



**UNIVERSIDAD DE GUAYAQUIL**

FACULTAD DE FILOSOFÍA Y LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

**TOPIC**

**“INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN  
READING SKILL”**

**PROPOSAL:**

**“DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC  
ORGANIZERS”**

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**GUAYAQUIL, AGOSTO 2018**

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
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Tengo a bien informar lo siguiente:

Que los integrantes ENRÍQUEZ SORNOZA MARÍA ZOILA con C.I.0920326014 diseñó el proyecto educativo con el Tema: "INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN READING SKILL". Propuesta: "DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS"

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

La participante han ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondientes.

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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema:

"INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN READING SKILL".

Propuesta: "DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS".

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

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María Zoila Enríquez Sornoza  
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## PROYECTO

TEMA:

INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN  
THE READING SKILL

APROBADO

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Tribunal N° 3

María Enríquez  
María Zoila Enríquez Sornoza  
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## **DEDICATION**

I dedicate this work in the first place to God by force to advance in this path that has been long; to my family for their unconditional support during this time; to my husband for his words of encouragement and confidence in me, for his love and his time so that I can advance in this goal; and to my friends, colleagues and other people who contributed so that I can finish this educational stage of my life.

**María Zoila**

## **THANKFULNESS**

In the first instance I want to thank God for allowing me to fulfill this stage of my life, my parents for their unconditional support, my husband who was with me during this long journey.

A thank you to my trainers, people who helped me with their knowledge to be able to finish my studies. This process has not been easy, but acquiring this knowledge related to teaching have been valuable and important to complement this stage of my professional life.

**María Zoila**



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### THANKFULNESS

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### **RESUMEN**

Esta investigación analiza el uso de organizadores gráficos en el fortalecimiento de las habilidades de comprensión lectora en los estudiantes de Segundo de Bachilletado Paralelo “A” del Colegio Fiscal Clemente Yerovi, Zona 8, Distrito 05, Circuito 02, de la Provincia del Guayas, Ciudad de Guayaquil, Parroquia Tarqui, durante el año lectivo 2017-2018. que muestran deficiencias en las competencias lingüísticas, propias del idioma Inglés. El marco teórico recopila información sobre las variables, basado en la importancia de la lectura, tipos e implicaciones, técnicas, así como las ventajas de la comprensión lectora. Por otro lado, el marco teórico también recoge información precisa sobre los tipos de organizadores gráficos y los estilos de aprendizaje. La información se obtuvo a través de la observación de campo donde participaron 60 estudiantes con una encuesta llevada a cabo para saber cómo los estudiantes perciben su clase de lectura comprensiva y cómo podrían mejorar en ello. Se hizo necesario hacer una investigación bibliográfica con el fin de tener un amplio conocimiento de este tema en el campo de la educación. El presente proyecto es una investigación exploratoria, descriptiva y explicativa que tiene la intención de descubrir una técnica apropiada para mejorar las habilidades de comprensión lectora mediante el uso organizadores gráficos. Los datos se recogieron durante el período 2017-2018 con una población de 521 estudiantes de Segundo de Bachillerato de la institución; y una muestra de 60 estudiantes. La entrevista fue utilizada para recabar información de la rectora y la maestra; esta investigación es importante porque ayudará a los estudiantes que de Segundo de Bachillerato paralelo “A” del Colegio Fiscal Clemente Yerovi, ya que propone la práctica de diferentes técnicas de lectura comprensiva y el uso de organizadores gráficos que facilitan el desarrollo de esta habilidad. Entonces, el uso de una guía con organizadores gráficos se convierte en una herramienta novedosa e innovadora para los estudiantes que requieren practicar ejercicios que los conviertan en expertos lectores.

**Palabras claves:** Lectura Comprensiva, Organizadores Gráficos, Motivación



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### **ABSTRACT**

This research explores the use of graphic organizers in strengthening reading comprehension skills in students of Second Senior High School Room "A" of the Clemente Yerovi Public School, Zone 8, District 05, Circuit 02, Province of Guayas, City Guayaquil, Tarqui Parish, School Year 2017-2018. that show deficiencies in the linguistic competences, typical of the English language. The theoretical framework gathers information about the variables, based on the importance of reading, types and implications, techniques, as well as the advantages of reading comprehension. On the other hand, the theoretical framework also collects accurate information about the types of graphic organizers and learning styles. The information was obtained through field observation where 60 students participated with a survey carried out to know how students perceive their reading comprehension class and how they could improve on it. It became necessary to do a bibliographical research in order to have a broad knowledge of this topic in the field of education. The present project is an exploratory, descriptive and explanatory investigation that intends to discover an appropriate technique to improve reading comprehension skills by using graphic organizers. The data was collected during the period 2017-2018 with a population of 521 students of First of Baccalaureate of the institution; and a sample of 60 students. The interview was used to gather information from the principal and the teacher; This research is important because it will help the students of the Second Senior High School Room "A" of the Clemente Yerovi Public School, since it proposes the practice of different comprehension reading techniques and the use of graphic organizers that facilitate the development of this skill. Then, the use of a digital manual with visual stories becomes a novel and innovative tool for students who need to practice exercises that turn them into expert readers.

**Keywords:** Comprehensive Reading, Graphic Organizers, M

## **INTRODUCTION**

The present research project is focused on achieving reading comprehension through the use of graphic organizers. This focus group is located in students from Second Senior High School Room "A" of the Clemente Yerovi Public School, Zone 8, District 05, Circuit 02, Province of Guayas, City Guayaquil, Tarqui Parish, School Year 2017-2018.

Comprehensive reading is a fundamental pillar for communication and it is precisely the group of students already mentioned in the previous paragraph who show a deficit of reading comprehension. This has been reason to consider a series of tools that, when properly applied, will overcome this deficiency.

Several authors define reading as the decoding of symbols that give meaning to words that are written coherently in lines that can later be paragraphs. Reading can be carried out silently or orally, but whatever the form, the important thing is to understand the text and the words in context; in such a way that there is reasoning and reflection on what is read.

In addition, graphic organizers are a useful tool for text analysis. In them students can disaggregate the content of the reading making more understandable what is read. Graphic organizers serve to organize ideas in a sequential, orderly, accurate, and useful manner. Priority has been given to graphic organizers that serve to determine the parts of a reading; to identify the characters that intervene in a reading; to relate the causes and effects that are detailed in a lecture; among other forms of analysis that will help to overcome this deficit.

This research project is supported by four pillars, such as the theoretical basis, epistemological, psychological and andragogy education. Unquestionably, the central theme of this work has been investigated by



other authors, but none has focused on the use of graphic organizers to achieve reading comprehension.

On the other hand, this research work has used a field methodology where it has been possible to show the facts in the classroom. In this way, a survey could also be applied to the students who are the focus of this work and the interviews to teachers and authorities of the educational establishment. In this way, this work is composed of four chapters that are detailed below:

### ➤ **CHAPTER ONE**

It is structured with the location of the problem, assessment, definition of the problem, its causes and consequences, objectives, and rationale of this work.

### ➤ **CHAPTER TWO**

This chapter includes the theoretical framework in which the problem is analyzed based on references and other important works. All of them established on the background, theoretical foundation contextual framework, and legal framework.

### ➤ **CHAPTER THREE**

This segment contains the methodology of the investigation, types and level of research, procedures and instruments of research, methods, techniques, survey, interview, population and sample, and the application of research instruments. There is also a description of the results from the survey applied to students, the conclusions and recommendations according to those results.

## ➤ **CHAPTER FOUR**

It includes the proposal, the digital handbook about visual stories with its background, rationale, summary diagnosis, fundamental problem, objectives, importance, feasibility, description of the proposal and appendixes section.

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**Tribunal Nº1**

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# **CHAPTER I**

## **THE PROBLEM**

### **RESEARCH CONTEXT**

Clemente Yerovi Indaburo was established on August 7 1981. It is located in Jose Maria Roura Avenenue, Sauces 2. Clemente Yerovi Indaburo High School has 1000 students.

This educational institution is located in a residential area in the north of the city of Guayaquil. The social status of students and their families is low middle class. According to the Department of Student Counseling, there is unemployment in the homes where the students come from and in most of them there is the problem of migration by the parents.

Due to the pedagogical context, resources are limited and this has an impact on the teacher's work in the classrooms. There is a shortage of creative and innovative resources; On the one hand, teachers use only texts and students are forced to limit their skills and abilities with the use of innovative techniques that are accompanied by a 21st century methodology.

For the above, it is necessary to train teachers in the use of innovative techniques to improve students' learning. These techniques can be summarized in graphic organizers and learning can focus first on reading comprehension because the achievement of other subjects depends on this success.

When a student understands what he reads he can develop his communicative level orally or in writing, he can solve mathematical problems, develop questions, make compositions, analysis, synthesis, among other activities of the educational task.

## **CONFLICT SITUATION**

The problem arises because the students do not understand what they read, they cannot define a new vocabulary related to the context, they find it difficult to find the main idea and to distinguish the secondary details, they also do not understand the message that each story offers.

Each of the above elements must be included for the correct interpretation of the reading and reach the level of understanding required at the end of a reading class.

A student who can read becomes a reflective person, owner of a high level of critical thinking, someone who questions and produces their own ideas. But the low level of reading comprehension is a deficiency in reading skills that makes students unable to express their ideas, can not identify the beginning, the body and the end of the reading, can not judge the reflection through an idea of moral or ethical value.

Teachers should realize that when using tools such as graphic organizers they are building a route from the observation to the evaluation level of thinking development. Besides, there are some teachers that refuse to leave old paradigms in which they are the center of the lesson; instead, teachers should consider that knowledge should be built along with the students in order to help them develop some other skills beyond the four basic ones used to develop a foreign language.

In conclusion, the conflict situation is originated in teachers' minds and their attitude towards changes in the current century framed in the pedagogic field. Obviously, students receive the negative consequences of this issue that should be overcome as the requirements of this educative era demands.

## **SCIENTIFIC FACT**

In general terms, the Ministry of Education decided that students from high school levels must end this period with the B1 level from the Common European Framework (CEF). On the other hand, teachers must get the B2 level from the CEF. This decision forced educator to change more complex contents for the students and focus on the development of the four basic skills a person needs to acquire a second language: listening, speaking, reading, and writing. Obviously, each skill needs to be reinforced by using different strategies.

Deficiency in the reading skill of students from Second Senior High School Room "A" of the Clemente Yerovi Public School, Zone 8, District 05, Circuit 02, Province of Guayas, City Guayaquil, Tarqui Parish, School Year 2017-2018.

## **CAUSES**

1. Topics are not interesting and attractive for the students' age.
2. Teachers don't use the properly reading techniques.
3. There is a deficiency of methodological techniques to develop reading comprehension

## **FORMULATION OF THE PROBLEM**

What is the influence of the use of graphic organizers in development of the reading skill in the student from Second Senior High School -room "A" of the Clemente Yerovi Public School, Zone 8, District 5, Circuit 02, Province of Guayas, City Guayaquil, Tarqui Parish, School Year 2017-2018?

## **OBJECTIVE OF THE INVESTIGATION**

### **GENERAL OBJECTIVE**

- To determine the influence of the use of graphic organizers in the development of the reading skill in the students from Second Senior High School Room “A” through bibliography and field analyze in order to design a guide based on the use of graphic organizers.

### **SPECIFIC OBJECTIVES**

- Define the use of graphic organizers in reading skill through bibliographical and field analysis through a diagnostic test.
- Characterize the reading skill through bibliographical and field analysis.
- Design of a guide based on graphic organizer to improve reading skill in students through the data gathered.

### **INVESTIGATION QUESTIONS**

- What types of techniques should be applied in reading comprehension lessons?
- How often do teachers use resources to support the development of reading comprehension skill?
- How can the use of graphic organizers influence in the reading skill process?
- How can be reading skill developed through the use of graphic organizers in class?
- What resources will be used for the development of the proposal?

## **JUSTIFICATION**

Traditional teaching has limited reading skills specifically in the process of learning the English language, which has resulted in apathy, disinterest, indifference, lack of motivation in the foreign language that makes students acquire a scholarship and another country this problem written and the pronunciation of the language, limiting its academic improvement.

This study is of great benefit and impact on education in the teaching and learning of the English language that will allow the development of reading skills in students through the methodology of visual stories. It will allow motivated students in a foreign language to open doors for their future education and employment. The direct beneficiaries will be the students and teachers who will have a guide of didactic materials for their classes and in general the whole educational community, this is a relevant project because it is based on the LOEI and the Good Living plan.

In addition, on March 11, 2014, the Ministry of Education signed Ministerial Agreement No. 041-14, which establishes that the English language obligation exists in the country's schools. This rule states that all students must learn English, from second grade in elementary schools to high school in all educational institutions.

On the other hand, the Constitution of Ecuador in art. 349. states that "State guarantees to teachers at all levels and modalities, stability, updating, lifelong learning and educational and academic improvement" are urgently needed in the process of training teachers in the methodology of visual stories for development of motor skills focused on the Language in English. Give the tools to change the traditional methods that have generated the apathy or discomfort of the student in the English language.



The Constitution of Ecuador (2008) in art. 347. 8. declares that education should include information technologies and ICT communication tools in the educational process to promote that education is linked to productive or social activities. This needs a constant update of methodologies and advanced technical and updated activities to our reality in the teaching process and focused on learning the English language.

As for the Good Life Plan, it invites the community through its public institutions to improve quality. Rules of Good Life in Chapter VII of Title VII, mention that our National Education System ensures the acquisition of skills to develop languages, arts and culture. It means that the attention of the educators will focus on the students with a flexible, effective, dynamic and efficient work that must be inclusive. It is to link linguistic areas with social and cultural ones.

Undoubtedly today, as a state policy, the challenge of an educational revolution is presented. He has done a lot in this area since the possibility of each child, adolescent or young person having the same educational opportunities. But the challenge is changing the educational paradigms that have led to a traditional education that generated motivation for current educational processes. Universal access to quality education is an indispensable tool to improve our quality of life and, therefore, the instrument for productive economic development in the future of a student.

Due to the previous explanation, this project is justified as it will help teachers and students to make reading the best tool to develop critical thinking and achieve a high level of oral and written communication. The interest in reading also becomes students in humans with knowledge of general culture and will always address high-level issues.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **BACKGROUND OF THE INVESTIGATION**

The present project is an investigation carried out through the use of different resources as the Library of the School of Languages materials, online journals, academic research and other educational projects. All these materials helped us to strengthen our research and the proposal.

According to the investigation Llumiquinga (2012), in which the psychologist David Ausubel has contributed to education significantly by developing the theory of meaningful learning. Jack Hassard (2017), considers that in order to get a meaningful learning, pupils have to link new knowledge to the information that they already have in their minds. To strengthen logical organization, a new theory was developed based on Ausubel's meaningful learning principles that adds concept maps to show meaningful relationships between concepts and propositions.

Graphic organizers can be used at any age and at any stage of learning from brainstorming ideas to presenting research findings because visualization to learn is daily used by anyone who is able to see; he relates what he sees with his prior knowledge, and builds and shares this new knowledge with others. Graphic organizers are suitable for different class learning arrangements, individual, paired, or grouped, and learners love working in groups and developing cooperative activities.

According to the article published from Iranian University Students in 2013, that Reading comprehension occupies a vital role in achieving success in all areas of life, in general, and academic life, in particular.

The reading process is so complex that multiple but different skills, strategies, and techniques are required. Due to the intricacy of these prerequisites for effective comprehension, the area of reading comprehension is often the area where students experience the most difficulty.

Leu (2007) states that comprehensive reading is a process that encompasses three edges such as vocabulary, comprehension of the text and strategies that are applied to its comprehension. This author ensures that each teacher has to be well prepared to be able to guide the students in the understanding of the text that is going to be read in class.

Consequently, teachers should establish a solid foundation for teaching reading comprehension strategies as a supplemental tool to improve reading understanding in their students. Teaching students how to generate post-reading activities could help them maximize the effectiveness of their reading tasks for the purpose of learning meaningfully defined as connecting newly-acquired information from experiences with older, prior knowledge creating a network of related concepts.

Besides, this research is focused on the deficiency of the reading comprehension by the lack of graphic organizers. This statement is based on an observation made in reading classes, where the texts were extensive and with a complex vocabulary.

It is going to put in practice the use of a booklet based on the use of graphic organizers to improve reading skill, using readings according to the ages of students from II Bach in the Clemente Yerovi Indaburu High School, we pretended to motivate students to read more.

As we found in the present investigation, the communication has been a part of the human life for as long as the life exists. Since several years ago human use visual resources to communicate.

## **Reading comprehension**

Roit (2016) considers that reading not only means saying or pronouncing the graphemes and morphemes that are seen in a text, but means understanding what the writer wants to convey in a text. Reading is a process that takes a long time to become an able reader, but this process involves other areas such as fluency, intonation and pronunciation.

On the other hand, comprehension is also another skill that involves understanding the text and not just word by word written in a text. In other words, without comprehension there is no meaningful reading. For this reason, comprehension skills are mandatory in the reading process. When a person learns to read comprehensively, he or she is being encouraged by a set of tools that will help them to understand the other subjects. That is why comprehensive reading is a transversal and interdisciplinary subject.

For McNamara (2006), reading comprehensively is a challenge students face. Many times they get frustrated when they have a text full of unknown words in front of them and for this reason it is necessary to understand the vocabulary shown in it. Reading becomes a cognitive process that involves the ability to comprehend a text.

Moreover, understanding is based on the fluency of the language and for this reason reading is a challenge for students of all ages. So, the only way to overcome this challenge is with daily practice and obviously with the application of several strategies and techniques that will facilitate the understanding of a text.

In addition, Small (2013) ensures that in order to understand a text it is also important to take into consideration the students' interest in investigating the comprehension of a text. Therefore, insists Small (2013) that each teacher must innovate and be aware of the issues of interest to students so that the reading is consistent with their interests.

Goodman (1967) presents a psycholinguistic approach where reading comprehension is the result of thought and language. For this author a text must be read exhaustively, analyzing each of its lines u for this it is necessary the combination of thought and language fluency.

Goodman (1967), believes that both the text and the reader should get along very well and be good friends. There must be an invisible connection that occurs during the reading process, but at the end it becomes visible because comprehension has been achieved through the use of thought and language.

Considering the above, all human beings read permanently; However, not all of them read in a way that they understand what the writer wants to communicate in a text. Since the birth of man, he has been reading because he can read not only letters and words, but also graphics and signs that convey a message. Overcoming the challenge of understanding what is read is not easy and, therefore, it is necessary to apply methods and techniques that facilitate this path towards reading comprehension.

### **Using Reading Strategies**

Roit (2016) defines the strategies as a set of intentional plans that are used to fulfill an objective as well as to give interpretation to a text. That is, readers deliberately seek possible ways to understand a text and those paths are the strategies applied to reading comprehension.

This author believes that strategies for the development of comprehensive reading should be analyzed and studied to be used in the most appropriate manner by students.

Roit (2016) also clarifies that reading strategies and instructional strategies pursue different objectives. The first one tries to teach the reader to make sense of the text while the second one proposes that the readers understand a text significantly.

We will improve learning when we collectively, intelligently and creatively focus our efforts on improving the teaching and learning process. The more we understand about the learner, the more we understand about meaningful and responsible assessment and evaluation, the more we understand about what is to be learned, the more we understand about instructional processes, and the more we understand about collectively acting on what we understand, then the more likely we are to make a difference. (Bennett and Rolheiser, 2001, P.25)

According to the Ontario Ministry of Education, teachers must be trained in techniques and strategies that allow students to overcome every difficulty that is presented to them because the readings become increasingly complex according to the superior course they attend.

A reading becomes effective and meaningful when working with strategies before, during and after reading a selection. For this reason, the group of teachers who created Think Literacy in Ontario, consider that reading is a thinking process that goes from the simple reading of words and graphics to the analysis, synthesis and evaluation of the text read.

Then, a reader becomes strategic because he is instructed in the use of reading strategies and the greater the practice, the better the level of understanding will be.

An effective set of reading comprehension strategies includes:

- Preview: a quick review of titles, images, diagrams or any other attractive part of the selection that can offer an idea about its content.
- Prediction: prior knowledge will be an excellent tool to predict what reading will be about. For example, some images or the name of the author may be the key to predictions.
- Scanning: it is the same as an X-ray of the selection. A quick view of the entire conference will give the reader the idea of the content of the passage or at least it will be easy to know the main idea.
- Guess from the context: it is better to associate new words with images or the rest of the content to get an idea of the selection. It is not necessary to search the dictionary for the definition of new words.
- Paraphrase: it is important to retell a chapter or part of the selection using your own words; It is a way to measure how much reading was understood.

Thomson (2012, states that Language teachers should train their students in the use of reading strategies so that they know when and how they should be applied. Most language teachers feel quite helpless when their students fail to transfer what they read in the language they are learning; that is, they read and intend to translate word by word in order to understand what they are reading without trying to understand in context the message of the passage they have read. Despite the application of various reading strategies, students demonstrate only their linguistic knowledge and translation skills they handle that is; therefore,

language teachers must get their students to understand what they read as if it were in their mother tongue.

Thompon (2012), adds that for an optimal result of reading comprehension, it is necessary that the teacher applies several strategies that address all aspects of reading and also, it is very important to diversify this application of strategies since it will depend on the type of reading to be applied.

- An excellent strategy is to model reading aloud. Listen to what has been understood of the reading after having made the preview, predicting the content, scanning it and finally the paraphrase.
- Another strategy that gives excellent results is to send home before reading a selection. Once the class starts, group work can be done to discuss what has been understood. In addition, you can make conjectures, ask different questions based on what has been read; that is to say that an inverted class is done where the students have already prepared the reading for the different activities in the classroom.
- It works very well to do completion exercises for the application of vocabulary knowledge.

Thomson (2012), considers that discussing with students the strategies they applied to reading comprehension opens the possibility for them to visualize different ways to understand significantly what they read without using a word-for-word translation. This author also stays that this discussion about the use of strategies gives students the experience of recognizing the best way of learning and reading comprehension for each of them.



## **Reading to learn**

From birth the human being reads. Reading is vital for everyone's learning. The baby reads the objects that are relevant to him, such as the milk bottle, for example, and he understands that it satisfies his hunger.

A student who can read becomes a reflexive person, owner of a high level of critical thinking, someone who questions and produces ideas of their own. But the poor level of reading comprehension is a deficiency in reading skills that make the students cannot express their ideas, cannot identify the beginning, the body and the end of reading, cannot make a judgment on reflection End through an idea of moral or ethical value.

Ertmer and Newby (2013) state that this problem increases especially if a reading comprehension class is developed with a behavioral methodology without the necessary resources. That is, the teacher continues to be the focus of the class and has knowledge without giving the student the opportunity to remove the reading of the message and express it according to its own context.

Four steps are needed when reading to learn:

1. Focus on the reading purpose.
2. Highlight the relevant parts of the reading.
3. Choose the appropriate strategies for the reading comprehension
4. Check comprehension from time to time during the reading practice.

Reading at all levels facilitates learning in different ways:

- Through reading, students can investigate grammar, new vocabulary, can make well-structured sentences and recognize the use of punctuation marks. In this way, the elements of the language become clear and this strengthens the knowledge of the students.

- Reading with a purpose is to provide an authentic learning of reading. Students read to learn and this way is effective for them to practice reading in a language different from their mother tongue through the purpose of seeking information.
- Read to be part of interculturality. It is necessary to read to know how our fellow human beings live and to enrich our cultural baggage.

### **The Reading Process**

Manzano (2001) argues that no student can actively participate in a reading, just because the teacher or a classmate has made a brief previous reading. It is necessary then that the pre-reading is complemented with techniques to continue with the during and post- reading.

#### **Pre-reading stage**

Chacon (2002) defines pre-reading strategies such as warming up and engaging in the text to be read. This author indicates that to achieve this, it is necessary to ask several basic questions and do a work based on the vocabulary to create the climate of confidence of the reader.

Chacon (2002) proposes to make riddles based on a general and preview of the text, the graphs, tables, maps and everything that contributes to build a general context of reading. In conclusion, pre-reading requires a scan and skimming of the text.

Activating prior knowledge is an excellent way to get hooked on the new topic. At this stage it is important to ask questions related to the topic, make some predictions using the title or any image, and also create a discussion about the possible situations that the reading will present.

According to The Professional Development Resources for Educators and Libraries (2016), skimming is a technique used to quickly identify main ideas in a text by skipping over words by reading the first and last paragraph, using headings and subheadings, and examining illustrations. Skimming is reading for gist and it is done at a speed three to four times faster than normal reading. It is often used when there is lots of information to read in a limited period time, for example, it is necessary to read material for doing research, and the most relevant data should be selected from a lot of information

Once the student joins the previous knowledge with the new one, the reading becomes a pleasant activity and the passage can be analyzed without the need of any kind of frustrations for the students.

### **During reading (or reading and rereading)**

Chacon (2002) proposes that during the reading the text is decoded and for that purpose he invites to use strategies such as silent reading, to clear doubts of vocabulary in context, use of the dictionary, give opinions, list facts; as well as applying techniques such as underlining, taking notes, building graphic organizers, making inferences, among others.

This step includes what the students do themselves as they are reading, as well as we as teachers to assist them while they are reading. Here, there is an interaction between the reader, the text, and the writer. The reader establishes the purpose for each part of the reading, visualizes the text, summarizes, confirms or rejects his predictions, identifies and clarifies key ideas. In this way he answers questions formulated in the pre-reading stage; it is common that he looks back at the text to verify his answers or support his opinion or position or creates new questions which arise during reading. During this stage, there are a few possible activities

that we can mention: silent reading, reading to students, guided reading, oral reading by students, and modifying the text.

### **After reading (post-reading)**

Chacon (2002) presents several post-reading strategies such as the summary, critical reading, discussion, extract the main idea, develop comprehension questions, problem solving, among others.

In this stage, the student incorporates what he has just read into his prior knowledge, he reflects to see if he met the purpose for reading. He analyzes relevant information, identifies main ideas, makes connections with what he already knew of the new information gotten during the reading, draws conclusions, and assembles all this to construct new knowledge.

This is also an opportunity for readers to evaluate aspects such as the writer's message, his stance in presenting the topic, the quality of the text, etc. It also provides opportunities to students and teacher to self-evaluate their understanding of the text. Students have the opportunity to work on some different activities to produce their comprehension in an oral or written way, among the most commonly used are: questionnaires, graphic organizers, oral discussion, drama, etc.

For this three-steps approach, some authors suggest the use of a three-column page headed with three aspects (KWL): (a) what the reader already *knows* or thinks he knows about the topic; (b) he asks questions about *what* he wants to be answered by the text; and (c) he often goes back to the text to know what was *learned* from the text or what misconceptions must be corrected after reading.

## **Conclusion**

Comprehension is the interpretation given to what is read. This involves the decoding of words, the structure given to a group of words that make sense and the understanding of the message that it has.

Reading comprehension is a skill that is developed through different techniques and strategies that each teacher selects according to the group of students he or she has.

## **Graphic Organizers**

Shell Education (2007) defines graphic organizers as invaluable tools that everyone needs to understand a selection during a reading class. There are some ways to comprehend a lecture, however, graphic organizers are vehicles that drive themselves the students through the adventure of reading.

Chang (2007) defines graphic organizers as visual aids. This author considers that one of the theories of learning is precisely the determination of the style of learning as auditory, kinesthetic, or visual. For this reason, Chang (2007) connects the graphic organizers with visual students and indicates that they can easily interpret a reading through a conceptual map or a mental map.

Chang (2007) indicates that the design, structure, shapes and connections selected to use the graphic organizers are at the liberty of those who need them. That is, they can be accommodated according to the readers' needs and also can be incorporated into the development of the classes at any time that the teacher considers necessary.

One way to help make a curriculum more favorable for students and teachers is to incorporate graphic organizers. Graphic organizers come in many varieties and have been extensively researched for their effectiveness in improving learning outcomes for several students. A graphic organizer is a visual and graphic display that represents the relationships between facts, terms and / or ideas within a learning task. Graphic organizers are also known as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers or conceptual diagrams. (Manoli and Papadopoulou, 2012, p.2)

Graphic organizers are powerful tools in promoting students' performance. They are effective in all subjects and of course in reading comprehension. However, in order to be an effective tool, graphic organizers need effective connectors or verbs that can be the ones proposed by Bloom (2001) in his taxonomy.

### **Use of graphic organizers to improve reading comprehension**

Classroom Complete Press (2015) provides information about how to use graphic organizers in a reading class. They consider that this tool is useful for both teachers and students. The first ones should consider this tool as the unique way to get an enjoyable reading class; the second ones can use them to demonstrate their own comprehension and interpretation in their own speed.

The use of graphic organizers has been widely researched for its effectiveness in improving learning outcomes in different areas of knowledge specially for *improving reading comprehension* and learning disabilities. All of them follow a similar pattern. They include definitions, a diversity of types of graphic organizers with explanations and examples for application across curriculum areas, although, by far,

reading is the most well studied one. Social studies, language arts, science, math are mentioned as the outstanding content areas in the research base of the use of graphic organizers. (Ma. Teresa Llumiquinga p. 52-53)

Graphic organizers should show easily what a text is about and everyone who observes a complete graphic organizer should understand the whole text immediately. It means that there should be shown a sequence of events in the right order.

### **Importance of Graphic Organizers**

Drapeau (2016) states that graphic organizers create critical thinking. They are tools used to develop students' creative thinking, too. Besides, students also develop an easy way to analyze and synthesize a text in complete order.

According to Forehand (2011), Bloom classified the level of thinking development according to a complexity degree. Bloom stated six levels in which three belong to the lowest category and three to the highest. Those levels of high category are analysis, synthesis, and evaluation.

A new version of those hierarchical position of verbs has added one more step which is creativity. It means that after evaluation, the learners should be able to create his own thinking. Drapeau (2011) associates five critical thinking actions related to graphic organizers, such as assume, infer, analyze, prioritize, and judge. In addition, Drapeau (2016) proposes four critical thinking actions used with graphic organizers, which are brainstorm, connect, create, and elaborate.

## Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>

### Bloom's Taxonomy Action Verbs Clemson University, 2012

To sum up, graphic organizers help students to develop cognitive abilities. These tools are useful for teachers and students in a reading class. Teachers can become boring reading classes in enjoyable ones while students can explore a selection in their own speed.

## PEDAGOGICAL FOUNDATION

The pedagogical basis supporting this work is framed in the importance of reading comprehension that is fundamental to any branch of academic knowledge and demand for the activity of the student in the classroom.



Assuming Entralgo (2002), reading comprehension simply transforms the common thought in critical thinking and helps the development of the human being.

## **PSYCHOLOGICAL FOUNDATIONS**

Fernandez (2014), indicates that psychological theories of human learning is based on the construction of learning that generate changes in students' attitudes. Thus, the relationship between psychology and education is very narrow because man will behave according to their level of knowledge.

## **PHILOSOPHICAL FOUNDATION**

This project is focused on Constructivist Paradigm which according to Westwood (2004), it is a theory whose philosophy entails teachers to become a facilitator or a guide and helps students to construct their own knowledge by using different tools that teachers provide adequately.

Gomez (2009), indicates that the philosophy of education is humanistic and democratic and it is based on the human being, not as a machine; that is why a man must learn by choosing what he likes.

## **SOCIOLOGICAL FOUNDATIONS**

The foregoing leads us to state that education is not a matter of cognitive order, but involves social factors because man lives in an environment that may be favorable if their knowledge level is higher every day. One's state of happiness, for example, may vary if it is motivated by a reading of a positive message. Likewise, the level of social status will

change according to the level of reading comprehension and while having to engage in the field of knowledge.

## **LEGAL FOUNDATION**

This project is relevant because it is based on the Constitution of Ecuador of 2008, the Organic Law of Education and Interculturality (LOEI) and the Plan of Good Living.

Regarding the Constitution of Ecuador, this research is based on Art. 349.- "The State will guarantee to the teaching staff, at all levels and modalities, stability, updating, continuous formation and pedagogical and academic improvement".

National Plan for Good Living (2013-2017) in order to provide our country an improvement in Ecuadorian lives. Our research project is based on two objectives from this plan:

- Objective 3: To improve people`s quality of life

The Constitution, in Article 66, establishes "the right to a life of dignity, where health, food and nutrition, water supply, housing, environmental sanitation, education, work, employment, rest and leisure, physical culture, clothing, social security and other necessary social services are all guaranteed". Therefore, improving the quality of life of the population is a multi-dimensional, complex process. The Constitution establishes the rights necessary to improve quality of life, they include access to water and food (Article 12), the right to live in a healthy environment (Article 14), to a safe, healthy habitat, to dignified housing regardless of one's social and economic status (Article 30), to exercise the "right to the city" (Article 31) and to good health (Article 32). Furthermore, quality of life is framed within the

Good Living regime in the National System for Social Inclusion and Equity (Article 340), in order to guarantee good-quality social services for health, exercise and free time, habitat and housing, transport and risk management. (National Plan for Good Living, 2013, p. 54)

- Objective 4: To strengthen citizen capacities and potential
- Education is not an end in itself, but an ongoing process in the public interest, integrating all levels of learning. The National Education System – from initial and basic schooling through high school – (Article 343) and the Higher Education System (Article 350) – are called upon to consolidate the people’s capabilities and opportunities and to train people academically and professionally, under a scientific, humanistic that includes our people’s traditional knowledge and cultures. These two systems are complemented by ongoing training and vocational education. The 2009-2013 National Plan for Good Living addressed issues ranging from the importance of a good nutrition starting in the early years of life, continuing through schooling, and even including the enjoyment of culture and sports. The achievements are visible: substantial improvement in access to education, reduced illiteracy, improved quality of higher education, and more research, among others. Nevertheless, ethnic, gender, age, disabilities, human mobility and territorial gaps persist. (National Plan for Good Living, 2013, p. 61)

According to the Common European Framework of Reference for Languages, in 2012 the Ministry of Education of Ecuador proposed that students in public schools obtain a level of English. In addition, this Ministry considered that the secondary students should graduate with level B1 of the Common Frame and English teachers should have the B2 level.

Besides, The United Nations Educational, Scientific, and Cultural Organization (UNESCO) whose priority is determine goals adopted by the United Nations, emphasizes that every human being requires to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. (UNESCO, 2005, p.1)

To summarize, the project is supported by national and international organizations and the authors believe that they are aligned to the requirements of the Ministry of Education of Ecuador, whose priority is to ensure quality education in all public schools. Thus, an Ecuadorean student can master the English language through reading comprehension and be able to function in this globalized world that is becoming increasingly demanding.

## **CHAPTER III**

### **METHODOLOGY**

#### **SCIENTIFIC RESEARCH**

DePoy and Gitlin (2011) define the scientific method as a systematic process that is properly controlled by the researcher who does a critical investigation on a phenomenon and who is also based on a theoretical part and that is also influenced by a hypothesis about everything that manages to investigate of this phenomenon.

This study will analyze the effectiveness of graphic organizers in a social studies classroom. The study will take place in students from II Bach in the Clemente Yerovi Indaburu high school in northcentral of Guayaquil.

The school has approximately 1,000 students since fifteen until the seventeen years. One of the secondary goals within this school is to find ways to motivate students to read more through a booklet based on the use of graphic organizers to improve reading skill.

Crowther and Lancaster (2008), argue that the theoretical method is based on theories and that is why it is not only deductive; In addition, it is holistic because it focuses on the research environment; It is reflective because it is sensitive to the object of study and is interactive because it collects data that involves human beings who need to solve problems within the educational field.

In addition, the present work has a qualitative and quantitative approach. It is qualitative due to the methods and techniques that allow to

approach the study on the influence of graphic organizers to improve reading comprehension. It is quantitative because it identifies the problem through the management of numerical and statistical data. That is, the empirical is left aside.

Teachers and administrators have been looking to increase the students' achievement to make them a reflective person when reading, owner of a high level of critical thinking, someone who asks and produces ideas by their own and that can end with an idea of moral or ethical value.

That is why graphic organizers could be one possible solution to this problem.

## **TYPES OF RESEARCH**

### **Field research**

According to Burger (2006), field research is one that is carried out directly at the site where information is collected, that is, where events occur. Field research, according to this author, is methodical and can be achieved through instruments such as the survey, interview and direct observations.

### **Bibliographical research**

Silipigni and Powell (2010), state that bibliographic research is the route to follow to do research that is gathered in a scientifically proven publication, that is, in indexed texts, documents and journals.

### **Feasible research**

The Management Association (2015), argues a feasible research is possible because it is the result of a diagnostic case of study. It uses a systematic process to find a solution to a research problem.

For the aforementioned, this research project is focused on field research since it has been based on direct observation where the problem is located, this is in Second Senior High School Room "A" at Clemente Yerovi Public School in Guayaquil city during the school year 2017-2018.

On the other hand, this research is also bibliographic because it has been supported in other studies, scientific journals and indexed material that is found on the Internet.

It is also a feasible investigation since there is a problem to be solved in an educational institution in the city of Guayaquil and the corresponding authorities have shown openness to carry out this research.

## **POPULATION AND SAMPLING**

### **Population**

Kumar (2008), states that each analysis made in a scientific investigation must be quantified and that each of the phenomena to be investigated is constituted in the population that is the object of study.

### **Sample**

Kumar (2008), defines the sample as a part of the universe in research.

This research work has taken a sample of 60 students from a Universe of 508 in Second Senior High at Clemente Yerovi Indaburu Public School during the school year 2017-2018.

### **Stratum**

For our project, the proposed sample represents sixty students, one teacher and one chairman. We used a stratified sampling procedure from a universe of 508 people,

it was considered the object of study that corresponds to 60 students or. This technique was used to ensure a fairly equitable representation of the variables for the study.

Because the population is 521 people it is necessary to apply the following formula to determine the size of the sample:

$$n \geq \frac{p(1-p)}{[SE(p)]^2}$$

where n = sample size,

p = sample proportion,

SE(p) = required standard error of the sample proportion

Directives	Universe	Sample
Chairman	1	1
Teachers	12	1
Pupils	508	60
Total	521	62

Table No. 1 Stratum

Source: "Clemente Yerovi" Public High school.

Elaborated by: María Enriquez and María Lino



## VARIABLES OPERATIONALIZATION

Variables	Dimensions	Indicators
<b>Independent Variable</b> The use of graphic organizers	Definition	What are graphic organizers? Why use graphic organizers in the classroom?
	Strategies	Teaching with graphic organizers Learning with graphic organizers: Increases student engagement Facilitates cognitive processes Improves comprehension
	Types of Graphic Organizers	Cause and effect Note taking Comparing and contrasting concepts Organizing problems and solutions Relating information to main themes and ideas Organizational skills Vocabulary knowledge Sequencing
<b>Dependent Variable</b> Reading skill	Definition	Reading comprehension skills Use of graphic organizers to improve reading comprehension
	<b>Strategies</b> Strategies that can help students read more quickly and effectively include.  Instructors can help students learn when and how to use reading strategies in several ways.  Reading to Learn	Previewing Predicting Skimming and scanning Guessing from context Paraphrasing Reading is an essential part of language instruction at every level because it supports learning in multiple ways. Reading to learn the language Reading for content information Reading for cultural knowledge and awareness.
	<b>stages</b>	Before reading or pre-reading During reading (or reading and rereading) After reading (post-reading)
	<b>Types</b>	A. Oral B. Silent I. Intensive a. linguistic b. content II. Extensive a. skimming b. scanning c. global

Table No. 2 Variable Operationalization  
Researchers: Maria Enriquez and Maria Lino

## RESEARCH METHODS

Theoretical, empirical, and mathematical statistics are a set of methods used in this research work.

McNeill and Chapman (2005) states that the empirical research methods are a series of practical procedures with the aim of revealing the fundamental characteristics and essential relationships of the object of study.

Empirical research methods represent a level in the research process whose content comes fundamentally from experience, which is subject to certain rational elaboration and is expressed in a specific language.

Trochim and Donnelly, (2006) argue that the theoretical framework is focused on two fields in research which are theory and observation.

Swanson (2013), states that theoretical methods must prove the understanding of theories and concepts that are pertinent to the topic of the research project. It is not something already found, it demands an logical model study.

Croucher and Cronn-Mills (2015) state that the theoretical methods in a research work connects the object, the fundamental qualities and the process of abstraction, synthesis, as well as the induction-deduction method.

Assuming what Croucher and Cronn-Mills (2015) argue, the theoretical method becomes an instrument that let us relate our object of study with the process of abstraction and synthesis that is necessary to apply in order to make a research work.

On the other hand, Swanson and Chermack (2013), state that the empirical method is based on the revelation of fundamental characteristics and their proportions in terms of the object of study, is based on experience and not necessarily on a scientific basis.

Muñoz (1988) states that the calculation of the data collection and tabulation is done through mathematics and statistics and the projections are made with these results. The use of this method complements the previous ones to give the scientific basis to the investigations.

## **TECHNIQUES AND INSTRUMENTS**

### **Survey**

“The reason of a survey is to produce statistics, that is, quantitative or numerical descriptions about some aspects of the study population” (Floyd, 2009, p.9)

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview. (Trochim, and Donnelly, 2006, p.1)

In reference to the above, our survey contains ten questions applied to Second Senior students at Clemente Yerovi Public School in Guayaquil. They were asked to respond reliably.

The survey was applied with the legal authorization of the chairman and with the assistance of the teacher. Students were instructed in the application of the survey and they participated actively through the development of the ten questions.

## **Interview**

In-depth interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation” (Boyce and Neale, 2006, p.3).

For the authors Gill and Stewart (2008), the interviews can be of three types: structured, semi-structured and unstructured. In the first place, the structured ones are those that contain a list of questions that can be done verbally and whose answers are limited. However, unstructured interviews consist of questions that can be open and that do not maintain any kind of structure and can be long-term. Meanwhile, semi-structured interviews contain a set of key questions where the answer is full of details.

Taking into consideration the lines above, in this work the interview was applied to the director and to a teacher about their experience using graphic organizers.

## **INTERVIEW RESULTS**

### **Interview to the teacher:**

- 1. As an English teacher, is it easy to achieve comprehension when reading a selection? Explain.**

This question is completely complex because as an English teacher I can state that students understand when they read during my classes, however I have to recognize that the process is not easy due to some aspects. Among those aspects, I would like to emphasize that the most important is the lack of analysis application while reading a selection.

- 2. Would it be useful to use graphic organizers to help students understand what they read? Explain.**

Absolutely, graphic organizers are templates easy to fill in and that without any help, students can be able to complete them because they guide them in the reading interpretation. Graphic organizers guide students to connect ideas, describe characters, establish the setting, the plot and the ending of a story.

### **Interview to the Chairman:**

1. Do you consider that reading comprehension is essential for the students' cognitive development? Explain

Well, all the thought process is acquired through some important exercises and techniques applied in the classes. Reading is a base for all of the other subjects and I totally agree that reading comprehension is essential for the cognitive development of our students.

2. **Explain how you would support the use of graphic organizers for the development of reading comprehension in Second Senior students at the institution you direct?**

Teachers and students have all my support when innovation comes to our institution. In the case that graphic organizers need to be used in order to improve reading classes, of course, as the head of this institution I will provide all the support they need.

## **DATA ANALYSIS AND INTERPRETATION**

Once the research instruments were applied, the results are presented:

### **Survey to the students**

In the following lines, a survey applied to Second Senior students at Clemente Yerovi Public School in Guayaquil is described, which contains a statistical analysis of each of their tables and graphs.

In the following paragraphs there is a detail of an interview applied to a teacher of the English area who provides important information about the use of graphic organizers for reading comprehension.

The interviewed teacher should analyze how useful graphic organizers can be when teaching reading; on the other hand, it will be also described how teachers manage a reading class without the use of visual aids.

Finally, the interview with the Chairman is described giving details about the teaching of reading comprehension through the graphic organizers. It will be analyzed how important graphic organizers can be to help the cognitive development of the students.

Both interviews will help us develop the interpretation of all the research instruments that have been applied in the current project.

## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

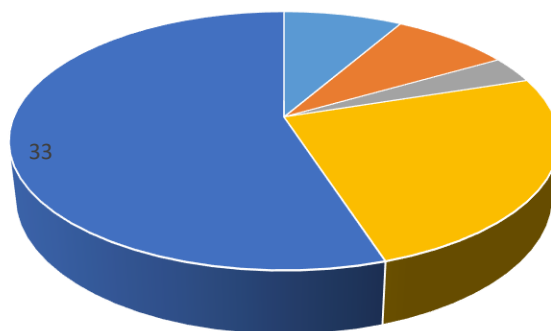
**TABLE N° 3**

You understand a text by reading it only once

CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 1	Strongly Disagree	5	8,33
	Disagree	5	8,33
	Somewhat agree	2	3,33
	Agree	15	25,00
	Strongly agree	33	55,00
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino

**Graphic N° 1**



■ Strongly Disagree ■ Disagree ■ Somewhat agree ■ Agree ■ Strongly agree

## COMMENT

With reference to this point, students strongly agree that it is completely difficult for them to read and understand the selection at once. It means that the majority of them cannot understand easily what they read and of course, they need more times when reading.

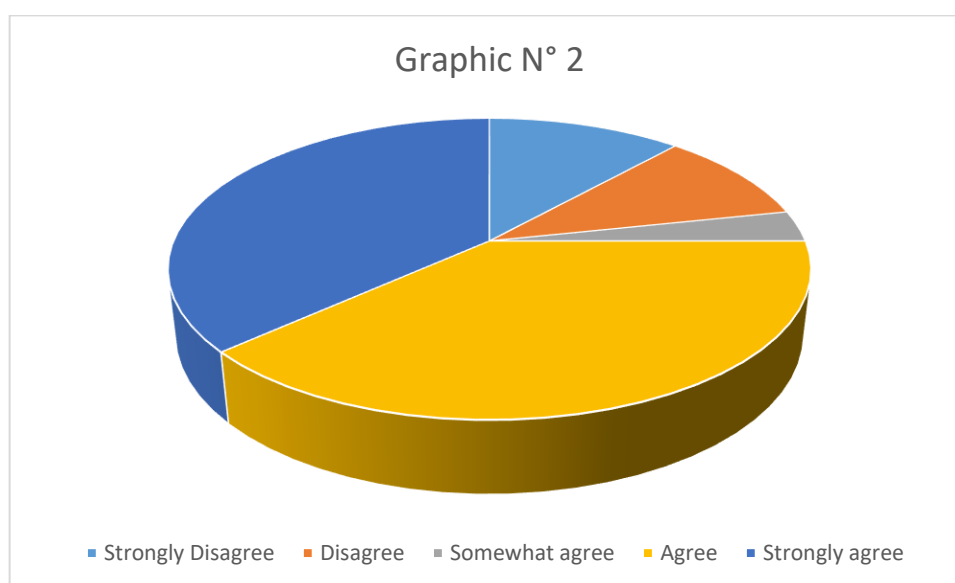
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 4**

You need to read and reread a text to understand it.			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 2	Strongly Disagree	4	6,67
	Disagree	6	10,00
	Somewhat agree	2	3,33
	Agree	15	25,00
	Strongly agree	33	55,00
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



## COMMENT

Regarding this point, the graphic state that students need more than once when reading a selection. They cannot understand the or interpret the lecture and that is why they need to reread it.



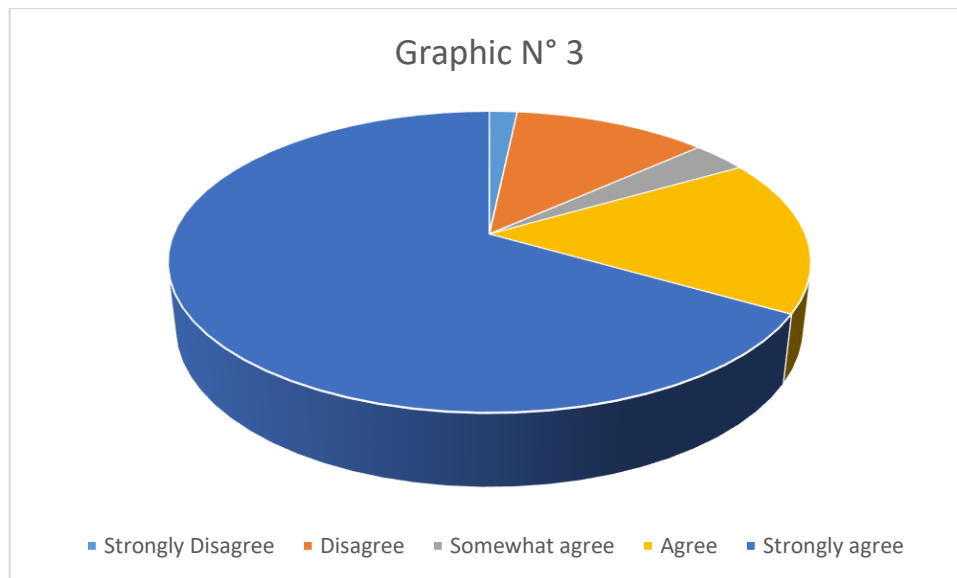
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 5**

You associate the images with the text to understand the reading			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 3	Strongly Disagree	1	1,67
	Disagree	7	11,67
	Somewhat agree	2	3,33
	Agree	10	16,67
	Strongly agree	40	66,67
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



### COMMENT

Focussed on this statement, students consider that images help them understand what the reading is about and the associate what they read with the illustrations they observe. Most of them affirm that it is easier to understand a reading with pictures.

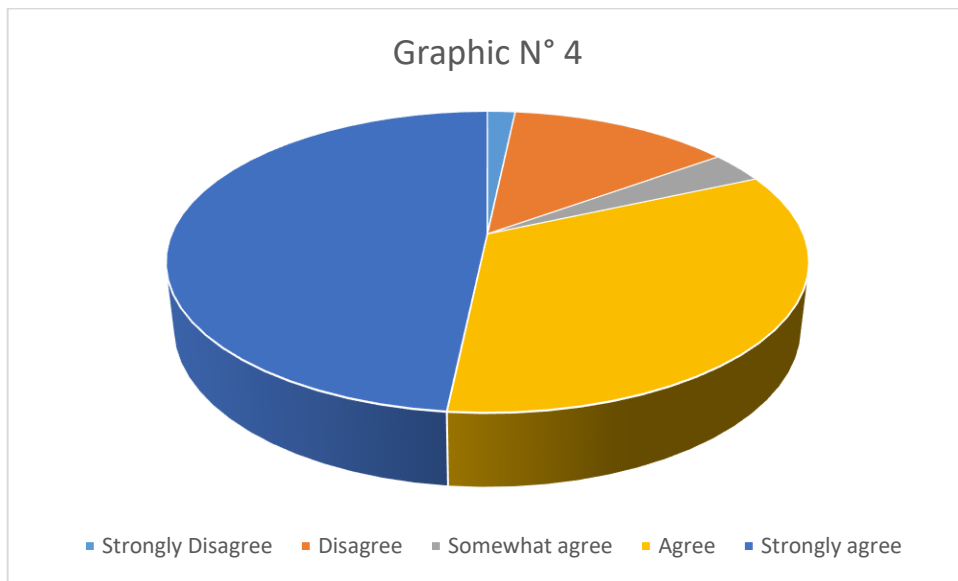
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 6**

Readings that contain only words are difficult to understand			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 4	Strongly Disagree	1	1,67
	Disagree	8	13,33
	Somewhat agree	2	3,33
	Agree	20	33,33
	Strongly agree	29	48,33
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



## COMMENT

In this point, students state how difficult is for them to find a selection full of words which means that they need some graphics to support their interpretation. A minority considers that it is not an issue for their understanding.

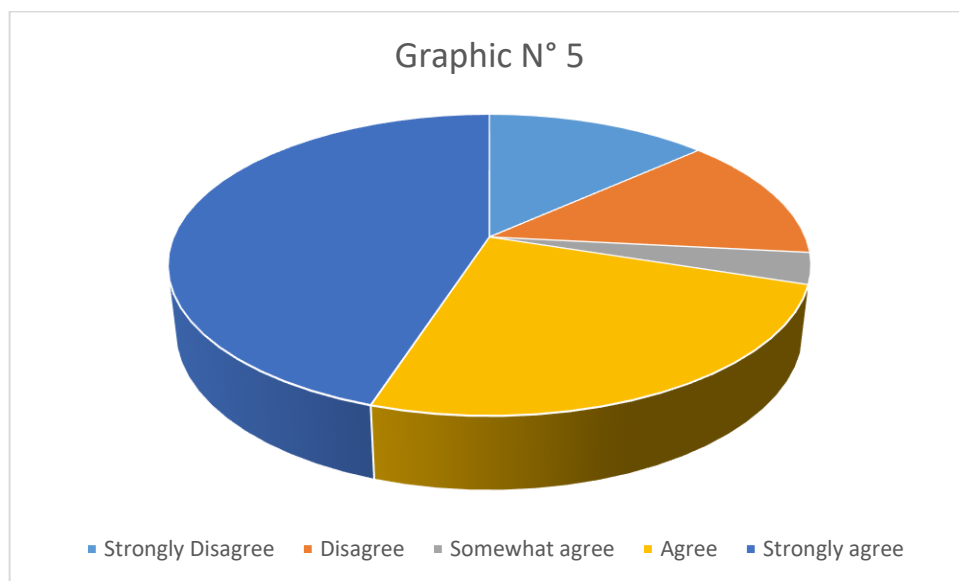
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 7**

You know what a graphic organizer is.			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 5	Strongly Disagree	8	13,33
	Disagree	8	13,33
	Somewhat agree	2	3,33
	Agree	15	25,00
	Strongly agree	27	45,00
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



## COMMENT

According to the students' response, they know what a graphic organizer means. A few students have no idea about graphic organizers and there are two of them who know a little about them.

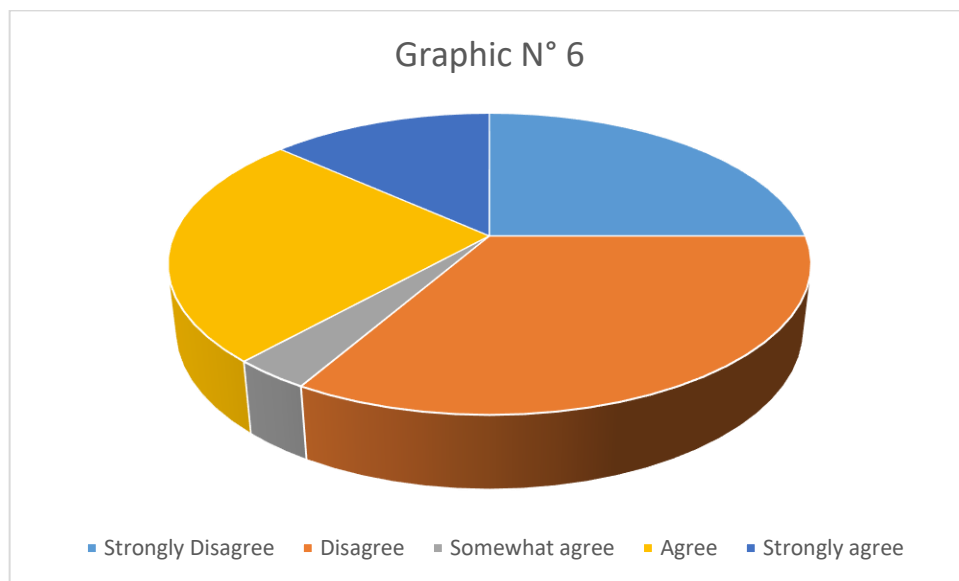
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 8**

It is enough to organize ideas in the mind to interpret a text			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 6	Strongly Disagree	15	25,00
	Disagree	20	33,33
	Somewhat agree	2	3,33
	Agree	15	25,00
	Strongly agree	8	13,33
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



## COMMENT

The results about this statement say that students do not consider that organizing ideas in mind is so easy when interpreting a selection. Most of the students have answered that it is not as simple as it seems which means that they would need a sheet of paper to write down their ideas.

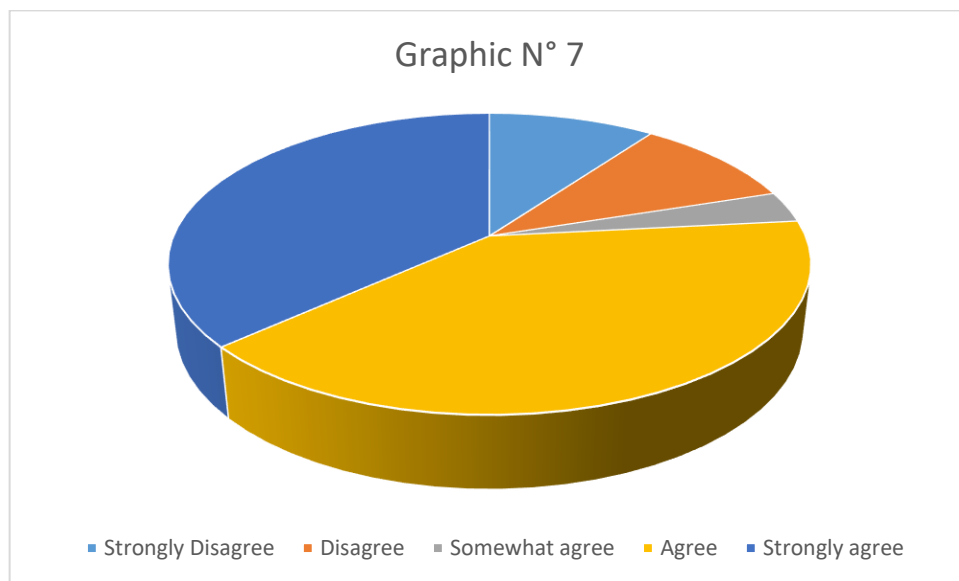
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 9**

The texts are better understood if I have a format to fill in the information			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 7	Strongly Disagree	6	10,00
	Disagree	6	10,00
	Somewhat agree	2	3,33
	Agree	24	40,00
	Strongly agree	22	36,67
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



## COMMENT

In relation to the above statement, students have interpreted as necessary the use of a sheet of paper to organize their ideas about a reading. They agree that a template can help them understand a selection.

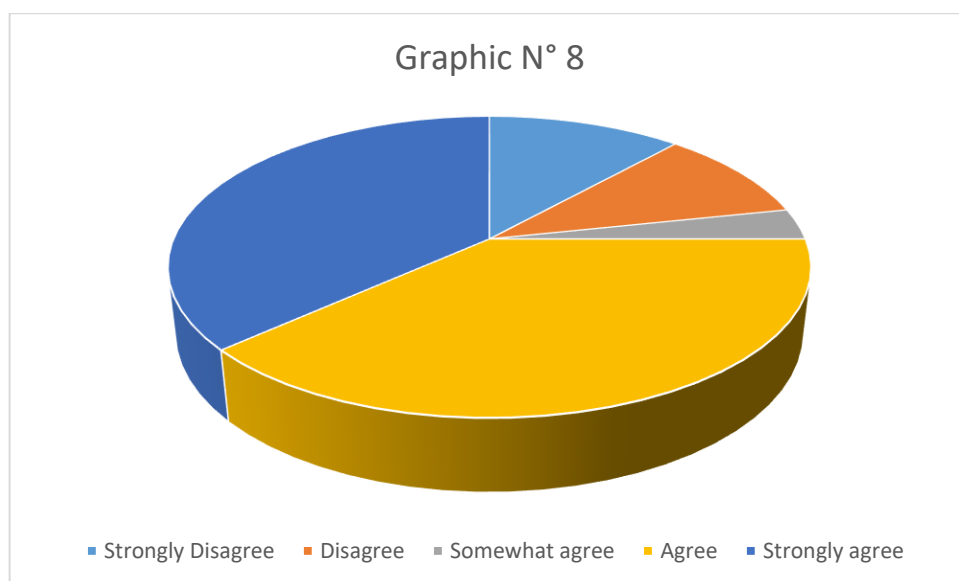
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 10**

A format like a graphic organizer would help me analyze a text			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 8	Strongly Disagree	5	8,33
	Disagree	5	8,33
	Somewhat agree	2	3,33
	Agree	26	43,33
	Strongly agree	22	36,67
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



### COMMENT

Students surveyed argument that the use of graphic organizers will help them to order their ideas and understand the selection read. This means that they are conscious that they need a template like a guide to interpret what they have read.

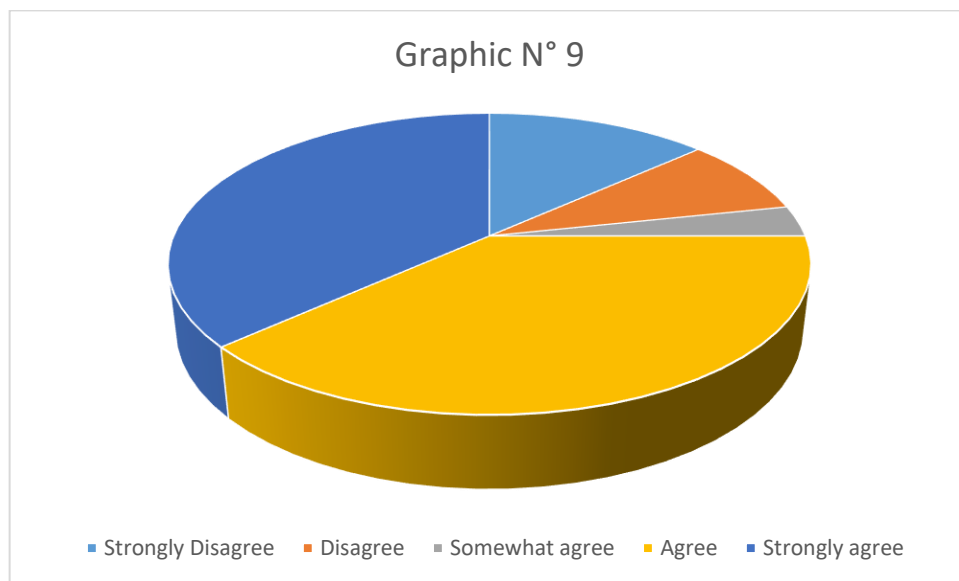
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 11**

Graphic organizers are the vehicle to expand critical thinking			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 9	Strongly Disagree	8	13,33
	Disagree	5	8,33
	Somewhat agree	2	3,33
	Agree	23	38,33
	Strongly agree	22	36,67
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



### COMMENT

Based on the students' response, it is assumed that students consider the graphic organizers as positive and useful for them in a reading class. They strongly agree that they can develop their critical thinking and in that way they can expand their ideas with the use of a lecture.

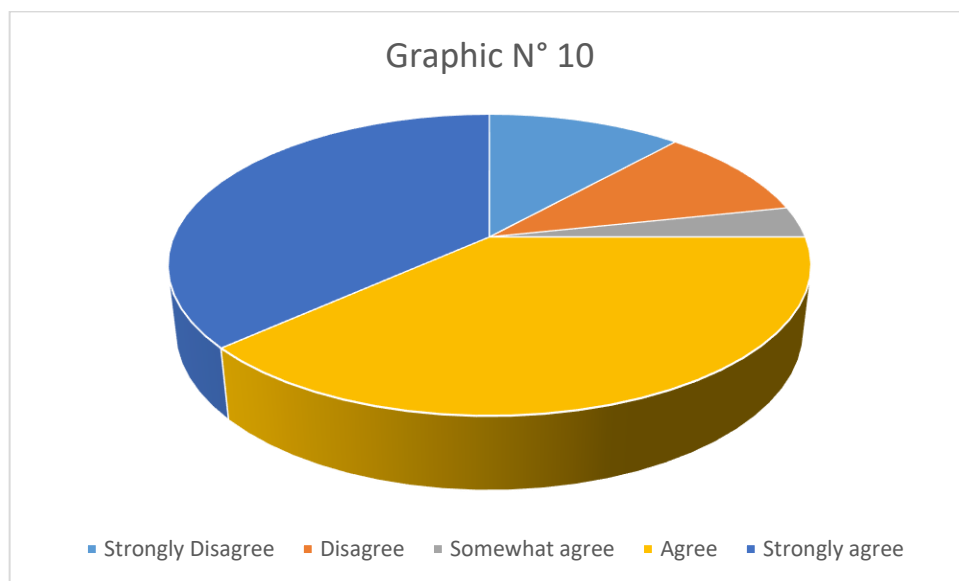
## ANALYSIS OF RESULTS

Survey: 60 students  
Second Senior High School Room "A"

**TABLE N° 12**

Graphic organizers facilitate reading comprehension			
CODE	CATEGORIES	FREQUENCES	PERCENTAGES
Ítem N° 10	Strongly Disagree	7	11,67
	Disagree	6	10,00
	Somewhat agree	2	3,33
	Agree	23	38,33
	Strongly agree	22	36,67
	Total	60	100,00

Source: Students from Second Senior High Room "A" at Clemente Yerovi School  
Researchers: María Enríquez and María Lino



### COMMENT

Students are completely sure that the use of graphic organizers will help them understand a selection. More than the half of the class consider that a graphic organizer can facilitate reading comprehension.



## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

Comprehensive reading is necessary for the cognitive development of students. Understanding what is read implies an analysis and interpretation of main ideas and support details, recognition of vocabulary in context, identification of characters, facts, situations and outcomes within a story.

Students realize that it is difficult to understand a reading that lacks graphics and that is only full of letters. On the other hand, educators are aware that students need a guide to go through a reading and understand it from beginning to end.

Graphic organizers are a useful and economical tool, easy to use and that highlights essential elements in a reading to achieve their understanding.

The authorities are also aware that comprehensive reading is the basis for the development of all other cognitive skills of students and are willing to provide the support that is necessary to innovate in the classroom the comprehensive reading class.

### **Recommendations**

Teachers who teach a foreign language should be the first to look for tools to become expert readers.

The institutions that regulate the universities of the country, should demand that the university students approve special courses in techniques for reading comprehensively. This would help to graduate teachers with the

ability to read and ensure a teaching process more in line with the needs that are presented in the classrooms of the country's schools.

All educators in schools should implement comprehensive reading clubs and hold contests that motivate students to participate in telling stories; that is, convert students into readers so that they enrich their lexicon as well as their oral and written fluency.

The Ecuadorian Government through the Ministry of Education should implement incentives such as scholarships to all students of universities and schools that read a certain number of books. This will not only be beneficial for them, but also for the Ecuadorian culture.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS TO IMPROVE READING SKILLS**

##### **JUSTIFICATION**

Through this research, we found out the deficiencies in reading skills in students of II Senior High from “Clemente Yerovi Indaburu” Public High School, school year 2017- 2018. These correspond to different causes as lack of use of different strategies in reading classes, motivation, the poor variety of activities for reinforcement and the traditional methodology for reading comprehension.

The base of this investigation is the observation of the problem that is why the author propose the design of a guide based on the use of graphic organizers to develop reading comprehension in the students.

Our guide is going to be an opportunity to improve the reading, in a relaxing environment, reducing their stress and anxiety. Similarly, the dynamic of our proposal is closely related to the age of the students who are our object of study and therefore, we have chosen stories that are interesting for them.

The requisite to mend reading skills, completely justifies the core of the current proposal, which turns into a basic means for the use of educators as well as learners.

## **OBJECTIVES OF THE PROPOSAL**

### **General Objective**

- To analyze the importance of graphic organizers through the use of a handbook to improve reading comprehension skills.

### **Specific Objectives**

- To choose types of stories according to student's age.
- To determine particular graphic organizers to facilitate reading comprehension.
- To assess the students acquired language knowledge.

## **THEORETICAL FOUNDATION OF THE PROPOSAL**

### **SOCIOLOGICAL ASPECT**

Epistemologically the human is the one who builds his own knowledge learning and understanding from his environment, thus forming a cognitive process which occurs through sensory perception, being this a model of communication by which we can transmit information with other individuals of society.

Bellanca (2007) states that schools are anxious of using graphic organizers because they are the source of thinking and at the same time they are the point from which thought will continue developing. In simple words, for this author, graphic organizers are part of the high-effects gotten in mind and that are called nonlinguistic representations.

Bellanca (2007) also states that graphic organizers are the route to develop processes of thinking that go from observing to evaluating. It

means that such a process has passed through classifying, comparing and contrasting, analyzing, synthesizing, among others.

## **PEDAGOGICAL ASPECT**

It is important to recognize that educating not only involves imparting a lesson of approximately 40 minutes, but also explaining and guiding students using different types of resources so that the latter can capture what their training requires.

By mentioning the constructivist theory it can be emphasized that it is the student who is responsible for acquiring knowledge guided by the teacher, using different resources, in such a way as to construct concepts according to the content of the learning.

One of the resources to use will be a guide based on the use of graphic organizers to improve reading skills.

Students will be able to actively participate and contribute to their learning process. The designs of the graphical organizers and the act of organizing content serves to stimulate both the creative and logical parts of the brain. It also will help to develop team dynamics when given as a group activity, through the use of graphic organizers various cognitive skills like brainstorming, generation of ideas, organizing and prioritizing content, critical analysis and reflection. This will be highly useful when reviewing notes before examinations.

The use of graphic organizers allows for a deeper understanding of the content. Another primary advantage for students is that this visual learning tool is in facilitating learning among students with disabilities.

The use of graphic organizers would improve learning in the classroom. The graphic organizers are powerful tools, highly instrumental in altering and improving the teaching-learning process in the classroom.

## **LINGUISTIC ASPECT**

The linguistic competence helps students develop communicative skills. Graphic organizers are excellent means to get this proposal. Even graphic organizers can be a nonverbal instrument, it helps students expand imagination and language.

Verbal linguistic multiple intelligence can be developed through the use of graphic organizers to encourage writing and brainstorming. Students may use them to respond to their reading or writing, to generate ideas, to memorize linguistics facts, or to encourage a debate. (Drapeau, 1999, p.9)

Drapeau (1999) considers that graphic organizers let create thinking by their own. They guide students in a silent way to generate ideas and develop communicative skills. This author also emphasizes that depending on the design of the graphic organizer, students can develop a collaborative work generating discussion, debates, agreements, and different points of view among the members. Besides, some graphic organizers address particular thinking skills.

Cleveland (2005) refers that graphic organizers are tools to develop communicative skills through reading and writing. They can use to create poems, articles, reports, tell stories, and writing biographies. At the same time, graphic organizers can be used to interpret the same sources of literature.

To sum up, graphic organizers definitely help develop reading and writing skills even they are nonverbal tools.

## **LEGAL ASPECT**

### **CONSTITUCIÓN POLÍTICA DE LA REPÚBLICA DEL ECUADOR: NORMATIVA SOBRE EDUCACIÓN**

#### **TÍTULO I. ELEMENTOS CONSTITUTIVOS DEL ESTADO**

##### **CAPÍTULO I. PRINCIPIOS FUNDAMENTALES**

Art. 3.- Son deberes primordiales del Estado:

1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes.

This law means that the Government ensures the rights for its habitants according to receive education without any kind of discrimination.

#### **TÍTULO II. DERECHOS**

##### **CAPÍTULO II. DERECHOS DEL BUEN VIVIR**

Sección quinta Educación

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las

personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

## **TÍTULO VII. RÉGIMEN DEL BUEN VIVIR**

### **CAPÍTULO I. INCLUSIÓN Y EQUIDAD**

#### **Sección primera Educación**

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

This means that education is a right that every Ecuadorian has, and a duty that the government has to supply them with excuses and discrimination. The family as institution, has the right to participate in the learning process which has to be in a respectable, participative, intercultural and diverse way in order to develop the standard of life.



## **THE ENGLISH LANGUAGE LEARNING STANDARDS (ELLS)**

The ELLS are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following

- ☐ Level A1: At the end of 9th year Educación Básica General
- ☐ Level A2: At the end of 1st year Bachillerato
- ☐ Level B1: At the end of 3rd year Bachillerato

The English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: (a) listening, (b) speaking, (c) reading, and (d) writing.

As the English Language Learning Standards establish there are goals that students need to reach at the end of their school life. It is set that students have to get a B1 level according to Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). For that reason , we thinks it is important to provide more opportunities to practice the language since students start their school life in high school, so

we consider it is necessary to develop listening skills in students from II Senior High "Clemente Yerovi" high school.

## **FEASIBILITY OF THE PROPOSAL**

### **FINANCIAL RESOURCES**

We consider this resources one of the most important because through this element you can afford the shortage of other resources and it is the most difficult to obtain. For that reason we are sure that this proposal is also economic because the high school already has the main device to elaborate this project and it will not waste the time to acquire new ones.

### **TECHNICAL RESOURCES**

The institution has a library that we can use to practice reading. In order to carry out this project we will provide a guide with some readings according to the students' ages with a pre- reading, while – reading, and after – reading, as consequence the student is not just working out the reading.

### **HUMAN RESOURCES**

The relevance of the guide proposed will be feasible because all people immersed in this project will work together, giving as a result a receptive and motivated human resource (principal, teachers, and students) which will improve and apply these reading strategies in the teaching – learning process that will generate a better environment to reach the principal objective to strength the linguistic competences.

## **DESCRIPTION OF THE PROPOSAL**

The proposal is based on different types of graphic organizers according to their use.

Because there are different sources of reading such as biographies, articles, stories, reports, among others, it is advisable to use a specific type of graphic organizer according to each of these sources. But on the other hand, it is also important to use a graphic organizer according to the purpose or objective of the class.

For the foregoing, this proposal is divided into two sections:

Graphic organizers templates and their use and a set of different kinds of selections for secondary level. So, the guide will be structured as follows:

### **Section 1: Graphic organizers Template**

#### **Pre-Reading T-Chart**

- Sixty second skim and scan
- Alphabet brainstorm
- Venn Diagram
- Complex Venn Diagram- comparing three texts

#### **Questioning**

- B-D-A questioning
- WH-Question
- Questioning Cluster
- Questioning Star

#### **Character Webs**

- Characterization
- Character examination
- Character Traits
- Character Analysis
- Character Chart

#### **Responding to Literature Forms**

- Book Critique
- Literature Reaction Journal Entry
- Reading Response Journal Entry
- The Ending after the Ending
- Book log

#### Reading Analysis Organizers

- Predicting outcomes
- Reading response and analysis
- Story summary
- Themes
- Comparing and contrasting stories

#### Story Maps

- Story maps 1
- Story maps 2
- Story stems
- Story interview
- Visualizing plot
- One-sentence Summary Completers

#### Instructional Webs

- Understanding a new short story
- Story plot terms
- Mood and tone
- Plot and conflict analysis
- Cause and Effect 1
- Cause and Effect 2
- Cause and Effect 3

### **Section 2: Different types of selections**

- The Pony Express
- New Year's Eve

- Cesar Chavez “Si, Se Puede” (“Yes, it can be done”)
- The most amazing structure on Earth

## **CONCLUSIONS**

It is unquestionable that this guide strengthens the language competences in the students of II Senior High from “Clemente Yerovi Indaburu” high school because through the scientific research, it is demonstrated that there is a lack of reading comprehension skills.

This guide will also reinforce students’ vocabulary in context, understanding of a selection through the use of graphic organizers, differentiate types of readings, and students will be able to enjoy reading as well as teachers will develop a didactic reading class.

The direct beneficiaries will be the students of II Senior High from “Clemente Yerovi Indaburu” Public High School because they will develop other language competences through reading analysis with the support of graphic organizers usage. Besides, it is noticeable that when a person develops reading comprehension, it is easier to improve in other subjects because reading is the base for critical thinking.

Another beneficiary is the institution because students as well as teachers will get the proposal of this project as a guide for the use of graphic organizers to develop reading comprehension.

We are convinced that this project will have a positive impact in the community of “Clemente Yerovi Indaburu” high school. Students and

teachers will be motivated to improve in the reading comprehension area with this tool that will be provided by us.

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# Appendix 1

Oficio No. 326

Guayaquil, 15 de Agosto del 2017

MSC.  
Alfonso Sánchez Ávila  
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: **ENRIQUEZ SORNOZA MARÍA ZOILA Y LINO CHOEZ MARÍA ELENA.**

**TOPIC:** INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN READING SKILL.

**PROPOSAL:** DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
elaborado por:	Ing. Alexandra Delgado	SECRETARIA	
revisado por:	MSc. Jacqueline López	DIRECTOR(AE)	

Entregado a la v.



Oficio No. 051

Guayaquil, 19 de Febrero del 2018

Licenciado

Domingo Alava Miele

RECTOR DEL COLEGIO FISCAL "CLEMENTE YEROVI"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: **LINO CHOEZ MARIA ELENA Y ENRIQUEZ SORNOZA MARIA ZOILA**, de la Escuela de Lenguas y Lingüística, Sistema Presencial, puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: "INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN READING SKILL".  
PROPOSAL: "DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS"

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Lismery Perez Ochoa

GESTORA DE TITULACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA



UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
**DIRECCIÓN**

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARÍA I	
Aprobado por:	MSc. Lismery Perez	DIRECCIÓN	



# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL POSTGRADO

Guayaquil, 23 de diciembre de 2017

Msc.  
Silvia Moy Sang Castro  
DECANA DE LA FACULTAD DE FILOSOFIA  
Universidad de Guayaquil  
Ciudad.

De nuestras consideraciones:

Las estudiantes, María Elena Lino Choez con CI. 0922238118 y María Enriquez Sornoza CI. 0920326014 egresadas de la Escuela de Lenguas y Lingüísticas en sistema presencial, solicitamos a usted muy respetuosamente se nos conceda la autorización para poder realizar el proceso del Proyecto Educativo de la Licenciatura en la Institución Fiscal "CLEMENTE YEROVI", siendo el director el Lcdo. Domingo Alava Mielles, previo a la obtención de título del Tercer Nivel.

La atención que se dé a la presente solicitud, reitero mis agradecimientos.

Atentamente,

*María Enriquez Sornoza*  
María Enriquez Sornoza  
CI. 0920326014

*María Elena Lino Choez*  
María Elena Lino Choez  
CI. 0922238118

*[Firma]*  
21/12/2017  
UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
DIRECCIÓN





# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL POSTGRADO

16/02/18

Guayaquil, 23 de diciembre de 2017

Msc.  
Silvia Moy Sang Castro  
DECANA DE LA FACULTAD DE FILOSOFIA  
Universidad de Guayaquil  
Ciudad.

De nuestras consideraciones:

Las estudiantes, María Elena Lino Choez con CI. 0922238118 y María Enríquez Somoza CI. 0920328014 egresadas de la Escuela de Lenguas y Lingüísticas en sistema presencial, solicitamos a usted muy respetuosamente se nos conceda la autorización para poder realizar el proceso del Proyecto Educativo de la Licenciatura en la Institución Fiscal "CLEMENTE YEROVI", siendo el director el Lcdo. Domingo Alava Mielles, previo a la obtención de título del Tercer Nivel.

La atención que se dé a la presente solicitud, reitero mis agradecimientos.

Atentamente,

María Enríquez Somoza  
CI. 0920328014

María Elena Lino Choez  
CI. 0922238118

UNIVERSIDAD "C" GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
DIRECCIÓN

Recibido  
16/02/2018

COLECCIÓN DE DOCUMENTOS  
"CLEMENTE YEROVI"  
  
Msc. Lino Choez





UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA: LENGUAS Y LINGÜÍSTICA  
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Alfonso Sánchez Ávila, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por ENRIQUEZ SORNOZA MARIA ZOILA C.I.: 0959106801 y LINO CHOEZ MARIA ELENA C.I.: 0922238118, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

The screenshot shows a plagiarism report interface. On the left, there is a list of sources with checkboxes. On the right, there is a large area of text, mostly illegible due to blurring, with a large, stylized handwritten signature or mark over it. Below the text area, there is a black bar with some small, illegible text.

Se informa que el trabajo de titulación:

TOPIC: INFLUENCE OF THE USE OF GRAPHIC ORGANIZERS IN READING SKILL.

PROPOSAL: DESIGN OF A GUIDE BASED ON THE USE OF GRAPHIC ORGANIZERS\*,  
ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUM  
quedando el 9% de coincidencia.

MSc. ALFONSO SANCHEZ AVILA  
C.I.: 0907944961  
Consultor Académico





# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA - NIVEL PREGRADO

Guayaquil, 24 Septiembre 2018

Máster

Silvia Moy Sang Castro

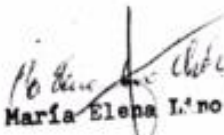
Decana de la Facultad de Filosofía

MARIA ELENA LINO CHOEZ con C.I.0922238118, estudiante de la Escuela de Lenguas y Lingüística Modalidad Presencial, por medio de la presente informo que Renuncio al Tema y Propuesta de mi Proyecto Educativo que lo estaba realizando con la Compañera; MARIA ZOILA ENRIQUEZ SORNOZA con C.I. 0920326014.

Por motivos de pérdida del documento del certificado de Prácticas Docentes, que me impide continuar con el proceso de titulación.

TEMA: Influence of graphic organizers in the development of the reading skill. Design of a guide based on the use of graphic organizers to improve reading skills".

Atentamente,

  
María Elena Lino Choez

# Appendix 2

# ANTIPLAGIARISM REPORT

## ANTIPLAGIARISM REPORT

**URKUND**

**Urkund Analysis Result**

Analysed Document	Submitted By	Significance
tesis lista para urkund junio 13.docx	marazens12@gmail.com	9 %

**Sources included in the report:**

- ruth project.docx (029562910)
- TESIS (029119615)
- http://repositorio.puc.edu.ec/bitstream/handle/22000/8648/10/63.001404.pdf

**Instances where selected sources appear:**

8

**UNIVERSIDAD DE GUAYAQUIL**  
**Facultad de Filosofia Letras y**  
**Ciencias de la Educacion**  
**Escuela de Lenguas y Linguistica**  
**DIRECCION**

15/06/2019

# THE ADMINISTRATIVE FRAME

## CHRONOGRAM OF ACTIVITIES

TIME ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH			
	WEEKS																															
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TOPIC APPROVAL	X																															
FIELD OBSERVATION AND APPOINTMENT OF TUTOR			X	X																												
TUTORIALS								X	X	X	X					X	X				X							X			X	X
THEORETICAL FRAME										X	X	X																				
SURVEYS AND INTERVIEWS													X	X																		
DEMONSTRATIVE ACTIVITIES																		X	X	X	X											
HAND IN OF THE LAST DRAFT AND REPORT																																
ORAL PRESENTATION																																
GRADUATION																																X

### SURVEY TO STUDENTS

*Please, check your answer according to your own experience.  
Your opinion is relevant for our research.*

		Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1.	You understand a text by reading it only once	✓				
2.	You need to read and reread a text to understand it.					✓
3.	You associate the images with the text to understand the reading.				✓	
4.	Readings that contain only words are difficult to understand.					✓
5.	You know what a graphic organizer is.			✓		
6.	It is enough to organize ideas in the mind to interpret a text	✓				
7.	The texts are better understood if I have a format to fill in the information					✓
8.	A format like a graphic organizer would help me analyze a text				✓	
9.	Graphic organizers are the vehicle to expand critical thinking					✓
10.	Graphic organizers facilitate reading comprehension					✓

## INTERVIEWS

### Interview to the teacher:

1. As an English teacher, is it easy to achieve comprehension when reading a selection? Explain.

This question is completely complex because as an English teacher I can state that students understand when they read during my classes, however, I have to recognize that the process is not easy due to some aspects. Among those aspects, I would like to emphasize that the most important is the lack of analysis application while reading a selection.

2. Would it be useful to use graphic organizers to help students understand what they read? Explain.

Absolutely, graphic organizers are templates easy to fill in and that without any help, students can be able to complete them because they guide them in the reading comprehension and interpretation. Graphic Organizers guide students to connect ideas, describe characters, establish the setting, the plot and the ending of a story.

### Interview to the Chairman:

1. Do you consider that reading comprehension is essential for the students' cognitive development? Explain

Well, all the thought process is acquired through some important exercises and techniques applied in the classes. Reading is a base for all the other subjects and I am totally agree that reading comprehension is essential for the cognitive development of our students.

2. Explain how you would support the use of graphic organizers for the development of reading comprehension in Second Senior students at the institution you direct?

Teachers and students have all my support when innovation come to our institution. In the case that graphic organizers need to be used in order to improve reading classes, of course, as the head of the institution I will provide all the support they need.

**CLEMENTE YEROVI INDABURU PUBLIC SCHOOL  
SECOND HIGH SCHOOL - ROOM "A"**

1	ACUÑA PELAEZ GINGER ELIZABETH
2	ANCHUNDIA QUIIJE FERNANDO ANDRES
3	ANDRADE CABRERA ANGEL RAFAEL
4	BALSECA HATI ANGELA GEOMARA
5	BAQUERIZO ZAMBRANO ROBERTO REY
6	BARZOLA TARIRA ANDRES PAUL
7	BETANCOURT LARA ANAHI ARIANA
8	BRAVO PARRAGA EVELIN SUSANA
9	BUSTAMANTE ECHANIQUE BRYAN WILLIAMS
10	CAMBISACA ELIZALDE ERICK BENJAMIN
11	CARDENAS VELASQUEZ PAOLA CRISTINA
12	CARRANZA CHILAN JOSE LUIS
13	CARRION LOPEZ MARCELO ALEJANDRO
14	CASHUG BUÑAY MOISES DAVID
15	CENTENO TAPIA RAFAEL VICENTE
16	CEVALLOS RIOS KEVIN RAFAEL
17	CHILAN ESPINAL ELVIS LUIS
18	CHOEZ RONQUILLO ALEXANDER CIRILO
19	CHOEZ RONQUILLO DARIO PLINIO
20	ESCOBAR PLUAS STEVEN ROBERTO
21	ESPAÑA LUCAS FELIX ENRIQUE
22	ESPINOZA CABRERA DANIEL ALBERTO
23	ESPINOZA CEDILLO JIMMY ANDRES
24	ESTUPIÑAN BONE ANGIE NELLY
25	FRANCO CANALES EDISON SEBASTIAN
26	GOYA ALVAREZ JEFFERSON MARLON
27	GUAMAN DUCHI JOSE LUIS
28	GUEVARA LUNA DANIEL STEPHANO
29	HERNANDEZ MARTINEZ ANTHONY
30	INTRIAGO BARRE JULIO CESAR



31	LOOR LEON ROBINSON ALEXANDER
32	LOPEZ MARTINEZ JENIFFER CHARLOTT
33	MATAMOROS VILLAFUERTE CHARLIE ALEJANDRO
34	MERA RIOS ERICK ALEXANDER
35	MERELLO LANDA ISAIAS EMANUEL
36	MONSERRATE PILLIGUA ANTHONY ERNESTO
37	MORA FERRUZOLA VIOLETA NICOLLE
38	MOREIRA CORDOVA BRYAN JOHAN
39	NUÑEZ ZAMBRANO LIBY ALEJANDRA
40	PEREZ VILLEGAS BRUNO ROBERTO
41	QUIMIS MADRID BRYAN ALEXANDER
42	QUISPILO RIOFRIO JOSSELYN ALEXANDRA
43	RENDON NARANJO CHRISTIAN MARCELO
44	REYES BAYONA DUBER GERARDO
45	ROBY VERA CHRISTIAN STUART
46	ROSADO MORA ABRAHAM JOSUE
47	SAA LAVAYEN BRYAN RAUL
48	SALVATIERRA ORELLANA JHON ALEXANDER
49	SANCHEZ ZAVALA ELIAS JOSUE
50	SEGURA ALVARADO ALEX DARIO
51	SUAREZ MATIAS JOSE SANTIAGO
52	TENEZACA TENESACA SERGIO DANIEL
53	TOALA MENENDEZ CARLA DAYANNA
54	ULLOA PINARGOTE VIVIAN ANDREA
55	VALERO SOSA MICHAEL JAIR
56	VALLEJO CENTENO GABRIEL ALEXANDER
57	VARGAS ZAMBRANO STEVEN BENJAMIN
58	VILLENA PIGUAVE JEAN PABLO
59	VINCES AVILA KEVIN ENRIQUE
60	YANCE BARCOS LUIS DANIEL

# Appendix 3

## FRONT GATE AT CLEMENTE YEROVI PUBLIC HIGH SCHOOL

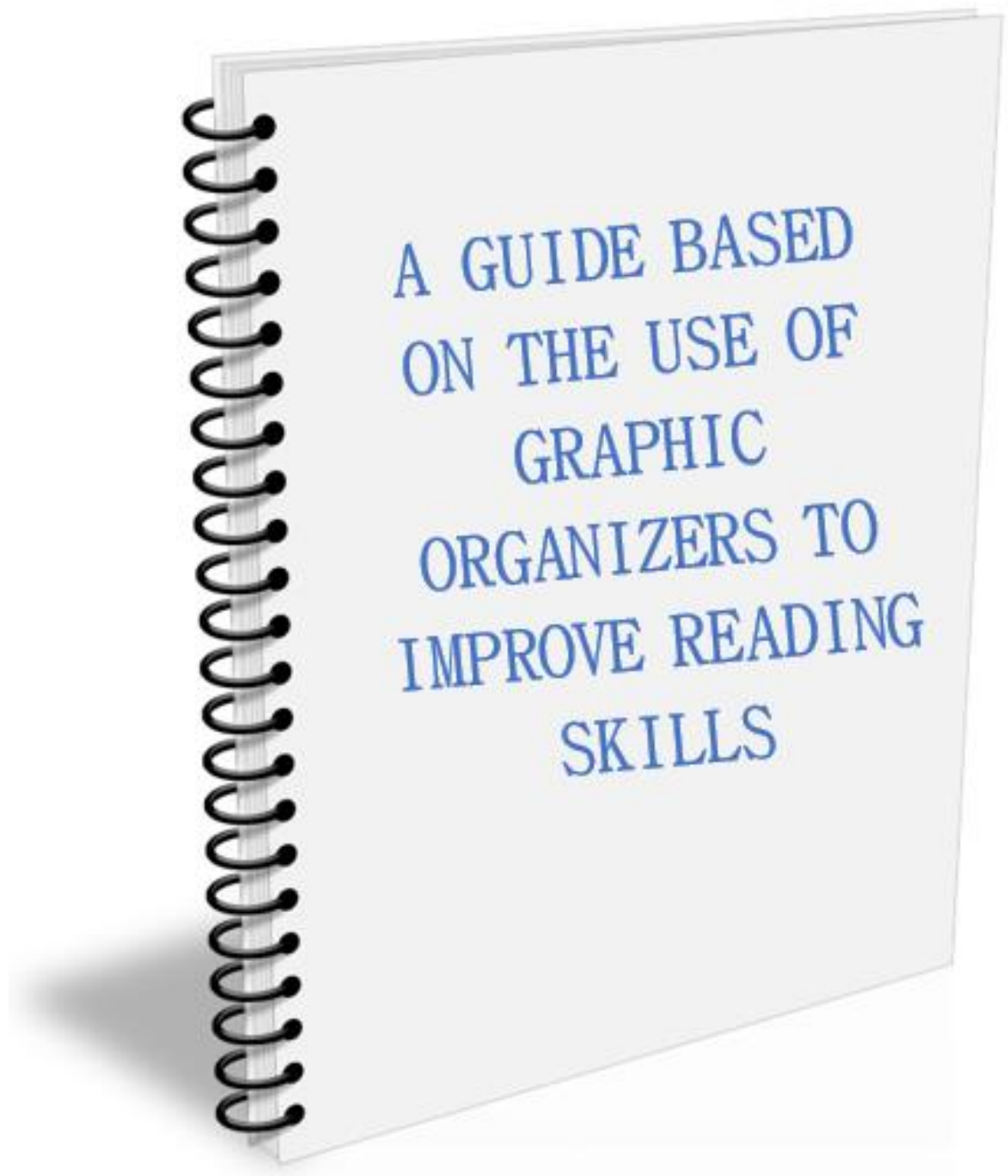


## INTERVIEW TO THE ENGLISH TEACHER CARLA BELTRÁN



# Appendix 4

# The Proposal



# **Pre-Reading T-Chart**

### Pre-Reading T-Chart

Browsing through text prior to reading it can help you activate schema and set purpose. Examining the content and format of the text helps you understand what you're reading, become aware of the text layout and activates any schema you may have on the topic.

Title _____ Author _____	
Text Feature	My Response
Read the title and look at the picture on the cover. What do you think this book will be about?	_____ _____ _____ _____
Flip through the pages. What do you notice? Is this fiction or nonfiction text?	_____ _____ _____
If this is fiction, can you tell anything about the characters, setting or plot? If so, what do you notice? If this is nonfiction, what is the central topic? What do you think you will learn reading this book?	_____ _____ _____ _____ _____
Does this book remind you of any other books/text you've read? If so, what? What is it that reminds you of it?	_____ _____ _____
Does this book grab your interest? Why or why not?	_____ _____ _____
What is your purpose for reading this book?	_____ _____



### Sixty Second Skim and Scan

Skimming and scanning text prior to reading can help you activate schema and set purpose. Examining the content and format of the text helps you understand what you're reading, become aware of the text layout and activates any schema you may have on the topic. Complete the "Sixty Second Skim and Scan" prior to reading.

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Read the cover of the book. Note the title and the name of the author. Are you familiar with this author? _____ If yes, what are you thinking as you look at the book?	Think about the title. What do you think the book will be about based on the title?	What do you already know about this topic/theme?
Flip through the book and skim the pages for one minute. What did skimming through the book make you think about?	Predictions for this text:	My hopes for this book:

### Alphabet Brainstorm

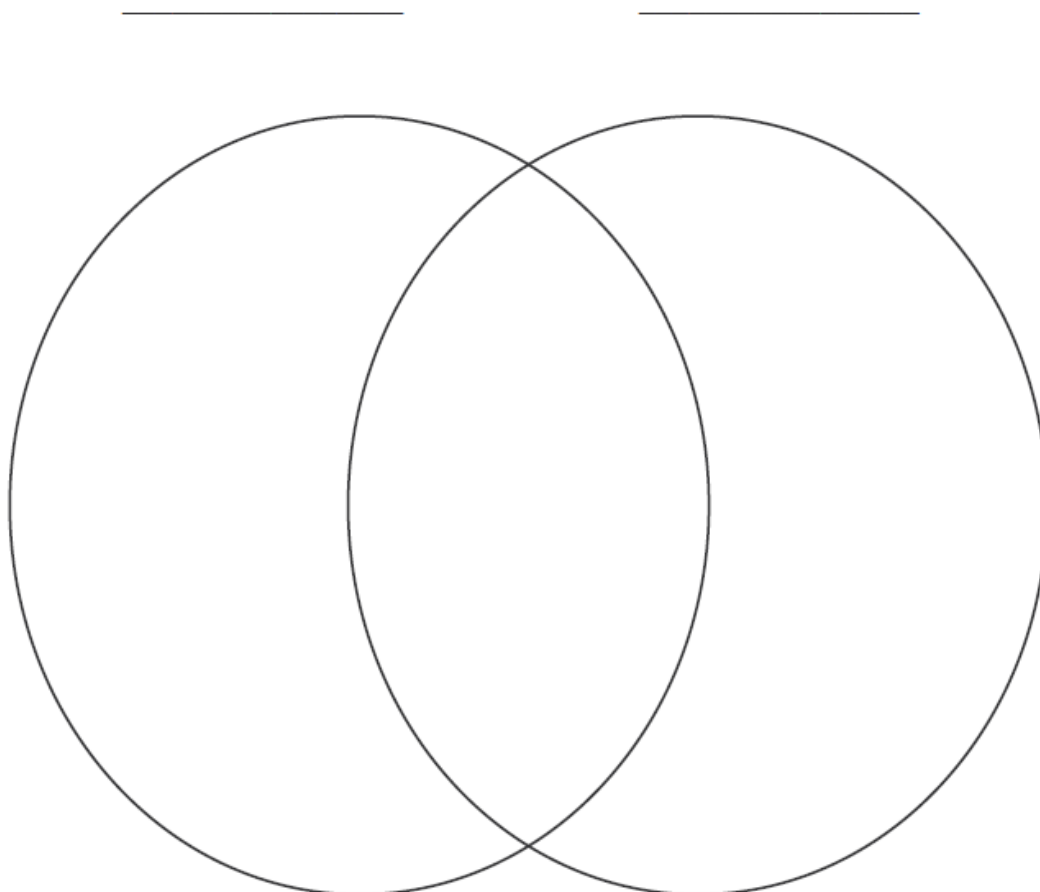
Write the topic you'll be reading about in the "topic" box. Write words that connect to the topic under each letter of the alphabet. Be prepared to explain what you know about the topic and the words you write.

Topic: \_\_\_\_\_

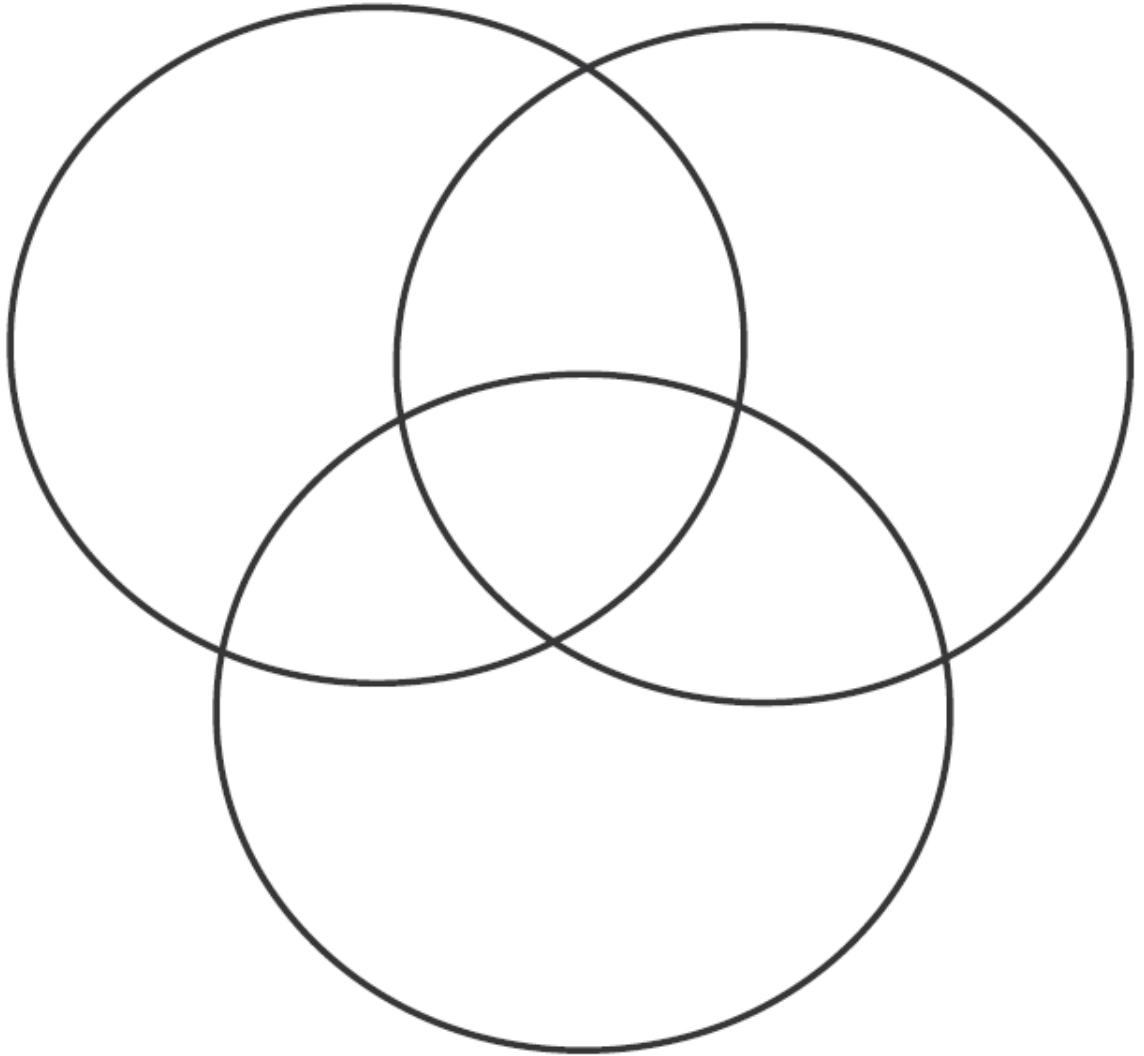
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>K</u>	<u>L</u>	<u>M</u>
<u>N</u>	<u>O</u>	<u>P</u>	<u>Q</u>	<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>	<u>V</u>	<u>W</u>	<u>X</u>	<u>Y</u>	<u>Z</u>

### Venn Diagram

Use the Venn Diagram to compare two texts. This works well in author's studies, topic studies and when reading two different versions of the same text.



Complex Venn Diagram-Comparing Three Texts



# Questioning

## Questioning

Curiosity is the greatest asset we bring to learning. The mind's desire to know more guides us to ask questions, and determine ways to find answers to those questions.

Good questions stem from background knowledge-we can only ask a substantive question if we have knowledge of the subject matter at hand. Questioning guides the purpose for reading and helps us hone in on what's important.

Questions moves us deeper into reading. They stimulate thought, provide clarity, expand on ideas, and lead us to further questions. Questioning is the hallmark of thinking.

When instructing students in the reading strategy of questioning, we must teach them that "reading is thinking." What does this mean? Our students often don't realize that proficient readers ask questions before, during, and after they read.

When a reader asks questions during the reading process, he is interacting with the text, searching for answers. To do this, the reader must self-monitor for comprehension, clarify information, and constructing meaning.

The following organizers will help your students ask questions about text before, during and after reading.

### B-D-A Questioning

Title: \_\_\_\_\_

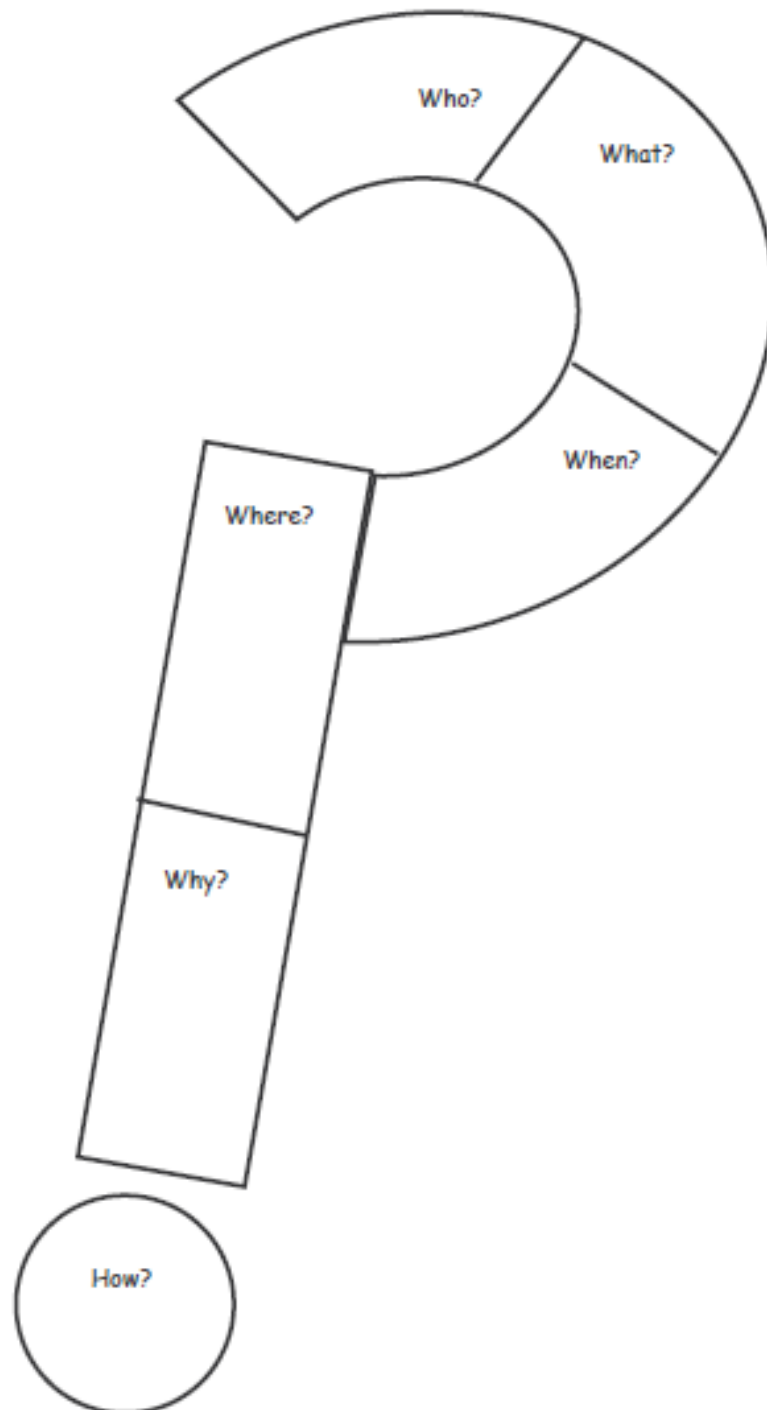
Author: \_\_\_\_\_

Questions I have...

Before reading:

During reading:

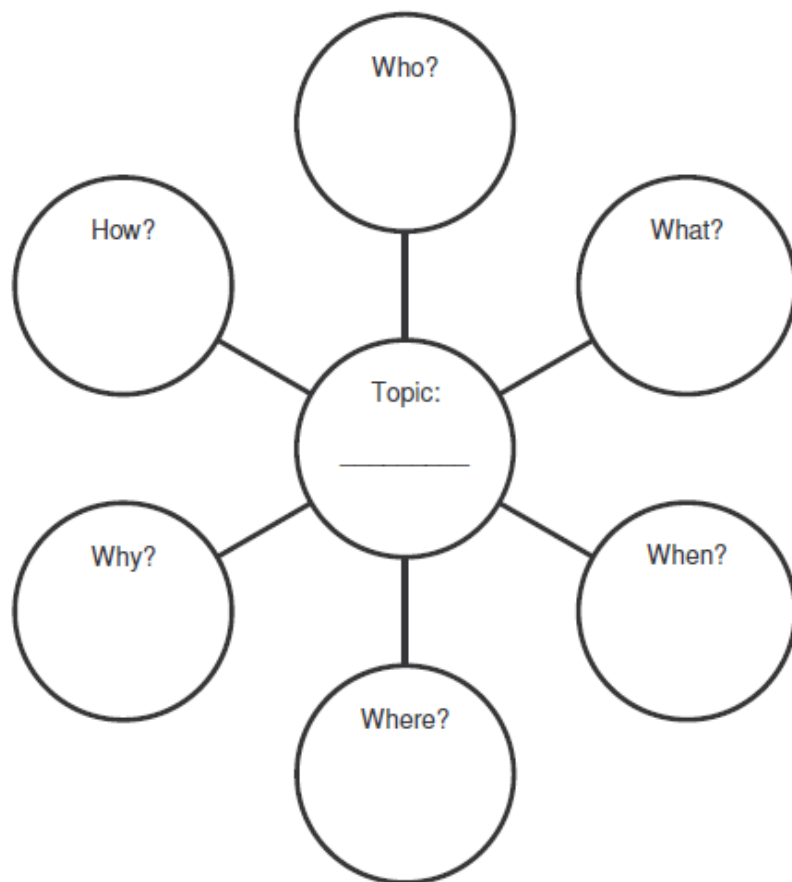
After reading:





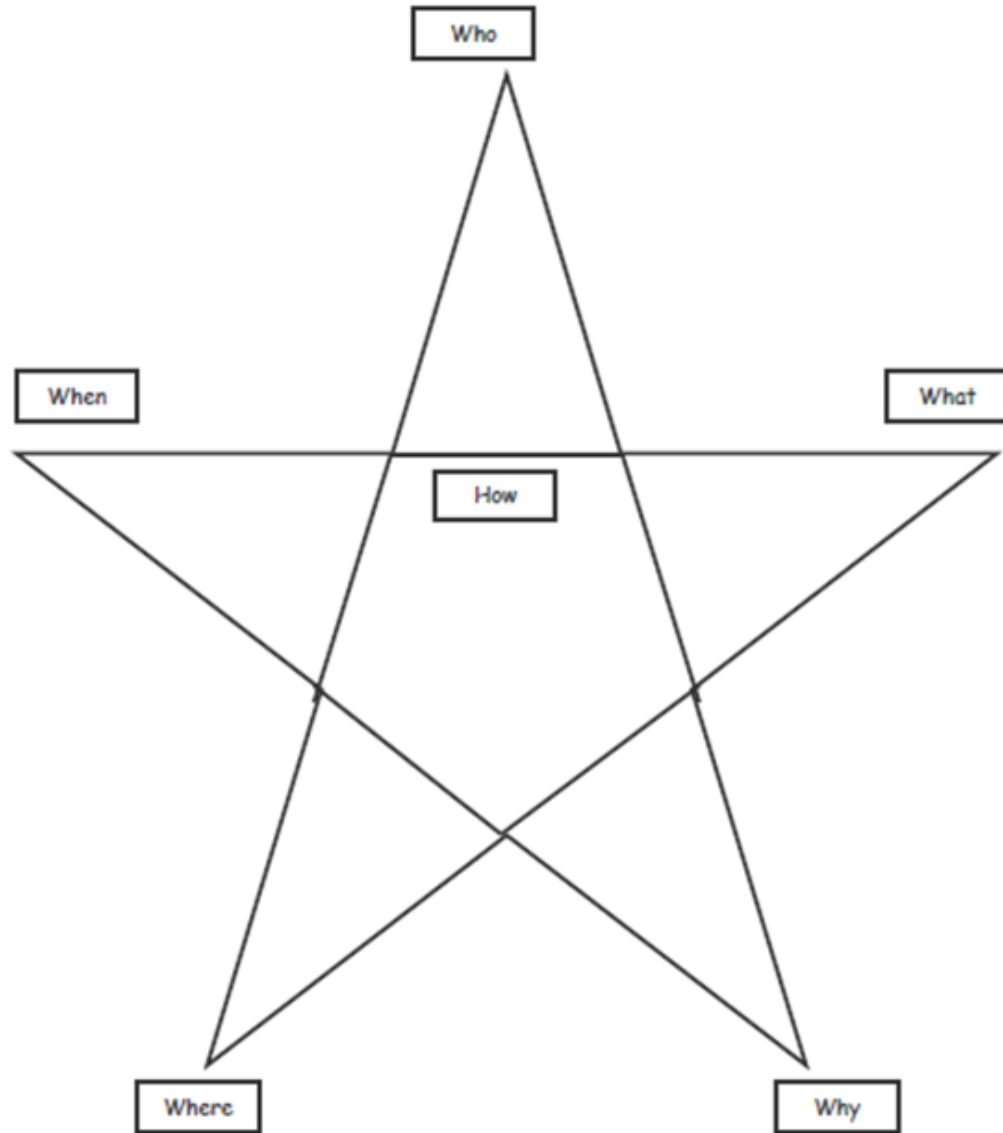
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Questioning Cluster



Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questioning Star

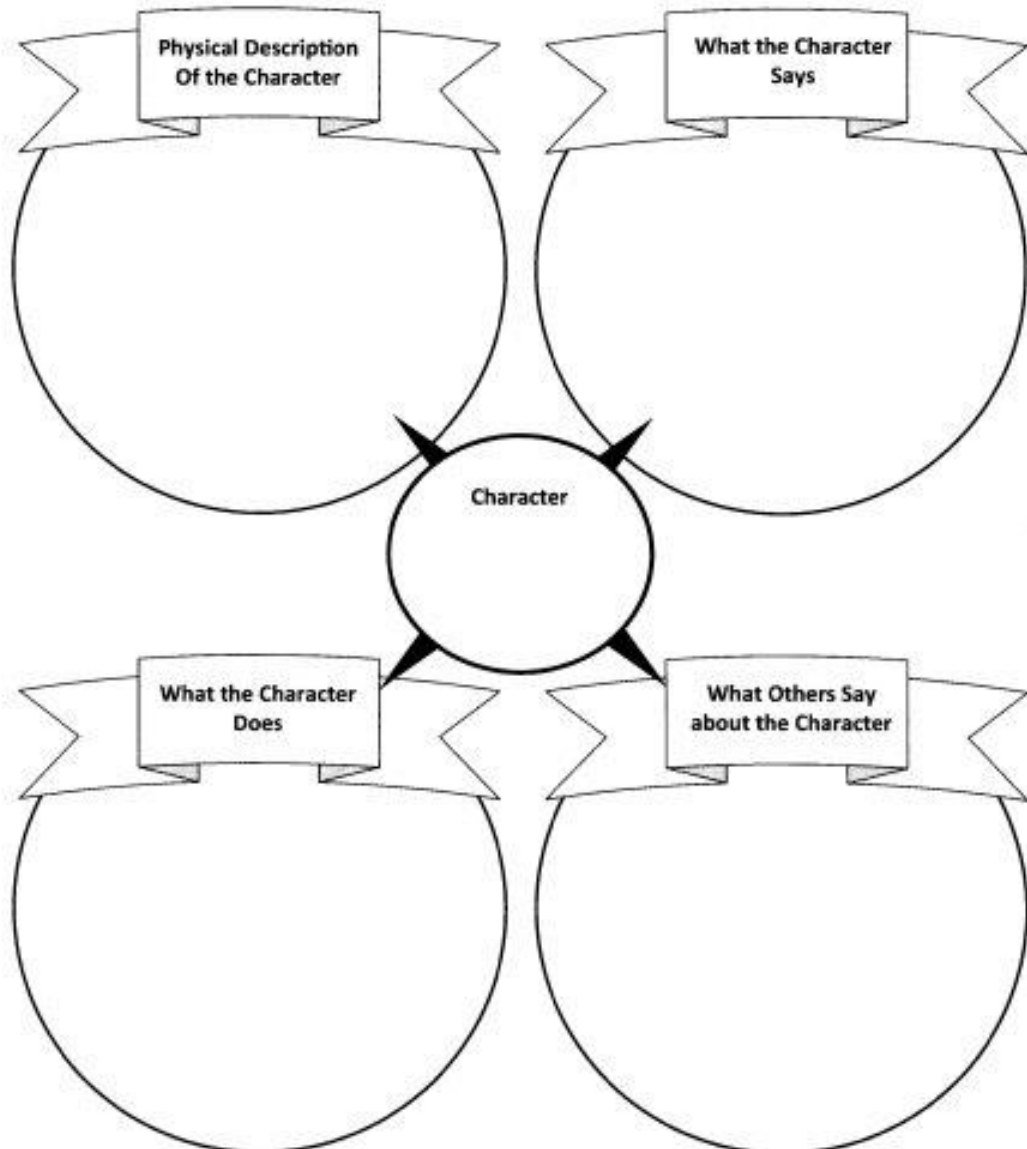


# **Character Webs**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Characterization

**Directions:** There are four ways in which an author develops characters. Write one of your character's names in the center circle. Then, give an example of each characterization method in the appropriate outer circles.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Character Examination

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.

Add Your Own Category Here →

A central circle labeled "Character's Name" is connected by lines to six surrounding circles. Each of these six circles has a banner at the top with a label: "Acts", "Looks", "Feels about Himself/Herself", "Others' Attitudes", "Says", and "Add Your Own Category Here" (with an arrow pointing to the circle). Below the "Says" circle is a rectangular box labeled "Saddest/Funniest Quotes:". Below the "Looks" circle is a rectangular box labeled "Additional Notes and Thoughts:". To the right of the "Additional Notes and Thoughts:" box is a cartoon drawing of a person with a surprised or thoughtful expression, with one hand near their mouth.

Character's Name

Acts

Looks

Feels about Himself/Herself

Others' Attitudes

Says

Add Your Own Category Here

Saddest/Funniest Quotes:

Additional Notes and Thoughts:

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Character Traits

**Directions:** Character traits are individual aspects of personality. Identify four traits of your chosen character and write quotations or examples of those traits in the areas provided.

Quotation or Example	Quotation or Example
Trait	Trait
Character	
Trait	Trait
Quotation or Example	Quotation or Example

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
 Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Character Analysis

Directions: Fill in columns 2 and 3 with the information requested on your character, \_\_\_\_\_

Character's Attributes	Example or Quotation	What the Example or Quotation Reveals about Your Character
Character's Appearance		
Character's Words		
Character's Thoughts		
Character's Actions		
What other Characters Say or Feel about this Character		

Name \_\_\_\_\_ Story/Book Title \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

### Character Chart



**Directions:** Use the following character chart to examine the characters from your story or book.

Character	Personality Traits	Actions which Support Trait	Dialogue by or about the Character which Illustrates Trait



# **Responding to Literature Forms**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Book Critique

What is your overall evaluation of this book?

\_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Why do you think you, or we as a class, read this book?

How would you rate this book on the following qualities?

Action \_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Interest \_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Originality \_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Character \_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Development \_\_\_\_\_

Tell more about one of those qualities above. Why do you feel this way?

Describe a part of this book you identified with, or tell how this book relates to your life.

What are the strengths of this book?

What are the weaknesses of this book?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

### Literary Reactions Journal Entry

**Directions:** Write quotations and/or excerpts in the left column, and react to each of them in the right column.

Page	Quotation and/or Excerpt	Your Reaction

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

### Reading Response Journal Entry

1. What did you read about today? Be as specific as possible.

2. How did you feel about what you read today? Why?

3. Think about your favorite character. What happened to him/her today?

4. How would you feel if the same thing that happened to him/her, happened to you?

5. What questions do you have about what you read today?

7. What do you predict will happen next in this story (or later in the story)?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

## The Ending after the Ending

**Directions:** How many times have you come to the end of a really good story and wished it would continue? The story was just so good you wished it would continue on and on!

Here is your chance to become the author and continue writing the story in the book you have just completed reading! Think of what might happen next and write it in the way the real author might have written it. Turn your imagination loose and have a good time!

Book Title:

The Original Author's Name:

The New Author's Name (You):



Here's the Ending after the Ending that I would Like to Add:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Continue on Additional Paper, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

## Book Log

**Directions:** Keep track of the books you've read with this form. Be as specific as you can in the "Favorite Part" section.

Book#	Book Title	Author	Genre	My Favorite Part of this Book was . . .
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

# **Reading Analysis Organizers**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Predicting Outcomes

**Directions:** Interact with your story by predicting what will happen next. Then, tell what actually happened.

First Event from the Story	My Prediction about the Event	What Actually Happened
Second Event from the Story	My Prediction about the Event	What Actually Happened
Third Event from the Story	My Prediction about the Event	What Actually Happened



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

## Reading Response and Analysis

Directions: Complete the areas below as indicated.



Title of Book \_\_\_\_\_

Author \_\_\_\_\_

Pages Read \_\_\_\_\_

Summary:

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Literary Devices Used:

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How were these Literary Devices Used:

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Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

## Story Summary

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.

Book Title \_\_\_\_\_

Author \_\_\_\_\_

Pages \_\_\_\_\_

Genre \_\_\_\_\_



This is a five sentence summary of the plot of this story: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The author's purpose for writing this story was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The audience that the author wrote this story for is \_\_\_\_\_

\_\_\_\_\_

A cause and effect relationship in this story:

This event/decision: \_\_\_\_\_

Caused this to happen: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Themes

**Directions:** Write the two most important themes from your book in the areas provided. Then, find three quotations or examples to illustrate each of those themes.

The graphic organizer consists of two central rectangular boxes, one labeled "Theme 1" and one labeled "Theme 2". Above the "Theme 1" box are three empty rounded rectangular boxes, each connected to the "Theme 1" box by a line. Below the "Theme 2" box are three empty rounded rectangular boxes, each connected to the "Theme 2" box by a line.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_



### Comparing and Contrasting Stories

Directions: Use the following chart to compare and contrast the characters from three stories or books.

	Story 1	Story 2	Story 3
Title			
Setting			
Characters			
Problem			
Events			
Resolution			

# Story Maps

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Story Map 1

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.



Setting

Characters:

Problem/Conflict:

Plot (number individual events in the order they occurred):

Resolution:

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Story Map 2

Directions: Fill in the required information in each section below as indicated. Be as specific as you can in each section.

Setting

Characters



Conflict/Problem

Plot

Event 1

Event 2

Event 3

Climax

Resolution

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Story Stems

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.

This story is about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(name the characters and the main conflict)



This story takes place \_\_\_\_\_  
(where and when)

The action begins when \_\_\_\_\_  
\_\_\_\_\_

Then, \_\_\_\_\_  
\_\_\_\_\_

Next, \_\_\_\_\_  
\_\_\_\_\_

After that, \_\_\_\_\_  
\_\_\_\_\_

The story ends when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The author's theme is \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Story Interview

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.

What is the Setting?

Who are the Main Characters?

What is the Main Conflict?

What was the First Event?

What was the Second Event?

What was the Third Event?

What was the Climax?


How was the Main Conflict Resolved?



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Visualizing Plot

**Directions:** Fill in the required information in each section below as indicated. Be as specific as you can in each section.

<p>The story begins with ...</p>	
<p>A problem the characters have is ...</p>	
<p>They try to solve the problem by ...</p>	
<p>They finally solve the problem when ...</p>	

Name \_\_\_\_\_ Story/Book Title \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

### One-Sentence Summary Completers

Directions: Use the following sentence completers to develop 5 one-sentence summaries about your story or book.

Description

A \_\_\_\_\_ is a kind of \_\_\_\_\_  
that \_\_\_\_\_.

Sequence

\_\_\_\_\_ begins with \_\_\_\_\_  
continues with \_\_\_\_\_, and ends with \_\_\_\_\_.

Problem/Solution

\_\_\_\_\_ wanted \_\_\_\_\_, but \_\_\_\_\_  
so \_\_\_\_\_.

Compare/Contrast

\_\_\_\_\_ and \_\_\_\_\_ are similar in that they \_\_\_\_\_  
but \_\_\_\_\_  
while \_\_\_\_\_.

Cause/Effect

\_\_\_\_\_ happens because \_\_\_\_\_.

# **Instructional Webs**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story Title \_\_\_\_\_ Author \_\_\_\_\_

## Understanding a New Short Story



**Directions:** Before beginning to read, take a look at the story and make some guesses about it. Then, write 3 predictions in this area:

A large, empty rectangular box with rounded corners, intended for the student to write their three predictions before reading the story.

**Directions:** The **exposition** of the story is the clues about the setting, characters, and background presented in the beginning of the story. What have you learned from the exposition? Place your answers in the areas indicated.

**Setting**

**Characters**

**Background**

Three large, empty rectangular boxes with rounded corners, arranged side-by-side. Each box is intended for the student to write their observations about the setting, characters, and background of the story's exposition. Arrows point from the labels 'Setting', 'Characters', and 'Background' to their respective boxes.

**Directions:** Now that you've read the exposition, how does that affect what you predicted above? Explain your answer in the area below:

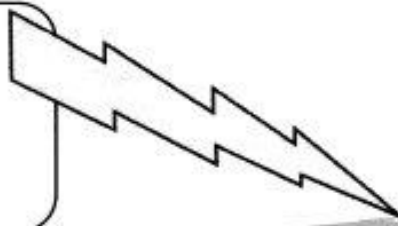
A large, empty rectangular box with rounded corners, intended for the student to explain how the exposition affects their previous predictions.

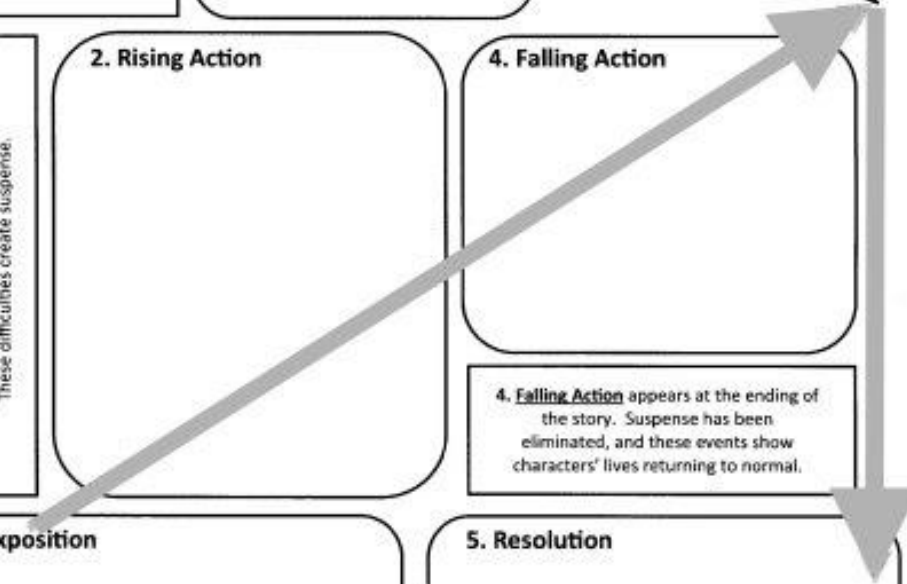
Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_

Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Story Plot Terms

**Directions:** Fill in the required information for each section below in numerical order. Use the information that appears with each section to help you proceed. It's okay to write through the gray diagonal line in two of the sections.



<p>3. The <b>climax</b> of the story is when the reader is most interested in how the story will end.</p> <p>The suspense is at its peak, but the outcome is not clear yet.</p>	<p><b>3. Climax</b></p> 
<p>2. As the story progresses, the <b>rising action</b> introduces complications and problems for the main character. These difficulties create suspense.</p>	<p><b>2. Rising Action</b></p> <p><b>4. Falling Action</b></p> <p>4. <b>Falling Action</b> appears at the ending of the story. Suspense has been eliminated, and these events show characters' lives returning to normal.</p>
<p><b>1. Exposition</b></p> <p>1. The <b>Exposition</b> appears at the beginning of the story. The author introduces the setting, characters, and background information.</p>	<p><b>5. Resolution</b></p> <p>5. The <b>Resolution</b> is the final solution to the problem or conflict. In stories with happy endings it's called the <b>denouement</b>. Tragic endings are termed <b>catastrophe</b>.</p>



Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Mood and Tone

**Directions:** **Mood** is what the reader feels about the story, and **tone** is what the author feels about the story. Provide examples of mood and tone in the appropriate areas below.

	<b>Mood</b>	
	<b>Title</b>	
	<b>Tone</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_ Class Period \_\_\_\_\_  
Story/Book Title \_\_\_\_\_ Author \_\_\_\_\_

## Plot and Conflict Analysis



**Directions:** The **plot** is the sequence of events in a story, and the **conflict** is the problem that the characters struggle with. Fill in the boxes below with the required information.

1. Did you feel like you were part of the story? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain your answer.


2. Were you able to predict the ending? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain your answer.


3. What was your favorite part of the story? Explain your answer.


4. What type of conflict(s) did the author create? (Check one or more)

Character vs. Nature \_\_\_\_\_ Character vs. Self \_\_\_\_\_ Character vs. Society \_\_\_\_\_ Character vs. Character \_\_\_\_\_

5. What was the most important conflict in the story?


6. What was the main character (the protagonist) trying to accomplish?


7. How was the main conflict resolved?




## Cause and Effect

Text or Source: \_\_\_\_\_

Cause:

Cause:







Effect:

Cause:

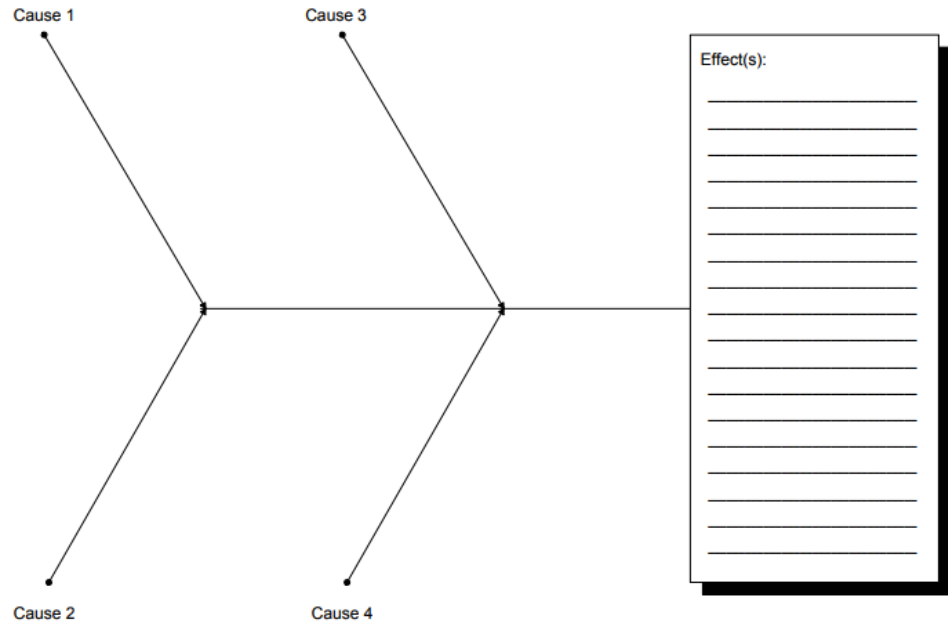
Cause:

Effect:

## Cause and Effect Chart

Cause		Effect
<div></div>		<div></div>
<div></div>		<div></div>
<div></div>		<div></div>
<div></div>		<div></div>
<div></div>		<div></div>
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## Cause and Effect



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# Reading Texts

## The Pony Express

In this age of texts and tweets, it is easy to send messages. You just press a few buttons, and boom! Your message is sent. The person to whom you sent it will get it in just a few seconds. Distance is no longer an issue. But things weren't always so easy.

In 1848 gold was found in California. Thousands of people rushed there to get some. Many people liked living there and decided to stay. But there wasn't a whole lot between California and Missouri, where the nearest trains ran. The train line to California wasn't finished until 1869. It took a long time to ride a horse to Missouri.

Imagine that it is the year 1860. You have moved to California to open a shop. Most of your family stayed back East. Your shop is doing well and now you want to your family to join you. How do you get news to them? There's no phone, no train, and you can't leave your shop for too long. What do you do? Well, you could use the Pony Express.

In 1860 and 1861, the Pony Express was the fastest way to get news to and from the West. The trail that they rode was around 2000 miles long. It took most people weeks or months to ride that far. The Pony Express could make the trip in just ten days. Those speeds were unheard of at the time. So how did they do it? Well, they had a good system.

The Pony Express had 184 stations along the trail. The stations were around ten miles apart. This is about how far a horse could run at a gallop before tiring. The rider would switch to a new horse at each station. He would only take his mail pouch with him. Every 75-100 miles, the rider would get to a home station. At each home station, riders would rest. Before resting, he would give his mail pouch to a new rider. The mail never stopped moving, even while the horses and riders rested.

It was tough to ride for the Pony Express. Each rider had to weigh less than 125 pounds. Speed was the key. Most of the riders were teenage boys. They rode at a fast pace for up to 100 miles a day. If there were an emergency, one might have to ride 200 miles in a day. The ride could be rough and dangerous. Attacks by Native Americans were common. But in its time running, the Pony Express only lost one mail pouch.

The Pony Express filled an important role for a time, but it did not last. The Civil War started in April of 1861. This was bad news for the owners. The worst for them was yet to come. On October 24th, 1861, the first telegraph line to California was finished. This linked them to the rest of the country. People could send messages in an instant. Two days later the Pony Express closed. But the lore of the brave riders lives on even today.

## **New Year's Eve**

New Year's Eve, also called Old Year's Night, is celebrated on December 31st, the final day of the year. It is celebrated all over the world with parties and social gathering with usually a lot of fireworks and noise.

In the United States of America, New York is the place where this celebration is associated with. People gather in the Times Square just before midnight in the last minute of the countdown to see the "ball dropping".



The celebration is also associated with parties in other parts of the world. In France, for instance, the celebration is called le Réveillon. Special food is prepared accompanied with champagne. People also go to the Eiffel Tower in Paris to see fireworks display. In Japan, people traditionally clean their home. Buddhist temple bells are rung 108 times at midnight. In Brazil, the beach of Copacabana is considered by many to be the place of the most beautiful fireworks show in the world.

On New Year's Eve, people commit themselves with resolutions. These are made to reform a habit and should go into effect and remain until fulfillment.

Source; [http://www.myenglishpages.com/site\\_php\\_files/reading\\_new\\_year\\_eve.php](http://www.myenglishpages.com/site_php_files/reading_new_year_eve.php)

## **Cesar Chavez “Si, Se Puede” (“Yes, it can be done”)**

By: Sue Peterson

Cesar Estrada Chavez (1927-1993) was a Mexican American labor leader who used non-violent methods to fight for the rights of migrant farm workers in the southwestern United States. Migrant workers often move from farm to farm or from town to town to find work. It is usually difficult work and does not pay a high wage. Chavez was influenced greatly by the peaceful philosophies of St. Francis of Assisi and Mohandas Gandhi.

Chavez was born in Arizona. When he was ten-years old, his parents lost the family farm because of the Great Depression. They were forced to become migrant workers themselves. Chavez worked part-time in the farm fields with his family in Arizona and later in California, when his family lived there. After graduating from 8th grade, Chavez worked full-time to help support his family.

He served in the U.S. Navy during WWII, married Helen Fabela in 1948, and eventually helped raise a family of eight children. Chavez and his wife helped teach Mexican immigrants to read and helped them with voting registration.

Chavez was concerned over the health and working conditions of the migrant population. He did not like the use of pesticides, the name of the chemicals used to kill bugs on the crops. He knew that pesticides could make human beings sick. He organized a group of people to help work for the rights of farm workers. They worked on many goals like increasing the wages for the workers, improving their working conditions, and improving the safety for the farm workers.

Chavez helped organize strikes, whereby the workers chose to stop working to protest some important issues related to work. For example, the migrant workers went on strike to protest the poor wages, poor working conditions,

and lack of safety on their jobs. They refused to work until something changed regarding their salary and these working conditions. The public, that is consumers like you, sometimes chooses to support the strike by not buying certain products or not buying from a certain store, etc. This is called a boycott. Boycotts put pressure on the people who make decisions regarding those who are protesting and striking.

Chavez went on many hunger strikes, too, which is another type of strike to prove a point and draw attention to what his concerns were. In a hunger strike, you basically do not eat until the demands are met. Chavez was able to use the hunger strikes to move legislators to change the laws to improve the lives of farm workers. Because of Chavez's actions, he was jailed many times. Despite this, he continued his goal of helping to fight for the migrant worker.

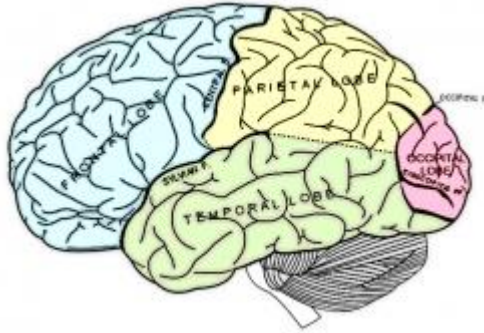
Chavez, with aid from Dolores Huerta and Gilbert Padilla, started a union called the National Farm Workers Association (NFWA) to help fight for social justice. He organized a national boycott of lettuce and grapes. The name NFWA was changed to the United Farm Workers (UFW) in 1974. In 1978, some of the demands for better wages and working conditions were met, so the boycott for the lettuce and grapes was lifted.

Throughout his life, Chavez's motto was "Si, se puede". This meant, "Yes, it can be done". Chavez proved that it could be done. His work for fair treatment and better pay for migrant workers helped make the lives of millions of people better. After a lifetime of working to help these people, Chavez died in 1993. He received the Presidential Medal of Freedom after his death. Chavez's children and grandchildren continue in his footsteps to help fight for the rights for migrant workers.

Source: [http://www.k5learning.com/sites/all/files/worksheets/K5\\_RC\\_Gr5\\_LT1\\_SampleW.pdf](http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr5_LT1_SampleW.pdf)



## The Most Amazing Structure on Earth



There are people who say the most amazing structure on earth is the human brain. It is so complex that it took about 700 million years to develop. Humans started out as wormlike creatures that used one end of the body to move forward. Ever so

slowly, a bunch of nerves began developing at that one end — the head. These nerves helped the creature to sense light, food and danger. Eventually, this bunch of nerves became the creature's brain. To carry messages from the brain to other parts of the body, the creature grew a spinal cord. Later, the creature became a fish with eyes, ears and a nose that could send the brain information about sights, sounds and smells.

More time passed, and the fish grew arms and legs so it could move about on land. For this, it needed a larger and more complex brain. It became an ape-like creature, and the parts of the brain used for seeing images and being social grew much stronger. Finally, the ape-like creature became human, with a brain that was capable of reason, emotion, creativity, memory and the ability to judge right from wrong.

The human brain is very mysterious. Many questions about the brain have not yet been answered. For example, why do we need to sleep or why do we dream? There is a lot about the brain that we do not yet understand. Believe it or not, people used to think of the brain as useless stuffing. Of course, we now know the brain is our control centre. The surface of the brain is called the cerebral cortex. It is the part of the brain that makes us intelligent, and it consists of four parts called lobes. The front lobe is where much of our thinking and feeling happens. The top lobe processes

information which is coming from parts of our bodies, such as our skin and muscles. The side lobe plays an important role in hearing, speech and long-term memories while the back lobe processes images from our eyes.

Which do you think is more powerful: your brain or a supercomputer? You might be surprised to learn that the world's best supercomputer is only about as powerful as half a mouse brain! Your brain is packed with 100 billion brain cells called neurons. They send information to your body telling it what to do, and they receive information from each of your senses, what you see, feel, taste, hear and touch. All of this information travels to and from parts of your body along your spinal cord, which is like a highway found down the centre of your back. As the information travels from neuron to neuron, pathways are created. When you think about or practice something again and again, those pathways get stronger. That's how the brain learns and remembers. Actually, you were born with most of the neurons you have now, but when you were a baby, you didn't have many pathways to connect them. As an adult, you now have more than 125 trillion connections between your neurons. No computer on earth can compete with the speed of your brain and how much information it can hold.

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