the implementation of the 3-2-1 strategy gives positive results regarding to the traditional method of teaching reading.

## Students' individual scores

Figure 7

*Question 5*



Author: Paredes, M. (2021)

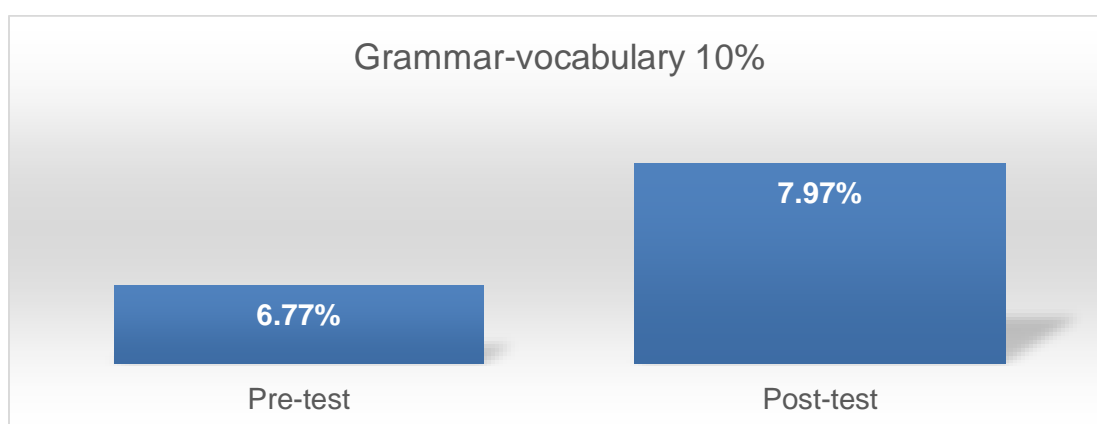
### Analysis and interpretation

Figure 7 shows that 31 students took the pre-test and the post-test which assessed reading comprehension skills. It can be observed that almost all of them got better scores in the post-test as a result of being working with the 3-2-1 strategy. Before applying this strategy, the learners had low reading comprehension skills, but later, they benefited from the use of the strategy upgrading in reading comprehension skills at the end of the intervention.

Decoding question: 7

Figure 8

Question 7



Author: Paredes, M. (2021)

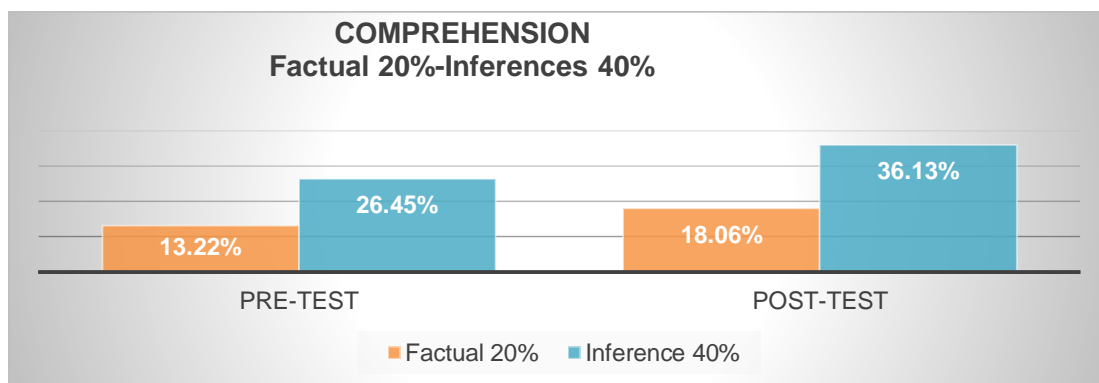
### Analysis and interpretation

As it is seen in figure 8, the section related to decoding which refers to vocabulary and grammar structures equates to 10% of the reading comprehension test. It is determined that students got 6.77% in the pre-test as a mean percentage out of 10% while in the post-test is 7,97 % out of 10%. So, there was an improvement in decoding which is considered a difficult part of the language for beginner learners. Equally important to pinpoint is that the 3-2-1 strategy helps students get the required learning, since the minimum score a student should reach is seven out of ten according to the guidelines of the Ministry of Education.

### Factual questions 1,8 and inferential questions: 4,6,9,10

Figure 9

Questions 1,8,4, 6,9,10



Author: Paredes, M. (2021)

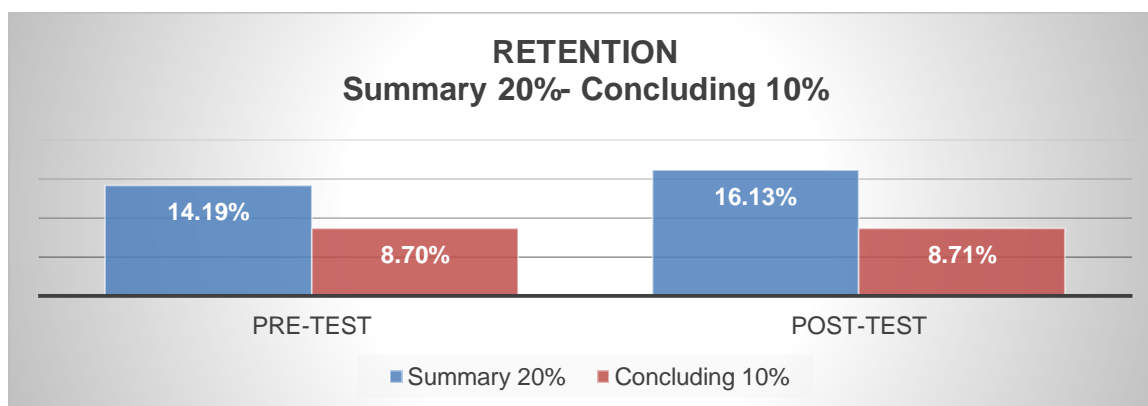
### Analysis and interpretation

As it is shown in figure 9, the factual and inferential questions considered in this section refer to questions 1, 8, 4, 6, 9, and 10 which is related to comprehension and equates to 60% of the reading test. The factual questions are considered 20% while the inferential ones cover 40% of this section. So, it can be observed that students' mean percentage in factual questions was 13,22 % out of 20% in the pre test and in the post-tets was 18, 06% out of 20%. In the same way, the mean score in the pre-test in inferential questions was 26. 45% out of 40% and in the post-test it was 36,13% out of 40%. In conclusion, there was an increase in both aspects, factual and inferential questions which seems to be hard skills that students need to practice more since they are complex according to the lexile of the texts.

### Summary question: 2, 5 and concluding question: 3

Figure 10

Question 2,5,3



Author: Paredes, M. (2021)

**Analysis and interpretation**

From the results got by the experimental group, the section about retention equates to 30% of the total score of the reading comprehension test, concluding and summarizing questions are involved in this group and questions 3 and 5 were considered to assess this skill. Also, according to figure 10, summary section covers 20% while conclusion question is worth 10 % in this section. So, it can be observed that students' mean percentage on the summary question was 14, 19 % out of 20% in the pre-test and 16,13% out of 20% in the post-test. In the same way, the mean score in the pre-test in the concluding questions was 8.70% out of 10% while in the post-test was 8,71%. This is clear that the 3-2-1 strategy is useful for students to get main ideas and make good summaries taking into consideration that this is difficult for them in the post- reading stage.

## CONCLUSIONS

Reading is a hard skill to develop and learners need to be involved in active reading to build up strong reading comprehension skills since it has been identify that they struggle with sections related to decoding , comprehension, and summarizing questions. This is linked to the success in school since most of the information needs to be read so the students have to have the ability to recognize important facts or details and make good summaries about any school subject. Also, it requires a lot of practice because for beginners it is important to deal with vocabulary and grammar patterns while for advanced learners comprehension questions will help to develop high thinking skills.

High thinking skills like analyzing, problem solving, categorizing, inferencing, decision making , evaluating and summarizing complex information are the students´ weakness. Thus, these skills follow a process dealing first with basic skills such as vocabulary and grammar knowledge. Therefore, the implementation of the 3-2-1 strategy in developing reading comprehension skills has a positive influence on First Year of Baccalaureate students, since the use of the 3-2-1- strategy provides students and teachers opportunities to improve reading comprehension in teaching and learning practice.

The 3-2-1 strategy is a new strategy for the majority of the students, but it has helped significantly to develop reading comprehension skills mainly working on decoding, comprehension and retention questions. Besides of providing some benefits like, active participation in reading activities, independent thinking and engagement with texts, the students positively appreciated the use of this strategy and have believed that this can be considered as a tool to boost their learning.

The differentiated readings have influenced positively on developing reading comprehension skills since they are presented in 12 different levels which challenge students to have more critical mind and reflect on their progress. At the beginning, the readings were not difficult in decoding, comprehension and retention, however this was gradually becoming a little more complex which make students use their dictionaries and even translators to get a clear idea about the unknown meaning of words or phrases.

## RECOMMENDATIONS

Knowing that reading is a hard skill to develop and needs a lot of practice, it is advisable to make students get involved in intensive and extensive reading skills. One helpful way to improve this skill is by making use of platforms such as Readtheory, Readworks or other useful websites that keeps a track of the student's reading progress. Therefore, the types of texts chosen have to be according to their ability to read. This means that teachers have to be very careful about the text lexile so not to challenge the students too much with texts that are complicated or skills they have not been developed yet. It is also recommended that educators work a lot in developing reading comprehension skills that cover problems such as decoding since it needs practice to get a better understanding of written texts.

Being high thinking skills the hardest ones in the process of learning the English language, it is important that teachers apply the learner-centered approach to do reading activities applying different strategies. Among these strategies, the 3-2-1 reading strategy would be helpful because students will be challenged to develop metacognitive skills and deal with the information gathered from written texts. Also, it would be worthwhile if teachers avoid making students work only in multiples choice activities since language learners do not make a special effort to develop these tasks instead, activities such as summarizing or questioning let students develop high thinking skills.

It is recommended that teachers use the 3-2-1 strategy since the students show willingness to use it while reading texts. It has some advantages and it has been observed that students get used to work independently and create their own knowledge. Moreover, the 3-2-1 strategy is not known for all students and teachers, so it can be implemented since the beginning levels making some adaptations so it can be feasible for junior school students. Finally, it is suggested to continue making some research about the 3-2-1 strategy with long texts since in the synchronic modality it has been used only with short texts.

It is advisable to work with differentiated readings where students feel confident and comfortable to promote positive feelings toward the reading. This would help learners have their own reading level and investigate beyond the meaning of words. Therefore, it is a personal growth that foster autonomy, and acceptance of challenges.

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## ANNEXES

### Annex 1.

#### 3-2-1 Strategy Survey

##### General Information

Date: \_\_\_\_\_

Level: 1 BGU "C"

Student's name: \_\_\_\_\_

##### Objective

- To determine the 3-2-1 strategy perspective on students at Pedro Fermín Cevallos High School.

##### Instructions

- Please, read carefully the questions and tick (✓) the best response for you
- 1.- Have you ever used the 3-2-1 strategy before starting this research?
    - a) Yes
    - b) No
  - 2.- Was the 3-2-1 strategy useful for your reading comprehension?
    - a) Yes
    - b) No
  - 3.- Did the 3-2-1 strategy help to summarize the text you read?
    - a) Yes
    - b) No
  - 4.- Do you think that the 3-2-1 strategy helped to reinforce your knowledge?
    - a) A lot
    - b) Some
    - c) A little
  - 5.- Will you use the 3-2-1 strategy as a tool to improve in your studies?
    - a) Yes
    - b) No

**Annex 2.****Pre-test/ Post-test**

## General Information

Date \_\_\_\_\_ Level: 1 BGU "C"

Student's name: \_\_\_\_\_

## Objective

- To determine the reading comprehension level on students at Pedro Fermín Cevallos High School

## Instructions

- Please, read carefully the text and choose the correct answer.

**I Want to Buy a Computer Game**

Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "You did it with your own money!"



Based on the text, circle the correct answer (10 points)

1. Why was Luis excited at the beginning of the story? (1 mark)

He managed to save up thirty-five dollars.

The new computer game he wanted was in stores.

His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story? (1 mark)

He wants a new computer game, but the store has run out of that game.

He wants a new computer game, but he doesn't have enough money to buy it.

He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis' mom said to Luis. (1mark)

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

A house and food are things that Luis' family needs.

Luis' mom doesn't want to buy clothing, books, and gas for the car.

Having clothing, books, and gas is more important than having a house and food.

4. How does Luis' mom most likely feel about the computer game? (1 mark)

She feels excited because she wants to play the game, too.

She feels angry that Luis wants to spend his money on a game.

She feels like the game is not something that Luis really needs.

5. What is the main idea of this story? (1 mark)

The computer game that Luis wants costs thirty-five dollars.

Luis wants a new computer game, so he saves up money to buy it.

Luis' mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text. (1 mark)

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

to show that Luis is very excited

to show that Luis' mom is very excited

to show that the game is really fun to play

7. Read these sentences from the text. (1 mark)

“You get eight dollars a week for doing chores,” his mom said. “Try to save it. Before long, you will have enough to pay for the game.”

What does the word “it” in the second sentence refer to?

the chores

the eight dollars

the week

8.- Why doesn't Luis' mother buy the computer game when Luis first asks her for it? (1 mark)

They need to save their money to buy the game later.

They need to spend their money on the things they need.

They need to spend their money on chores.

9. Read these sentences from the text. (1 mark)

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'

"And," his mother added, 'you did it with your own money!'"

How does Luis' mother probably feel about Luis saving up his money to buy the computer game?

Luis' mother probably feels happy, excited, and impressed.

Luis' mother probably feels sad, guilty, and angry.

Luis' mother probably feels disappointed and unhappy.

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? (1 mark)

It can be more satisfying or exciting when someone buys you all you want.




We can strive for the things we want to buy with a loan if you do not have money

It is more satisfying or exciting to buy something with your savings.

Adapted from: <https://www.readworks.org/assignment/>

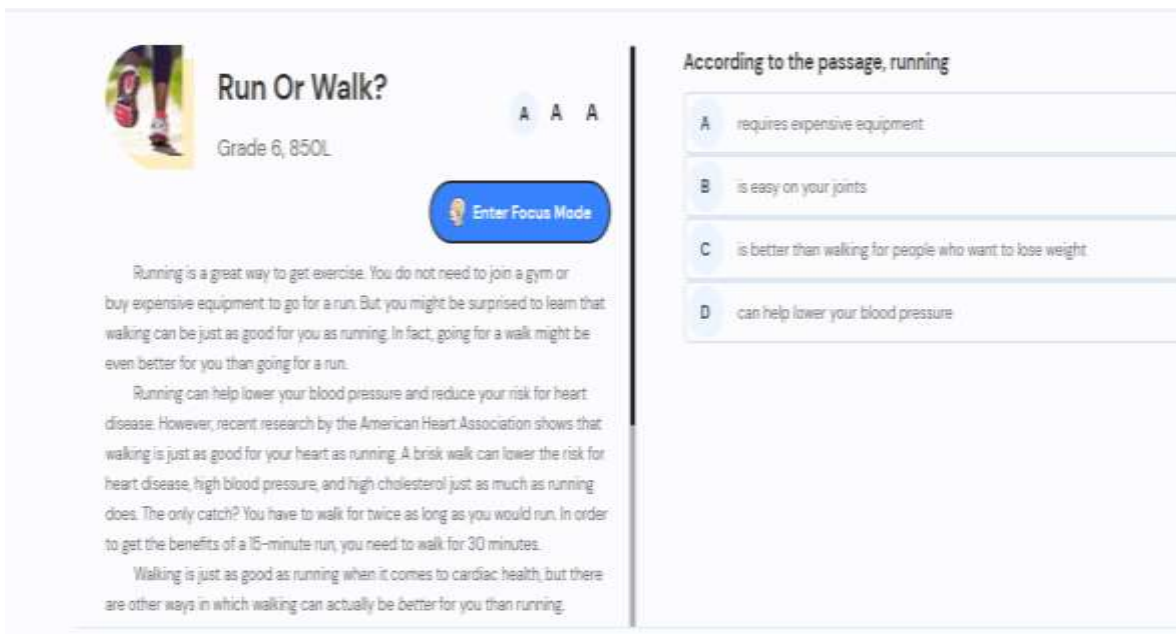
## Annex 3.

## Working on the 3-2-1 Strategy

<b>Student's name:</b> <b>Title of the reading: Run Or Walk?</b> <b>Author: Cespedes, Andrea</b> <b>Date: April 28<sup>th</sup>, 2021</b>	
<b>VOCABULARY</b>	
<b>ENGLISH</b>	<b>SPANISH</b>
<ul style="list-style-type: none"> <li>* advantages</li> <li>* pressure</li> <li>* However</li> <li>* fact</li> <li>* might</li> </ul>	<ul style="list-style-type: none"> <li>* ventajas</li> <li>* presión</li> <li>* sin embargo</li> <li>* hecho</li> <li>* podría</li> </ul>
<b>3 things I have learned</b>	
	<ul style="list-style-type: none"> <li>• Running is a great way to get exercise.</li> <li>• Running can help lower your blood pressure and reduce your risk for heart disease.</li> <li>• In order to get the benefits of a 15-minute run, you need to walk for 30 minutes.</li> </ul>
<b>2 interesting facts</b>	
	<p>Walking is just as good as running when it comes to cardiac health.</p> <p>The American College of Sports Medicine shows that as many as 40 to 50 percent of runners suffer a running-related injury every year.</p>
<b>1 Question I still have</b>	
	<ul style="list-style-type: none"> <li>• How long should we run every day?</li> </ul>

## Annex 4.

### Example of reading 850 lexile



**Run Or Walk?**  
Grade 6, 850L

Enter Focus Mode

Running is a great way to get exercise. You do not need to join a gym or buy expensive equipment to go for a run. But you might be surprised to learn that walking can be just as good for you as running. In fact, going for a walk might be even better for you than going for a run.

Running can help lower your blood pressure and reduce your risk for heart disease. However, recent research by the American Heart Association shows that walking is just as good for your heart as running. A brisk walk can lower the risk for heart disease, high blood pressure, and high cholesterol just as much as running does. The only catch? You have to walk for twice as long as you would run. In order to get the benefits of a 15-minute run, you need to walk for 30 minutes.


Walking is just as good as running when it comes to cardiac health, but there are other ways in which walking can actually be better for you than running.

According to the passage, running

- A requires expensive equipment
- B is easy on your joints
- C is better than walking for people who want to lose weight
- D can help lower your blood pressure

## Annex 5.

### Participants working with the 3-2-1 strategy



ENGLISH 1 C 804

01:33:21

Participants

Invite a guest or manage an account

Compartir invitación

Moderadores (1)

- PAREDES IRON ESTHER MAR...

Asistentes (8)

- TAPE PABLO (Invitado)
- Anahí Achi (Invitado)
- BARBONUEVO QUEINTU...AL...
- LOPEZ PAUCAS PAMELA ALES...
- Nayeli Curay (Invitado)
- NUÑEZ MIRANDA ALEEN AL...

TP NC TB VM AA BA

TAPE PABLO (Invitado) Nayeli Curay (Invitado) Tapan Ryan (Invitado)

SANCHEZ SOLIS GWILA RAQUEL LOPEZ PAUCAS PAMELA ALEXANDRA VELASTOS LARA ROMINA MERCEZPATI

NUÑEZ MIRANDA ALEEN ALEXANDRA Anahí Achi (Invitado) BARBONUEVO QUEINTU...

1804 30/03/2022

## Annex 6.

## Validation Forms /Teacher 1



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO  
ESCUELA DE IDIOMAS**

**Programa de Maestría en Pedagogía del Inglés como Lengua Extranjera Cohort 2**

**VALIDATION FORM**

<b>Nombres:</b> Rosa Ines Luzuriaga Guerrero	
<b>Título de Postgrado:</b> Magister en la Enseñanza del Idioma Inglés	
<b>Área:</b> Educación	
<b>Institución:</b> Unidad Educativa Pedro Fermín Cevallos	
<b>Dirección:</b> Febres Cordero y Lavalle	
<b>Celular:</b> 0995665176	<b>Convencional:</b> 032511508
<b>Correo Electrónico:</b> <a href="mailto:rossnessluz@yahoo.es">rossnessluz@yahoo.es</a>	

(Firma)

(Cédula de Identidad) 1802985976

Ambato, 25 de mayo de 2021.

Magíster

Rosa Luzuriaga

DOCENTE AREA INGLÉS

Presente

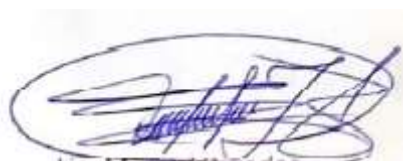
De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **“3-2-1 Strategy for the Development of Reading Comprehension Skill”**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, le anticipo mi sentimiento de más alta consideración y estima.

Atentamente,

A handwritten signature in blue ink, enclosed in a blue oval. The signature is stylized and appears to read 'Marisol Paredes'.

Marisol Paredes 1803747821

Instructions to validate the content of the instrument about “3-2-1 Strategy for the Development of Reading Comprehension Skill in A1 Level students at Pedro Fermín Cevallos High School”.

Read carefully the objectives, the matrix of the independent variable operationalization and the diagnostic test.

1. Conclude about the relevance between objectives, variables, and indicators with the items of the instrument.
2. Determine the technical quality of each item to which the instrument is directed.
3. Record the observations in the corresponding space.
4. Perform the same activity for each item, using the following categories:

A. Relation of the instrument questions with the objectives, variables and indicators.

**P** Pertinent

**NP** Not Pertinent

In the case of **NP**, go to the observations space and justify your opinion.

B. Technical quality and representativeness. Check the appropriate box

**O** Optimum

**G** Good **R** Regular **P** Poor

In case of **R** or **P**, go to the comments space and justify your opinion.

C. Language.

Check the appropriate box

**S** suitable

**I** inadequate

In case of **I**, go to the space for observations and justify your opinion. Thank you for your cooperation!

Objectives of the Instrument for the Diagnostic Phase

**“Effectiveness of 3-2-1 Strategy for the Development of Reading Comprehension Skills in A1 Level students at Pedro Fermín Cevallos High School”.**

**Objectives**

**General Objective**

- To promote intensive and extensive reading that lets the improvement of reading comprehension skills by using the 3-2-1 strategy.

**Specific Objectives**

- To investigate some approaches that promote metacognition and comprehension reading skills
- To establish the factors that constrain the development of reading comprehension skills
- To apply 3-2-1 strategy reading strategy that enhance critical thinking through active participation in reading.
- To analyze the effectiveness of 3-2-1 strategy on reading comprehension skills



**PEDRO FERMÍN CEVALLOS HIGH SCHOOL 2020-2021**  
**READING COMPREHENSION PRE-TEST**



**OBJECTIVE:** Measure the student's comprehension skill by using Readworks

A1 level students

Name:.....

Date:.....

Level: 1 BGU "C"

**I Want to Buy a Computer Game**



Luis was **excited**. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go and **buy** it?"

"How much does it cost?" Luis' mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have **enough** to buy it yourself?"

He shook his head.

"You know, Luis, we have to **spend** our money **carefully**. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to

things we need.”

“But I really want this game!” answered Luis. “What can I do?”

“You get eight dollars a week for doing **chores**,” his mom said. “Try to **save** it. Before long, you will have enough to pay for the game.”

“I do not think so,” said Luis. “By then, all the games will be sold.” “Try it,” replied his mother.

Weeks later, Luis came home very happy. “Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on **sale**. Today I bought it for twenty-eight dollars.”

“And,” his mother added, “You did it with your own money!”

## INSTRUCTIONS

**Based on the text, circle the correct answer (10 points)**

1. Why was Luis excited at the beginning of the story? (1 mark)

1. He managed to save up thirty-five dollars.
2. The new computer game he wanted was in stores.
3. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

1. He wants a new computer game, but the store has run out of that game.
2. He wants a new computer game, but he doesn't have enough money to buy it.
3. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis' mom said to Luis. (1 mark)

“You know, Luis, we have to spend our money carefully. We have to pay for our house

and food. We need to buy clothing and books and gas for our car. Our money goes to things we need.”

What conclusion can you draw from this evidence?

1. A house and food are things that Luis’ family needs.
  2. Luis’ mom doesn’t want to buy clothing, books, and gas for the car.
  3. Having clothing, books, and gas is more important than having a house and food.
4. How does Luis’ mom most likely feel about the computer game?
1. She feels excited because she wants to play the game, too.
  2. She feels angry that Luis wants to spend his money on a game.
  3. She feels like the game is not something that Luis really needs.
5. What is the main idea of this story?
1. The computer game that Luis wants costs thirty-five dollars.
  2. Luis wants a new computer game, so he saves up money to buy it.
  3. Luis’ mom has to spend money on things like food, clothing, and the house.
6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go and buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

1. to show that Luis is very excited
2. to show that Luis’ mom is very excited
3. to show that the game is really fun to play

7. Read these sentences from the text.

“You get eight dollars a week for doing chores,” his mom said. “Try to save it. Before long, you will have enough to pay for the game.”

What does the word “it” in the second sentence refer to?

1. the chores
2. the eight dollars
3. the week

8. Why doesn't Luis' mother buy the computer game when Luis first asks her for it?

(written answer)

Answer

9. Read these sentences from the text.

“Weeks later, Luis came home very happy. ‘Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.’

“And,” his mother added, ‘you did it with your own money!’”

How does Luis' mother probably feel about Luis saving up his money to buy the computer game?

(written answer)

Answer

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

(written answer)

Adapted from:

<https://www.readworks.org/assignment/>

<https://bit.ly/3fJZIKH>

Validation of contents of the pre-test instrument about “3-2-1 Strategy For the Development of Reading Comprehension Skills A1 Level students at Pedro Fermín Cevallos High School”.

1) Please read the rubric and the relation it has with the objectives and the indicators of the dependent variable instrument.

### Questions for students

Categories Items	A. Relation of the instrument questions with the objectives, variables and indicators P= Pertinent NP= Not Pertinent		B. Technical quality and representativeness O= Optimum G= Good R= Regular P= Poor				C. Language. S= Suitable I= Inadequate		Observations
	P	NP	O	G	R	P	S	I	
1	X		X				X		
2	X		X				X		
3	X		X				X		
4	X		X				X		
5	X		X				X		
6	X		X				X		
7	X		X				X		

8	X		X				X		
9	X		X				X		
10	X		X				X		

### Dependent Variable Operationalization

Dependent Variable: Vocabulary	Dimensions	Indicators	Items	Technique and Instruments
<p><b>Description: 3-2-1 Strategy</b></p> <p>The 3-2-1 strategy is the one that promotes reading comprehension skills. It is very useful since it helps students identify key points, summarize and get important insights and set questions about the reading which lead them to think about it in a profound way.</p>	<b>understanding</b>	✚ 3 Things I have learned	Identify content words and relevant information	<p><b>Technique:</b> Post-reading</p> <p><b>Instrument:</b> 3-2-1 strategy chart</p>
	Summarizing	✚ 2 interesting facts	Retell important facts	
	questioning	✚ 1 question I still have	Ask further information	

### Independent Variable Operationalization

Dependent Variable: <b>Vocabulary</b>	Dimensions	Indicators	Items	Technique and Instruments
Reading comprehension is the ability to understand and interpret of what is read and it is one of the essential skills that language learners have to develop during all their lives since it is imperative for their academic success.	Decoding	Vocabulary	7.- What does the word “it” in the second sentence refer to?	<b>Technique:</b> Pre-test Post-test
	Comprehension	Factual Inference Sequence	1. Why was Luis excited at the start of the story?  4. How does Luis’ mom most likely feel about the computer game?  6.-Why might the author have used an exclamation point when Luis tells his mother that the game is here?  8. Why doesn’t Luis’ mother buy the computer game when Luis first asks her for it?	<b>Instrument:</b> test

			9.- How does Luis' mother probably feel about Luis saving up his money to buy the computer game?	
--	--	--	--	--

			10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.	
	Retention	summarizing concluding	<p>3.- What conclusion can you draw from this evidence?</p> <p>2. What is the main problem Luis faces in the story?</p> <p>5. What is the main idea of this story?</p>	

## Annex 7.

## Validation Forms /Teacher 2



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO  
ESCUELA DE IDIOMAS

**Programa de Maestría en Pedagogía del Inglés como Lengua Extranjera**  
**Cohorte 2**

## VALIDATION FORM

<b>Nombres:</b> Maikel Aguilera Leyva	
<b>Título de Postgrado:</b> Magister en Pedagogía del Inglés como Lengua Extranjera	
<b>Área:</b> Enseñanza del Inglés como Lengua Extranjera	
<b>Institución:</b> PUCE, Sede Ambato	
<b>Dirección:</b> Panamericana Sur y Juan Montalvo, Licán, Riobamba	
<b>Celular:</b> 0983109222	<b>Convencional:</b> -
<b>Correo Electrónico:</b> maikel3185@hotmail.com	



Firmado electrónicamente por:

**MAIKEL**

(Firma) \_\_\_\_\_ **AGUILERA**

(Cédula de Identidad) 1756730386

Ambato, 25 de mayo de 2021.

Magíster

Maikel Aguilera Leyva  
DOCENTE AREA INGLÉS

Presente


De mi consideración:

Conocedora de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse en la recolección de datos para el proyecto **“3-2-1 Strategy for the Development of Reading Comprehension Skill”**.

Sírvase seguir las instrucciones que se detallan en la siguiente página, por lo cual se adjuntan los objetivos, la matriz de operacionalización de variables y los respectivos instrumentos.

Por la atención que brinde a la presente, le anticipo mi sentimiento de más alta consideración y estima.

Atentamente,

A handwritten signature in blue ink, enclosed in a blue oval. The signature is stylized and appears to read 'Marisol Paredes'.

Marisol Paredes 1803747821

**Instructions to validate the content of the instrument about “3-2-1 Strategy for the Development of Reading Comprehension Skill in A1 Level students at Pedro Fermín Cevallos High School”.**

Read carefully the objectives, the matrix of the independent variable operationalization and the diagnostic test.

1. Conclude about the relevance between objectives, variables, and indicators with the items of the instrument.
2. Determine the technical quality of each item to which the instrument is directed.
3. Record the observations in the corresponding space.
4. Perform the same activity for each item, using the following categories:

A. Relation of the instrument questions with the objectives, variables and indicators.

**P** Pertinent

**NP** Not Pertinent

In the case of **NP**, go to the observations space and justify your opinion.

B. Technical quality and representativeness. Check the appropriate box

**O** Optimum

**G** Good **R** Regular **P** Poor

In case of **R** or **P**, go to the comments space and justify your opinion.

C. Language.

Check the appropriate box

**S** suitable

**I** inadequate

In case of **I**, go to the space for observations and justify your opinion. Thank you for your cooperation!

Objectives of the Instrument for the Diagnostic Phase

**“Effectiveness of 3-2-1 Strategy for the Development of Reading Comprehension  
Skills  
Objectives**

**General Objective**

- To promote intensive and extensive reading that lets the improvement of reading comprehension skills by using the 3-2-1 strategy.

**Specific Objectives**

- To investigate some approaches that promote metacognition and comprehension reading skills
- To establish the factors that constrain the development of reading comprehension skills
- To apply 3-2-1 strategy reading strategy that enhance critical thinking through active participation in reading.
- To analyze the effectiveness of 3-2-1 strategy on reading comprehension skills



PEDRO FERMÍN CEVALLOS HIGH SCHOOL 2020-2021



## READING COMPREHENSION PRE-TEST

**OBJECTIVE:** Measure the student's comprehension skill by using Readworks A1 level students

Name: .....

Date: .....

Level: 1 BGU "C"

I Want to Buy a Computer Game



Luis was **excited**. The new computer game he wanted was finally in stores.

"The game is here!" he told his mom. "Can we go **buy** it?" "How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have **enough** to buy it yourself?"

He shook his head.

"You know, Luis, we have to **spend** our money **carefully**. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to

things we need.”

“But I really want this game!” answered Luis. “What can I do?”

“You get eight dollars a week for doing **chores**,” his mom said. “Try to **save** it.

Before long, you will have enough to pay for the game.”

“I don’t think so,” said Luis. “By then, all the games will be sold.” “Try it,”

replied his mother.

Weeks later, Luis came home very happy. “Guess what, Mama? I did what you said. I saved my chores money. Then I saw the game was on **sale**. Today I bought it for twenty-eight dollars.”

“And,” his mother added, “You did it with your own money!”

## INSTRUCTIONS

**Based on the text, circle the correct answer (10 points)**

1. Why was Luis excited at the start of the story? (1 mark)

1. He managed to save up thirty-five dollars.
2. The new computer game he wanted was in stores.
3. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

1. He wants a new computer game, but the store has run out of that game.
2. He wants a new computer game, but he doesn’t have enough money to buy it.
3. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis’ mom said to Luis. (1 mark)

“You know, Luis, we have to spend our money carefully. We have to pay for our house and

food. We need to buy clothing and books and gas for our car. Our money goes to things we need.”

What conclusion can you draw from this evidence?

1. A house and food are things that Luis’s family needs.
  2. Luis’s mom doesn’t want to buy clothing, books, and gas for the car.
  3. Having clothing, books, and gas is more important than having a house and food.
4. How does Luis’ mom most likely feel about the computer game?
1. She feels excited because she wants to play the game, too.
  2. She feels angry that Luis wants to spend his money on a game.
  3. She feels like the game is not something that Luis really needs.
5. What is the main idea of this story?
1. The computer game that Luis wants costs thirty-five dollars.
  2. Luis wants a new computer game, so he saves up money to buy it.
  3. Luis’s mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores.

'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

1. to show that Luis is very excited.
2. to show that Luis’s mom is very excited.
3. to show that the game is really fun to play.

7. Read these sentences from the text.

“You get eight dollars a week for doing chores,' his mom said. 'Try to save it.

Before long, you will have enough to pay for the game.” What

does the word “it” in the second sentence refer to?

1. the chores
2. the eight dollars
3. the week

8. Why doesn't Luis' mother buy the computer game when Luis first asks her for it?

(Written answer)

Answer

9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'

"And,' his mother added, 'you did it with your own money!'"

How does Luis' mother probably feel about Luis saving up his money to buy the computer game?

(Written answer)

Answer

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

(Written answer)

Adapted from:

<https://www.readworks.org/assignment/>

<https://bit.ly/3fJZIKH>

Validation of contents of the pre-test instrument about “ 3 2 1 Strategy For the Development of Reading Comprehension Skills A1 Level students at Pedro Fermín Cevallos High School”.

1) Please read the rubric and the relation it has with the objectives and the indicators of the dependent variable instrument.

Questions for students

Categories Items	A. Relation of the instrument questions with the objectives, variables and indicators P= Pertinent NP= Not Pertinent		B. Technical quality and representativeness O= Optimum G= Good R= Regular P= Poor				C. Language. S= Suitable I= Inadequate		Observations
	P	NP	O	G	R	P	S	I	
1	x			x			x		You may change the word (start) for (beginning).
2	x		x				x		

3	x		x				x		
4	x			x			x		
5	x		x				x		
6	x		x				x		
7	x		x				x		
8	x		x				x		
9	x		x				x		
10	x		x				x		

### Dependent Variable Operationalization

Dependent Variable: Vocabulary	Dimensions	Indicators	Items	Technique and Instruments
<p><b>Description: 3-2-1 Strategy</b></p> <p>The 3-2-1 strategy is the one that promotes reading comprehension skills. It is very useful since it helps students identify key points, summarize and get important insights and set questions about the reading which lead them to think about it in a profound way.</p>	Understanding	✚ 3 things I have learned	Identify content words and relevant information	<p><b>Technique:</b></p> <p>Post-reading</p> <p><b>Instrument:</b></p> <p>3-2-1 strategy chart</p>
	Summarizing	✚ 2 interesting facts	Retell important facts	
	questioning	✚ 1 question I still have	Ask further information	

### Independent Variable Operationalization

Dependent Variable: Vocabulary	Dimensions	Indicators	Items	Technique and Instruments
<p>Reading comprehension is the ability to understand and interpret of what is read and it is one of the essential skills that language learners have to develop during all their lives since it is imperative for their academic success.</p>	Decoding	Vocabulary	7.- What does the word “it” in the second sentence refer to?	<p><b>Technique:</b> Pre-test Post-test</p> <p><b>Instrument:</b> test</p>
	Comprehension	Factual Inference Sequence	<p>1. Why was Luis excited at the start of the story?</p> <p>4. How does Luis’ mom most likely feel about the computer game?</p> <p>6.-Why might the author have used an exclamation point when Luis tells his mother that the game is here?</p> <p>8. Why doesn’t Luis’ mother buy the computer game when Luis first asks her for it?</p> <p>9.- How does Luis’ mother probably feel about Luis saving up his money to buy the computer game?</p>	

			<p>10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.</p>	
	Retention	summarizing concluding	<p>3.- What conclusion can you draw from this evidence?</p> <p>2. What is the main problem Luis faces in the story?</p> <p>5. What is the main idea of this story?</p>	

**Annex 8.**

**Manual Tabulation Excel Documents Pre-test**

			decoding	retention		comprehension			1	2	3	4	5	6	7	8	9	10
post test sc N°	STUDENTS		vocabulary / grammar Q7 10%	SUMMARY/ Q 2,5 20%	CONCLUDIN G Q 3 10%	FACTUAL Q 1,8 20%	INFERENCE Q 4,6,9, 10 40%	total %										
9	1 BARONA CANDILEJO ANAHI		0	20	10	10	20	60							X	X	X	X
10	2 BARRIONUEVO QUISINTUÑA YURIK		0	20	10	10	30	70							X	X	X	
8	3 BRONCANO MEDINA SANTIAGO		10	20	10	10	30	80								X	X	
8	4 CHAGLLA SAILEMA KAREN		0	10	0	20	40	70			X				X			
9	5 CHAVEZ MALUSIN ANDRE		10	20	10	10	40	90								X		
8	6 CONSTANTE NUÑEZ KEVIN		0	0	10	10	10	30	X		X	X			X	X	X	X
8	7 CUEVA CHILLUSA IAN JOEL		10	20	10	20	30	90			X							
10	8 CURAY JAMI NAYELI SARAHI		10	20	10	20	20										X	
9	9 FREIRE COBO JEAN PIERRE		10	10	10	20	30	80					X	X				
10	10 GARCIA PEREZ AALISON VIVIANA		0	20	10	10	30	70							X	X	X	
6	11 GUANANGA CAIZA EMILY DOMENICA		10	10	10	10	10	50				X	X			X	X	X
10	12 LOIZA NAVAS ALISON MICAELA		10	10	10	10	20	60				X	X			X		X
10	13 LOPEZ PAUCAR PAMELA		10	10	10	10	30	70				X	X			X		
8	14 MOPOSITA MORALES EVELYN		10	0	0	10	10	30	X	X	X	X	X			X		X
9	15 NUÑEZ MIRANDA AILEEN		10	10	10	10	30	70					X			X		X
10	16 ORTEGA MACHADO CESAR		10	20	10	20	40	100										
7	17 PEREZ PALACIOS ERICK ISMAEL		10	10	10	10	20	60					X		X	X	X	X
9	18 PUJOS SUMBANA GISELA		10	20	10	10	10	60						X		X	X	X
10	19 RAMIREZ ULLOA NATHALY VALERIA		10	10	10	10	20	60				X	X			X		X
8	20 RUIZ LOZADA DOMENICA VIVIANA		0	10	0	10	0	20			X	X	X	X	X	X	X	X
10	21 SALVENT ROMERO DIEGO MANUEL		10	20	10	10	40	90								X		
9	22 SANCHEZ SOLIS KARLA RAQUEL		10	20	10	10	30	80				X				X		
10	23 SILVA GUANANDA KAREN		10	20	10	10	20	70				X				X		X
2	24 TAÍPE BAIDAL PABLO JOSEPH		0	20	10	10	30	70							X	X	X	
9	25 TIPAN LASLUSA BRYAN ALFONSO		10	10	10	10	30	70					X			X	X	
10	26 VALENCIA SOLIS SAMANTHA		10	10	10	20	40	90					X					
4	27 VELASTEGUI LARA ROMINA		0	10	10	20	30	70					X			X		
8	28 VELASTEGUI VILACIS DOMENICA		0	10	0	20	40	70	X	X					X		X	
9	29 VERDESOTO ACOSTA DIANA		10	20	10	20	40	100										
9	30 VILLARROEL MORALES JOSUE ALEXAN		0	10	10	10	20	50					X		X	X	X	X
10	31 ZAMBRANO PARRA MICHELLE		10	20	10	20	30	90										X
			6,774193548							3	4	10	15	4	11	21	14	13



## Annex 10.

## VARIABLE OPERATIONALIZATION

## Independent Variable

<b>Dependent Variable: Vocabulary</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Technique and Instruments</b>
<b>Description:</b> <b>3-2-1 Strategy</b> The 3-2-1 strategy is one that promotes reading comprehension skills. It is very useful since it helps students have a commitment with the text, identify key points, summarize and get important insights and set	<b>understanding</b>	3 things I have learned	Identify content words and relevant information	<b>Technique:</b>  Post-reading          <b>Instrument:</b> 3-2-1 strategy chart
	Summarizing	2 interesting facts	Retell important facts	
	Questioning	1 question I still have	Ask further information	

questions about the reading which lead them to think about it in a profound way.				
--	--	--	--	--

Operationalization of the independent variable

**Operationalization of the dependent variable**

<b>Dependent Variable: Vocabulary</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Technique and Instruments</b>
<p>Reading comprehension is one of the essential skills that language learners have to develop during all their lives since it is imperative for their academic success</p>	Decoding	Vocabulary/ grammar	7.- What does the word “it” in the second sentence refer to?	<p><b>Technique:</b> Pre-test Post-test <b>Instrument:</b> Test</p>
	Comprehension	Factual Inference Sequence gaps	<p>1. Why was Luis excited at the start of the story?</p> <p>2. What is the main problem Luis faces in the story?</p> <p>4. How does Luis’ mom most likely feel about the computer game?</p> <p>5. What is the main idea of this story?</p> <p>6.-Why might the author have used an exclamation point when Luis tells his mother that the game is here?</p> <p>8. Why doesn’t Luis mother buy the computer game when Luis first asks her for it?</p>	

			9.- How does Luis' mother probably feel about Luis saving up his money to buy the computer game?	
	Retention	Summarizing concluding	3.- What conclusion can you draw from this evidence? 10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.	

## Readings for Beginners

### The Drive Home

He drives a car to work.

It takes him 2 hours to get there.

Gustavo drives.

He drives and drives and drives.

While he drives, he thinks about many things.

He thinks about his little girl.

She likes to brush the horses, feed the birds, and take care of the cats.

He thinks about his little boy.

He likes to hunt for insects, climb trees, and collect interesting rocks.

He thinks about his wife.

She milks the cows on the farm and grows vegetables in the garden.

Gustavo thinks of things he needs to do when he gets home.

He needs to cut the grass. It is too long.

He needs to water the flowers so they will grow.

Gustavo thinks of things he wants to do when he gets home.

He wants to read a story to his little girl.

He wants to play a game with his little boy.

He wants to sit with his wife.

He wants to tell her about his day.



Source : <https://bit.ly/3cpj72F>

1. According to the passage, how long does it take to Gustavo to drive to work?
  - a) 2 hours

- b) 3 hours
  - c) 4 hours
  - d) 5 hours
2. Gustavo thinks about each of the following while he drives EXCEPT
- a) His girl
  - b) His boy
  - c) His wife
  - d) His work
3. In the middle of the passage, we learn that Gustavo’s little girl likes to, “brush the horses, feed the birds, and take care of the cats” In other words, she likes to
- a) Collect things
  - b) Take care of animals
  - c) Work in the garden
  - d) Cook food
4. In the middle of the passage, we learn that Gustavo’s little boy likes to “hunt insects, climb trees, and collect interesting rocks.” In other words, he likes to
- a) Solve puzzles
  - b) Go fishing
  - c) Hunt for insects
  - d) Play outside
5. What does Gustavo need to do when he gets home?
- I. Cut the grass
  - II. Water the flowers
  - III. Milk the cows
- a) I only
  - b) I and II
  - c) II and III
  - d) I, II and III
6. What does Gustavo want to do when he gets home?
- I. Sit with his wife
  - II. Read to his little girl
  - III. Play a game with his little boy

- a) I only
- b) I and II
- c) II and III
- d) I, II and III

**ANSWERS:**

1:A      2:D      3:B      4:D      5:B      6:D

**Three Boats**

There are many kinds of boats.

One kind of boat is called a sailboat. A sailboat uses the wind to move. The wind pushes the sailboat by filling its sails. The sailboat moves when the wind blows.

Another kind of boat is called a motorboat. The motorboat moves when the motor is running. The motor runs on fuel and makes a loud noise.

A third kind of boat is called a rowboat. People use oars to move a rowboat. Oars are long poles with a flat end. The oars go into the water, and they push the boat forward when people move them.



Source: <https://bit.ly/3cpj72F>

- 1) Which boat uses the wind to move?
  - a) A sailboat
  - b) A rowboat
  - c) A motorboat
- 2) Which boat makes a loud noise?
  - a) A sailboat
  - b) A motorboat
  - c) A rowboat
- 3) What is used to move a rowboat?
  - a) Wind
  - b) A motor

c) Oars

4.- According to the passage, oars are

- a) Short and fat at the end
- b) Long and flat at the end
- c) Big and heavy at the end

5.- This passage is mainly about

- a) Different kinds of boats
- b) Where to use rowboat
- c) How to buil a boat

6.- Which of the following boats (s) can still move if there is no wind?

I. A sailboat

II. A motorboat

III.A rowboat

- a) I only
- b) I and II
- c) II and III

7.- Imagine your friend Tom does not like loud noises. Which of the following boat(s) would you tell him to ride in?

- A sailboat
  - A rowboat
  - A motorboat
- a) I only
  - b) I and II
  - c) II and III

**ANSWERS:**

1:A

2:B

3:C

4:B

5:A

6:C

7: B

### Getting Work

Ann rides her bicycle. She rides her shiny red bicycle to work every day. She likes zooming past the traffic on the street.

Nina rides the bus. She rides the big, crowded bus to work every day. She likes it because there is a bus stop right outside her house.

Luis rides the train. He rides the big, fast train to work every day. He likes it because he can sleep on the train.

Carlos walks. Carlos walks on the busy sidewalk to work every day. He likes it because it helps him stay fit.



Source : <https://bit.ly/3cpj72F>

1. Where do Ann, Nina, Luis, and Carlos go everyday?
  - a) They go to work
  - b) They go to the bus stop
  - c) They go to the bicycle store
2. Who rides a bicycle to work?
  - a) Ann
  - b) Nina
  - c) Luis
3. What does Nina ride to work?
  - a) The train
  - b) Her bicycle
  - c) The bus
4. Who rides to work?
  - a) Ann, Nina and Luis
  - b) Nina, Luis, and Carlos
  - c) Ann and Luis
5. According to the passage, what is big?
 

The train

The bus

The bicycle

- a) I only
- b) I and II only
- c) I, II and III

6. How is Carlos different than Ann, Nina, and Luis?
- a) Carlos rides the bus to work and the others ride the train
  - b) Carlos walks to work and the others ride the train
  - c) Carlos rides his bicycle and the others ride the bus

**ANSWERS:**

1:A      2:D      3:B      4:D      5:B      6:D

**Amos Makes a Cake**

My name is Amos. I am baking a cake. Here's how I do it.

First, I put flour in a bowl. Then I add some sugar and a little bit of salt to the bowl. Then I crack some eggs into the bowl.

I mix it all together. It looks dry in the bowl, so I mix in some milk. Now it looks better.

I put the cake mix in a baking pan, and then I put the pan in the oven.

I look in the oven. Something looks wrong: the cake is not baking. I go looking for my mom.

My mom comes over. She laughs. "You forgot to turn on the oven," she says.

I laugh, too. I turn on the oven.

We wait together for the cake to be ready.



1. What is Amos doing in this passage?
  - He is baking a cake
  - He is cooking dinner
  - He is making cookies
2. What does Amos do first?
  - He turns on the oven
  - He puts flour in a bowl
  - He puts the pan in the oven
3. What is wrong?

The cake is not baking

Amos forgot to add milk

Amos can not find his mom.

4.- What did Amos forget to do?

- a) He forgot to add milk
- b) He forgot to turn the oven on
- c) He forgot to ask his mom for help

5.- How does Amos feel in the end?

- a) Angry
- b) Happy
- c) Sad

**ANSWERS:**

1: A      2:B      3:A      4:B      5:B

## Readings for Intermediate

### Calm on Job

*Emergency room doctor Mark Turner works in Durham, North Carolina. A reporter is asking Mark questions about how he does his job.*

**Reporter:** How long have you been a doctor?

**Turner:** Eight years.

**Reporter:** How did you get started?

**Turner:** I went to medical school for four years. Then, I practiced with another, more experienced doctor named Clarissa Parker. Clarissa taught me how to see patients and how to understand their problems. She also taught me how to give people shots!

**Reporter:** How do you stay calm on the job?

**Turner:** I use my training. I think back to the time I spent learning with Clarissa. I remember how calm she was, even when things got chaotic. With so much going on at once, you never know what will happen next in the emergency room.

**Reporter:** Are there any new tools that doctors use?

**Turner:** We use a stethoscope that allows us to listen to a person's heartbeat. We also use special thread to close deep cuts. The thread disappears after two weeks. This means we do not have to remove the thread after the cut has healed. It is already gone!

**Reporter:** Do you heal pets and other animals?

**Turner:** No, I do not. A veterinarian is a doctor that heals animals. I only heal people.

**Reporter:** Do you ever get nervous?

**Turner:** There is no time to be nervous. I have to think about what I have to do to help my patients. If they are in pain, I want to make them feel better as soon as possible.

**Reporter:** What do you like best about being a doctor?

**Turner:** Helping people!



Source : <https://bit.ly/3ijL5QX>

1.- What is this passage mostly about?

- a) What a doctor does
- b) How a doctor is trained
- c) What tools a doctor uses
- d) How a doctor relaxes

2.- Who did Mark Turner practice with after he went to medical school?

- a) Marissa Barber
- b) Claire Barber

- c) Melissa Parker
  - d) Clarissa Parker,
- 3.- As used in the middle of the passage the word chaotic mostly means
- a) Happy
  - b) Boring
  - c) Confusing
  - d) Serious
- 4.- Why does Mark Turner say he does not get nervous?
- a) He uses special thread
  - b) He enjoys his job too much
  - c) He knows how to give a shot
  - d) He is too busy doing his job
- 5.- What does Mark Turner like most about being a doctor?
- a) Seeing patients
  - b) Giving shots
  - c) Helping people
  - d) Using special equipment
- 6.- Why did the author mostly likely write this passage?
- a) To teach readers how to heal people
  - b) To make readers want to be doctors
  - c) To give readers information about doctors
  - d) To show readers how to use special equipment

**ANSWERS:**

1: A      2:D      3:C      4:D      5:C      6:C

## Roller Coaster

Whoosh! The roller coaster screams down the track, flies through the loops, and then pulls into the station. Sam and Jonah watch it from the ground. Their hair blows back and forth when it passes by.  
"That looks fun," Sam says.

"I don't know," Jonah says. "It looks pretty scary."

"Oh come on," Sam says. "It's not scary. It looks fun! We should ride it."

"I don't know," Jonah says. He looks away from the roller coaster. He sees the water slide, the train, the bumper cars. "I have an idea," he says. "How about we go ride the water slide?"

"No, that's for kids," Sam says.

"Okay then. How about we go ride the train?" Jonah says. "No, that's also for kids," Sam says.

"Okay then. How about we go ride the bumper cars?" Jonah says. This was his last idea.

"Okay. I get it, Jonah," Sam says. "You're trying to avoid the roller coaster. You don't want to ride it. You are afraid."

"What?!" Jonah says, "I'm not afraid." The two boys stand there. Neither one of them says anything for a while. Finally Jonah stands up. "Let's go," he says. "Let's go ride the roller coaster."

"Cool!" Sam says.

The boys walk over to the roller coaster. They get in line. The line is short so they get right on. "This is going to be so much fun," Sam says excitedly.

Jonah nods. "Yeah," he says. "I hope so."

The roller coaster leaves the station. It goes higher and higher. Then it screams down the track and flies through the loops. Finally, it pulls back into the station.

"Wow! That was great!" Jonah says. He has a big smile on his face. "Let's ride it again!" "Oh, I don't know," Sam says. He looks a little scared. "Let's go ride the train."



Source : <https://bit.ly/3ijL5QX>

1.- Which word best describes the roller coaster in this passage?

- a) Old
- b) Fast
- c) Boring
- d) Dangerous

2.- Before the boys ride the roller coaster, Jonah suggested that they should ride the

- I water slide
- II bumper cars

- III Ferris wheel
  - a) I only
  - b) I and II only
  - c) II and III only
  - d) I, II and III

3.- As used in the middle of the passage, the word **avoid** most nearly means

- a) Stay away from
- b) Change
- c) Get closer to
- d) Remove

4.- During this passage, Jonah changes from

- a) Frightened to nervous
- b) Serious to funny
- c) Afraid to excited
- d) Worried to scared

5.- At the end of the passage, Sam says, "Let's go ride the train." Sam most likely says this because

- a) He wants to go home
- b) He wants to ride the train
- c) He does not want to ride the bumper cars
- d) He does not want to ride the roller coaster again

6.- After reading this passage, what can we conclude?

Roller coaster can be scary

Bumper cars are dangerous

Theme parks close at 8:00

Nobody likes to wait in line

**ANSWERS:**

1: B

2: B

3: A

4: C

5:D

6:A

## The New Law

*In this passage, Rodolfo and Chen talk about a new law.*

**Rodolfo:** Hey Chen, have you heard about the new law that makes it illegal to talk on a mobile phone while driving?

**Chen:** Yeah, I have.

**Rodolfo:** Well, what do you think about it?

**Chen:** I like it. I think it will make driving safer.

**Rodolfo:** How will it do that?

**Chen:** It will make drivers concentrate on the road and not on their phones. Talking on the phone while driving can be very dangerous.

**Rodolfo:** I guess that's true.

**Chen:** Well, what do you think about it?

**Rodolfo:** I don't like the new law.

**Chen:** Really? Why?

**Rodolfo:** Because I want to be able to talk on my mobile phone while I drive. Now that it's illegal, I don't talk to my mother anymore.

**Chen:** You don't?

**Rodolfo:** No. Before, I used to talk to her for hours. Now I never do. See, I commute to work. Each morning I drive an hour to work. Each evening I drive an hour back home. I used to talk to my mom during my commute. Now I never do.

**Chen:** You can't talk to her when you get home?

**Rodolfo:** No.

**Chen:** How come?

**Rodolfo:** Because I have other things to do. I have to clean the house, make dinner for my kids, do the laundry, and prepare for the next day at work. When I'm not doing those things, I like to relax. Sometimes I read. Sometimes I watch a movie.

**Chen:** Talking to your mom isn't relaxing?

**Rodolfo:** No way! Conversations with my mom are intense!



Source : <https://bit.ly/3ijL5QX>

1.- Which word describes Rodolfo best?

- a) Safe
- b) Young
- c) Busy
- d) lazy

2.- How many children does Rodolfo have?

- a) Two
- b) Three
- c) Five
- d) The passage does not give this information

3.- What is one thing Rodolfo does to relax?

- a) He plays video games
- b) He reads
- c) He does the laundry
- d) He makes dinner

4.- What is the **main** question discussed in this passage?

- a) How often should you talk to your mother?
- b) What is the best way to relax after work?
- c) Is it okay to talk on the phone while driving?
- d) When is the best time to be out on the road?

5.- As used at the end of the passage, it can be understood that the word **intense** belongs to which word group?

- a) Hard, difficult, stressful
- b) Amusing, playful, fun
- c) Easy, relaxing, calming
- d) Dull, tiresome, boring

**ANSWERS:**

1: C      2: D      3: B      4: C      5: A

## Thinking First

*Police officer Rachel Blair works in Queens, New York. A reporter is asking Rachel about how she does her job.*



**Reporter:** How long have you been a police officer?

**Blair:** Six years.

**Reporter:** How did you get started?

**Blair:** First, I had to take a lot of tests. Then, I went to the Police Academy for 12 weeks. I learned how to drive a police car, make an arrest, and file a police report. I also had to exercise every day!

**Reporter:** How do you stay safe on the job?

**Blair:** I use my training. That helps me make sure a situation does not get out of control. I am always cautious. If I think a situation is too dangerous, I call for backup. If I run into a dangerous situation without thinking first, I can get hurt.

**Reporter:** Are there any new tools that police officers use?

**Blair:** We use special glasses that help us see better in the dark. When I wear the glasses, I can see moving objects like cars and other people at night.

**Reporter:** Have you ever saved someone's life?

**Blair:** No, I haven't. But my partner has. He says it gave him a pretty special feeling.

**Reporter:** Do you ever get afraid?

**Blair:** There is no time to be afraid. I have to think about what I have to do to take care of the situation quickly and safely.

**Reporter:** What do you like best about being a police officer?

**Blair:** Helping people!

Source : <https://bit.ly/3ijL5QX>

1.- What is this passage mostly about?

- a) What a police officer does
- b) How a police officer is trained
- c) What a police officer wears
- d) How a police officer helps people

2.- What did Rachael Blair do first to become a police officer?

- a) She saved someone's life.

- b) She used police equipment
  - c) She made an arrest
  - d) She took a lot of tests
- 3.- As used in the middle of the passage, the word **cautious** nearly means
- a) Honest
  - b) Quick
  - c) Careful
  - d) Understanding
- 4.- Why does Rachel Blair say she does not get afraid?
- a) She uses special glasses.
  - b) She enjoys her job too much.
  - c) She knows how to drive a police car.
  - d) She is too busy doing her job.
- 5.- What does Rachel Blair like most about being a police officer?
- a) Exercising
  - b) Filing police reports
  - c) Helping people
  - d) Using special equipment
- 6.- Why did the author most likely write this passage?
- a) To teach readers how to save lives
  - b) To make readers want to be police officers
  - c) To give readers information about police officers
  - d) To show readers how to use special police equipment

**ANSWERS:**

1:A      2:D      3: C      4: D      5: C      6: C      A

When building a fire, you should always consider the type of wood you want to use. There are many different types of wood, and not all of them burn in the same way. There are two main types of wood: softwoods and hardwoods.

Softwoods like fir and pine are great for new fire builders to use. They are easy to split into little pieces for kindling. They catch fire easily and produce a wonderful holiday aroma while they burn. These fires burn big and bright and are very easy to maintain.



Although softwoods are great for many reasons, they do have some disadvantages. Softwoods burn quickly. This means you need to use a lot of wood to keep the fire going.

They also do not burn very hot—not nearly as hot as hardwoods burn. This means the wood needs to be completely dry. If not, it will not burn well. Finally, softwoods do not produce long-lasting coals. This means you will probably have to rebuild your fire in the morning should it burn out overnight.

Hardwoods like oak, walnut, and madrone are good for more experienced fire builders to use. They burn very hot and can reach temperatures up to 1000 degrees Fahrenheit. They produce a fantastic crackling sound while they burn. Hardwood fires are great to have during cold winter nights because they do not burn out easily. They also produce long-lasting coals. This means that you do not have to rebuild your fire in the morning should it burn out overnight. You simply have to put more wood on the coals and your fire will begin again in minutes.

Although hardwoods are great for many reasons, they do have some disadvantages. Hardwoods are tough to split and they do not catch fire easily. They are also more expensive than softwoods.

As you can see, it is important to think carefully about the type of wood you use to make your fire. And remember that no matter what kind of wood you choose to burn, one thing never changes: you should always wait one year after cutting a piece of wood to burn it. This ensures that the wood is completely dry.

Source: <https://bit.ly/3zgiuCr>

1.- As used in paragraph 1, the word **consider** most nearly means

- a) Purchase
- b) Decide upon
- c) Look closely at
- d) Think carefully about

2.- According to the passage, which of the following is a softwood?

- I. pine
  - II. walnut
  - III. madrone
- a) I only

- b) I and II only
- c) II and III only
- d) I,II, and III

3.- According to the author, softwoods

- I. are easy to split
  - II. produce a wonderful aroma
  - III. burn fast
- a) I only
  - b) I and II only
  - c) II and III only
  - d) I, II and III

4.- Using information in the passage as a guide, we can understand that walnut hardwood **could** burn at a temperature of

- a) 900 degree Fahrenheit
- b) 1100 degrees Fahrenheit
- c) 1800 degrees Fahrenheit
- d) Not enough information is provided to answer this question.

5.- Margery lives in Maine where they have long, cold winter nights. She wants to make a fire that will not burn out easily. Which type of firewood should Margery use to make her fire?

- I. oak
  - II. walnut
  - III. madrone
- a) only
  - b) I and II only
  - c) II and III only
  - d) I , II, and III

6.- In the paragraphs 3 and 5, the author discusses the respective “disadvantages” of both softwoods and hardwoods. Based on its use in the passage, it can be understood that the word **disadvantages** belongs to which of the following word groups?

- a) Benefits, positives, profits
- b) Types, kinds, categories
- c) Uses, functions, purposes

d) Drawbacks, negatives, losses

7.- In the final sentence of the passage, the author writes, “This ensures that the wood is completely dry” The purpose of this sentence is to

- a) Show a contrast
- b) Provide an example
- c) Give a reason
- d) Introduce an idea

### ANSWERS:

1:D      2:A      3:D      4: A      5:D      6:D      7:  
C

### Clean-up

After the party is over and all of the children have left with their parents, it is time for clean-up to begin. Items that need to be cleaned up are plates, napkins, forks, cake, ribbons and wrapping-paper, markers, crayons, balloons, and any other trash found in the park area. You can put this trash in the red bag. The red bag is for trash that must go to the landfill. Any used bottles and cans that you find can go in the blue bag. The blue bag is for trash that can be recycled. It is important that we clean up the park very well after the party is over. This will allow others to enjoy it after we are gone.



Source: <https://bit.ly/3zgiuCr>

1.- The section that comes **before** this section is most likely titled

Section 3: Conclusion

Section 3: Recycling

Section 3: Party Time

Section 3: Arrival

2.- Using the information in the passage, we can understand that during the party, the children

- I. eat cake
  - II. unwrap presents
  - III. draw pictures
- a) I only
  - b) I and II only

- c) II and III only
- d) I, II, and III

3.- Using information in the passage, we can understand that a landfill is a place where

People can have parties

Bottles and cans are dropped

Recycling is taken

Trash gets dumped

4.- Which items go in the blue bag?

- I. cans
  - II. balloons
  - III. ribbons
- a) I only
  - b) I and II only
  - c) II and III only
  - d) I, II and III

5.- At the end of the passage, the author writes, “This will allow others to enjoy it after we are gone.” The purpose of this sentence is to

- a) Provide a reason
- b) Give an example
- c) Take a guess
- d) Test an experiment

**ANSWERS:**

1: C      2:D      3:D      4:A      5: A

Trudy, Emmett, and Carlo went to their favorite candy shop, The Candy Cabin. Each person brought his or her own money. At The Candy Cabin, the friends each purchased their favorite types of candy.

Trudy had \$5.00 from her weekly allowance. Each week Trudy took out the trash, washed the dishes, and made her bed daily. For these chores, she received \$5.00. This week she decided she was going to spend all of her money on candy bars. Trudy loved candy bars, so she purchased an Amazing Almond Bar, two Crazy Caramel Bars, and a Totally Choco-Monkey Bar.



Emmett had \$2.00 that his mother had given him earlier that morning. Emmett was allergic to nuts and chocolate, so he spent his money on Fruity Gummy Blasters. He did not buy many though. That's because he got a cavity in his tooth. His dentist told him to eat less sugar. For this reason, Emmett needed to restrict the amount of sugar he eats.

Carlo came to The Candy Cabin with \$4.00. He wanted to purchase a Super Candy Sampler Pack, which he knew cost exactly \$4.00. A Super Candy Sampler Pack included two candy bars, two packs of chewing gum, three types of Gummy Blasters, and a mystery treat. When Carlo reached into his pocket to get his money, he noticed that he only had \$3.00. One of his dollars must have fallen out! Carlo looked all over the shop. But he did not see his dollar anywhere.

"Well, I guess I won't be getting the Super Candy Sampler Pack," he said. His face looked glum. Trudy reached into her pocket and pulled out a one-dollar bill. "Here you go," she said.

"Hey!" Carlo smiled. "Thanks!"

Source: <https://bit.ly/3zgiuCr>

- 1) Trudy wanted to spend all of her money on
  - a) Fruit gummy blasters
  - b) Candy bars
  - c) Nuts and chocolate
  - d) A sampler pack
  
- 2) Using the information in the passage as a guide, who is interested in trying different things?
  - I. Carlo
  - II. Emmett
  - III. Trudy
    - a) I only
    - b) I and II only

- c) II and III only  
 d) I, II nad III
- 3) In paragraph 3 the author writes, “For this reason, Emmett needed to restrict the amount of sugar he eats.” Which of these people restricts something in the same way that Emmett.
- a) Marcus, who practiced his football skills all summer so he would prepared for football tryouts  
 b) Nicholas, a baker, who tried many types of sugar treats at the new downtown bakery.  
 c) Robin, who needed help unloading her car because she purchased a large amount of groceries at the supermarket.  
 d) Marissa, who had to put her dog on a leash after he played too roughly with another dog at the park
- 4) With the money Truddy gave him, Carlo will most likely
- a) Purchase a Super Candy Sampler Pack  
 b) Ask his mother for more money when he gets home  
 c) Buy an extra treat for Trudy and Emmett  
 d) Save his money so he has enough for next time
- 5)As used near the end of the passage, the word **glum** has its nearest **opposite** in
- a) Upset  
 b) Interested  
 c) Strong  
 d) happy

**ANSWERS:**

1:B      2:A      3: D      4: A      5:D

## Submarines

Unafraid of the dark? Not bothered by tight spaces? Okay with being deep underwater? If so, life aboard a submarine might be for you. A submarine (or "sub" for short) is a boat that can dive deep into the ocean. Once there, it can stay submerged for days, weeks—even months at a time. Pretty incredible, huh? Subs have several key components that enable them to accomplish this amazing feat.



### Hull

A sub's hull contains everything (crew, engine, supplies, equipment) inside the sub. The hull is shaped like a tube, which allows the sub to glide through the water. Made of steel or titanium, sub hulls are super strong. They need to be. That's because there's a lot of pressure underwater. The deeper the sub goes, the higher the pressure becomes.

### Planes

Birds have wings. Subs have planes. The planes look and act like wings. The sub's planes can be tilted to change the direction the sub moves through the water. By tilting the planes down, the pilot can make the sub point up. By tilting the planes up, the pilot can make the sub point down.

### Tanks

While the planes help the sub point up or down, it's the tanks that control how *buoyant* the sub is. The tanks can be filled with air or water. If the sub wants to float at the surface, the tanks are filled with air. If the sub wants to dive deep underwater, the tanks are filled with water.

### Engine

Subs don't use gas engines. That's because gas engines need air to work. Instead of gas engines, subs use electric motors. In more advanced subs, nuclear power is used.

### Tower

Subs are shaped like tubes. But they *do* have a single tower that pokes up from the top. This tower is very important, as it contains the sub's navigation system. This gives information to the sub pilot about the sub's precise location, as well as the location of the objects around it

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Source: <https://bit.ly/3zgiuCr>

1.- As used in paragraph 1, the word **components** means

- a) Parts
- b) Ruñes
- c) Wings
- d) buttons

2.- Which of the following is **NOT** discussed in the passage?

- a) The engine
- b) The hull

- c) The planes
  - d) The propeller
- 3.- According to the passage, a sub's hull **might** be made of
- a) Wood
  - b) Iron
  - c) Titanium
  - d) Silver
- 4.- Using the information in the section titled "Hull" as a guide, which of the following statements is correct?
- a) The pressure at 58 meters below sea level is **lower** than the pressure at 71 meters below sea level.
  - b) The pressure at 389 meters below is **lower** than the pressure at 340 meters below sea level
  - c) The pressure at 9 meters below sea level is **higher** than the pressure at 28 meters below sea level
  - d) The pressure at 195 meters below sea levels is **higher** than the pressure at 198 meters below sea level.
- 5.- Imagine the sub pilot wants to make the sub dive. How does he or she do this?
- a) Tilt planes down and fill the tanks with air.
  - b) Tilt the planes up and fill the tanks with air.
  - c) Tilt the planes down and fill the tanks with water
  - d) Tilt the planes up and fill the blanks with water
- 6.- Read the following sentence. Then answer the questions below
- Neither electric motors nor nuclear power plants need air to work, which makes them pefect for use underwater.
- If added to the passage, where would this sentence fit best?
- a) In the section titled, "Hull"
  - b) In the section titled, "Planes"
  - c) In the section titled, "Engine"
  - d) In the section titled "Tower"
- 7.- As used in the section titled "**Tower,**" which of these words is closest in meaning to **navigation**?
- a) Shape

- b) Location
- c) Tube
- d) Submarine

ANSWERS:

1:A      2: D      3:C      4: A      5: D      6: C      7:B