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IMPLEMENTATION OF 20 READING STRATEGIES TO IMPROVE LEARNING OUTCOMES IN SIXTH GRADE PRIMARY SCHOOL STUDENTS

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Abstract: The main objective was to analyze how strengthening reading comprehension influences students' academic performance. The intervention was carried out with 17 sixth-grade students and was structured in two stages. In the first stage, a diagnostic test was administered to identify strengths and weaknesses in the comprehension of various types of text. In the second stage, the 20 strategies were systematically implemented, adapted to the characteristics of the group and applied in real-life reading situations with s in the classroom. The activities included the use of inferences, paraphrasing, anticipation, and metacognitive strategies, among others. The purpose was to observe the impact of these pedagogical tools on the development of reading skills. The results obtained were positive, with significant progress compared to the results of the initial diagnosis. The application of assessment tools and rubrics made it possible to demonstrate the effect of each strategy on the reading process, identifying which ones were most effective. It is concluded that the consistent, planned, and contextualized application of reading comprehension strategies contributes to improving school performance and enhances students' interaction with different types of text.

Keywords: Reading Strategy, Reading Comprehension, School Achievement, Strategy, Educational Context.

INTRODUCTION

Worldwide, reading comprehension has been recognized as an essential skill for students' academic and social development, especially in an era characterized by information overload and the need for critical thinking. Organizations such as the OECD, through the 2018 PISA report, have shown that a significant proportion of secondary school students in various countries do not achieve adequate levels of reading comprehension, which ne-

gatively impacts their performance in other areas of knowledge. Recent research highlights the need to rethink teaching strategies to address this issue, incorporating more active, inclusive, and contextualized approaches that promote deep understanding of texts.

In the Latin American context, low levels of reading comprehension continue to be a persistent challenge in education systems. According to the report by the Latin American Laboratory for Assessment of the Quality of Education (LLECE), countries such as Peru, El Salvador, the Dominican Republic, and Panama show worrying results in reading at the end of primary education. These data have prompted initiatives aimed at designing innovative strategies that integrate technology, gamification, and active methodologies to improve reading processes. The region also faces structural challenges related to teacher training, the availability of adequate materials, and the linguistic and cultural diversity of the student body.

In Mexico, reading comprehension results have been a source of analysis and concern in recent national and international assessments. The 2022 National Reading and Writing Survey revealed that a high percentage of students have difficulty interpreting, inferring, and reflecting on the texts they read. Various studies agree that these limitations are linked both to teaching practices focused on memorization and to the limited incorporation of teaching strategies that promote critical reading. In response to this situation, educational institutions and teachers have begun to implement proposals that include guided reading, collaborative work, and the use of ICT to make the reading process more meaningful.

The main objective of this research project is to analyze the impact of reading comprehension on the academic performance of sixth-grade students in the Language and Communication field at the Justo Sierra Pri-

mary School, located in Jaulas, Jesús María, Aguascalientes, Mexico. To this end, 20 reading strategies applicable to various types of content were implemented, aimed at promoting interpretation, analysis, and critical reflection on texts, in order to assess their effectiveness within the educational process at the primary level.

The content of the project is structured into different sections. First, the relationship between reading comprehension and academic performance is explored. Next, theoretical foundations on critical reading are presented and the strategies applied to strengthen textual comprehension are described. The results section analyzes the effectiveness of each strategy implemented in the intervention group, and finally, the conclusions derived from this experience are presented, as well as the bibliography consulted.

THEORETICAL FRAMEWORK

Reading comprehension is a fundamental skill that allows students to interpret, analyze, and reflect on different types of texts, which is key to their academic performance and active participation in society. This skill involves not only decoding words, but also constructing meanings based on prior knowledge, inference, and critical thinking. According to García et al. (2021), reading comprehension is a complex cognitive skill that requires simultaneous processes of literal, inferential, and critical reading, and its development is essential for autonomous and meaningful learning.

Various cognitive theories have addressed the development of reading comprehension, highlighting the interaction between the text and the reader. From a constructivist perspective, the reader is seen as an active agent who constructs meaning based on their prior experience, reading goals, and metacognitive strategies. Kintsch (1988), with his construction-integration model, already anticipated

the importance of mental schemas in comprehension. Recently, authors such as Bravo and Luna (2020) have reaffirmed that the explicit teaching of strategies such as prediction, underlining, question formulation, and summarizing substantially improves reading comprehension levels in the classroom.

In the school context, it has been identified that many students have persistent difficulties in reading comprehension, which has a direct impact on their performance in other areas of knowledge. According to Rodríguez and López (2019), low levels of reading comprehension in basic education are closely linked to traditional teaching practices, which focus on mechanical reading and rote memorization, rather than reflective and critical analysis of texts. This situation has given rise to teaching proposals focused on the active reader, which integrate visual resources, graphic organizers, and innovative methodologies such as project-based learning (PBL) or gamification.

The use of digital technologies has become increasingly important in strengthening reading comprehension. Interactive platforms, digital books, and multimedia resources have proven effective in fostering interest in reading and improving comprehension, especially in contexts where reading motivation is low. According to Medina and Solís (2021), the use of educational apps with multimodal content—which integrate text, images, audio, and video—promotes meaning-making in primary and secondary school students by allowing content to be adapted to different learning styles.

Finally, teacher training plays a key role in the development of reading skills in students. It is not enough to have materials and methodologies; it is essential that teachers have theoretical and practical tools that enable them to guide reading comprehension processes effectively. Herrera and Camargo (2022) emphasize that teacher training programs must

incorporate up-to-date teaching strategies, authentic assessment processes, and the use of technological resources aimed at promoting critical and contextualized reading. In this sense, strengthening reading comprehension requires a comprehensive intervention that articulates curriculum, teaching practice, pedagogical resources, and coherent assessment processes.

METHODOLOGY

The target population for this research project was sixth-grade primary school students, as they are at a crucial stage of academic transition: they are about to complete their basic education and will soon begin secondary school. This moment represents a key opportunity to implement pedagogical strategies aimed at strengthening reading comprehension in order to contribute to their comprehensive academic development.

The starting point for the project was to identify the students' level of reading comprehension in their learning process. To do this, a diagnostic test based on narrative and informative texts was administered. This assessment used a five-level Likert scale, which made it possible to identify the group's main strengths and weaknesses in reading comprehension.

The methodology adopted was based on a quantitative approach. Data collection instruments included a diagnostic test, structured classroom observation, and a complementary semi-structured interview, which allowed for the interpretation of the students' reading level and the main mistakes identified in the process.

Subsequently, 20 reading strategies were implemented with the aim of evaluating their effectiveness and, at the same time, promoting the development of comprehension skills in the group. To assess the impact of these strategies, an evaluation rubric was designed that

included five performance categories: *excellent*, *good*, *fair*, *satisfactory*, and *needs improvement*. Each strategy was worked on weekly and evaluated at the end of the week, allowing for systematic monitoring of each student's progress.

Figure 1 presents the 20 strategies applied, accompanied by their respective descriptions, objectives, and results observed during the intervention process.

Below is part of the rubric used to determine the degree of feasibility and student achievement.

RESULTS AND DISCUSSION

The results obtained after applying the reading strategies were mostly significant, showing an improvement in the reading comprehension levels of the group that participated in the intervention. Although not all strategies generated a substantial increase, significant progress was observed in most cases.

To evaluate the impact of each strategy, specific rubrics were designed to identify improvements in reading comprehension before and after the intervention. In the graphs used, the initial series (represented in blue) reflects the level of comprehension prior to the application of each strategy, while the evaluation series (in red) shows the level achieved afterwards. The color green corresponds to the name of the strategy applied.

The results obtained with three of the twenty strategies implemented are presented below. The change in students' reading comprehension is described, expressed both in number of students and in percentages.

1. Strategy: *Reread the text*.

When comparing the initial series with the assessment series, a significant improvement was identified. The results were as follows:

- "*Understands everything*" increased from 1 to 2 students.

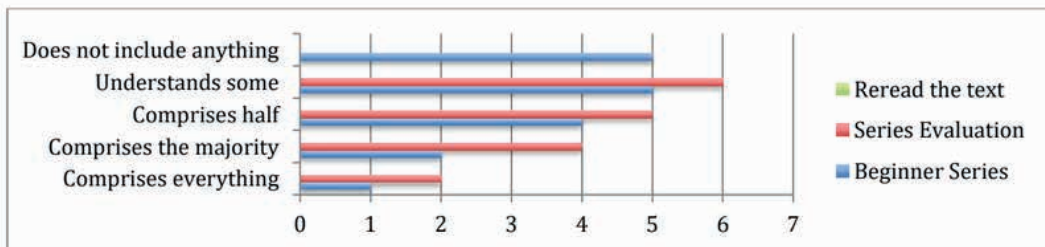
"*Understands most*" went from 2 to 4 students.

NOMBRE DE LA ESTRATEGIA	DESCRIPCIÓN
1. Vuelve a leer el texto:	La actividad es leer un cuento y antes de comentar algo volver a leerlo con el fin de que lo que no quedo claro sea más fácil de entender.
2. Usa tu conocimiento previo:	La actividad es que al momento de leer una fábula se debe ir identificando de que trata, apoyándose de lo que ya se conoce para entender mejor.
3. Lee entre líneas, usa las pistas del contexto:	En esta actividad se pretende que al momento de estar leyendo un texto identifique las palabras que tengan más relación con el tema, además de como se relacionan de acuerdo al contexto para comprender mejor de que trata, con esta estrategia se utiliza un refrán para la medición.
4. Piensa en voz alta:	La actividad trata de que después de leer un cuento o cualquier tipo de texto se haga preguntas en voz alta de que es lo que trata el texto, por ejemplo, dónde sucede, cuando ocurre, quienes son los protagonistas, etc.
5. Haz un resumen:	En esta actividad se lee un cuento y se subraya lo más importante para con ello elaborar un resumen que permita al lector mejorar su comprensión y aprendizaje.
6. Ubica las palabras claves:	Al momento de leer una historieta o cualquier texto identificar palabras clave o palabras relacionadas directamente con la temática del texto, con el fin de que al conocerlas ayuden a comprender mejor el texto.
7. Haz predicciones:	En esta actividad al momento de ir leyendo un refrán, se plantea ir identificando de lo que trata el texto y que el lector vaya pensando como terminará con el motivo fundamental de que se involucre en la lectura y con ello comprenda lo que está leyendo.
8. Visualiza:	La actividad trata de que imaginen lo que leen en un cuento o cualquier texto, ponerles rostro a los personajes, imaginar los lugares y tiempo para poder comprenderlo.
9. Organizadores de texto:	La actividad es hacer cualquier tipo de esquema con el cual sea más fácil comprender lo leído, por ejemplo, un mapa conceptual en el cual se identifique lo más importante y con ello se pueda explicar el tema abordado, en esta estrategia trabajaremos con una historieta.
10. Evalúa lo aprendido:	La actividad es que al terminar de leer el texto identificar si comprendimos todo o hubo algo que no quedo claro, esto desde un inicio para poder corregirlo, buscar significados y poder entenderlo completamente, para la actividad se trabajó con noticias de periódico.
NOMBRE DE LA ESTRATEGIA	DESCRIPCIÓN
11. Cuestiona el texto:	Tomamos el tiempo necesario para cuestionar lo que se lee, para darnos cuenta de la manera en que se pretende que entendamos y tener una perspectiva distinta y así interpretar de mejor manera, en esta actividad también se trabaja con noticias de periódico.
12. ¡Para!:	En esta actividad lo primordial es que después de leer un cuento largo parar un momento y relajarse, después continuar la lectura para que mente y ojos estén descansados y sea más fácil comprender lo que se lee.
13. Monitorea y repara tu entendimiento:	La actividad pretende que desde que se inicia la lectura ir identificando si se comprende el texto, identificar que no se entiende y volver a leerlo, pero si aun así no se comprendió buscar significados o pedir ayuda para entender el texto totalmente, la actividad se aborda con artículos de opinión.
14. Parafrasea:	Esta actividad plantea que después de leer contemos de lo que trata algún texto con nuestras propias palabras y de esta manera sea más fácil comprenderlo, en la actividad se trabaja con cuentos.
15. Toma apuntes:	En esta actividad se trata de leer y mediante se va leyendo ir escribiendo en un cuaderno o sobre el mismo texto notas sobre lo que trata lo que se leyó y así al terminar de leer el texto poder utilizar las notas para comprender mejor lo leído, la actividad se trabaja con instructivos.
16. Ajusta el ritmo en el que lees:	La actividad trata de que cada quien lea un cuento a la velocidad que sienta que comprende mejor, o bien si al inicio leen de manera rápida pero poco a poco se va cansando ir bajando la velocidad para seguir comprendiendo lo que leen, en este caso es más importante la comprensión a la velocidad.
17. Ten prioridad por alguna información:	La actividad trata de que cuando se lee cualquier texto y principalmente textos extensos se vaya identificando la información más importante, por ejemplo, en la que se habla sobre el tema principal o el tema, se identifican ideas principales y se deja de lado cosas que no tengan que ver o que solo extiendan el texto, se trabaja con artículos de opinión.
18. Proponte un objetivo como lector:	En esta actividad se propone que se lean cuentos que sean de interés del lector, lo primordial es que le guste lo que lee para que le ponga toda la atención posible, así mismo que determine cuanto tiempo leerá y cada cuando, para que al final de leer realmente lo comprenda.
19. Conexiones textuales:	En esta actividad principalmente para lecturas extensas se pretende que el lector identifique si hay relación entre los temas o subtemas del texto y que de esta manera al relacionarlos se pueda entender mejor y correlacionar, para lo que se trabaja con artículos de opinión.
20. Haz una lectura rápida	La actividad pretende que el lector se dé cuenta de lo que trata el texto sin tener que comprenderlo, sino identificar algunas ideas que le permitan saber la trama o tema que aborda, en la actividad se trabaja con refranes.

Figure 1. The 20 reading strategies applied in this project.

RUBRICA DE EVALUACIÓN DE 20 ESTRATEGIAS DE LECTURA						
TIPO DE EVALUACIÓN						
NOMBRE DEL ALUMNO						
GRADO		GRUPO		FECHA		
CRITERIO DE EVALUACIÓN/ ESTRATEGIAS	NIVELES DE DESEMPEÑO					
	EXCELENTE	BUENO	REGULAR	SUFICIENTE	DEBE MEJORAR	PUNTAJE
1. Vuelve a leer el texto.	El alumno comprende todo el texto al volver a leer.	El alumno comprende la mayoría del texto al volver a leer.	El alumno comprende la mitad del texto al volver a leer.	El alumno comprende algo del texto al volver a leer.	El alumno no comprende el texto al volver a leer.	
	Valor: .5	Valor: .4	Valor: .3	Valor: .2	Valor: .1	
2. Usa tu conocimiento previo.	El alumno comprende todo el texto al usar su conocimiento previo.	El alumno comprende la mayoría del texto al usar su conocimiento previo.	El alumno comprende la mitad del texto al usar su conocimiento previo.	El alumno comprende algo del texto al usar su conocimiento previo.	El alumno no comprende el texto al usar su conocimiento previo.	
	Valor: .5	Valor: .4	Valor: .3	Valor: .2	Valor: .1	
3. Lee entre líneas, usa las pistas del contexto.	El alumno comprende todo el texto al leer entre líneas y/o usar las pistas del contexto.	El alumno comprende la mayoría del texto al leer entre líneas y/o usar las pistas del contexto.	El alumno comprende la mitad del texto al leer entre líneas y/o usar las pistas del contexto.	El alumno comprende algo del texto al leer entre líneas y/o usar las pistas del contexto.	El alumno no comprende el texto al leer entre líneas y/o usar las pistas del contexto.	
	Valor: .5	Valor: .4	Valor: .3	Valor: .2	Valor: .1	
4. Piensa en voz alta.	El alumno comprende todo el texto al pensar en voz alta.	El alumno comprende la mayoría del texto al pensar en voz alta.	El alumno comprende la mitad del texto al pensar en voz alta.	El alumno comprende algo del texto al pensar en voz alta.	El alumno no comprende el texto al pensar en voz alta.	
	Valor: .5	Valor: .4	Valor: .3	Valor: .2	Valor: .1	
5. Haz un resumen.	El alumno comprende todo el texto al hacer un resumen.	El alumno comprende la mayoría del texto al hacer un resumen.	El alumno comprende la mitad del texto al hacer un resumen.	El alumno comprende algo del texto al hacer un resumen.	El alumno no comprende el texto al hacer un resumen.	

Figure 2. Part of the *assessment rubric* for reading strategies 1 to 5.



Reread the text.	% Initial series	% Assessment series
Does not understand anything	29.4%	0%
Understands some	29.4%	35.2%
Understands half	23.5%	29.4%
Comprises the majority	11.7%	23.5%
Comprises all	5.8%	11.7%

Table 1. Results of the application of the first reading strategy: *Reread the text*.

- “*Understands half*” increased from 4 to 5 students.
- “*Understands some*” increased from 5 to 6 students.
- “*Does not understand anything*” decreased from 5 to 0 students.

This change is particularly noteworthy in the “*Does not understand anything*” category, which went from 29.4% to 0%, demonstrating that this strategy had a positive impact on the development of the group’s reading comprehension.

Thus, when compared to the initial guide, improvement was identified in all areas when applying the strategy. In addition, the hypothesis is confirmed by achieving a higher level of comprehension and, therefore, better learning (García & Fidalgo, 2018).

2. Strategy: Use your prior knowledge

The application of this strategy also yielded positive results in reading comprehension. When comparing the initial series with the evaluation series, the following changes were observed:

- “*Understands everything*” increased from 2 to 3 students.
- “*Understands most*” went from 3 to 4 students.
- “*Understands half*” increased from 4 to 5 students.
- “*Understands some*” increased from 1 to 2 students.
- “*Does not understand anything*” decreased from 7 to 3 students.

These data reflect a general improvement in comprehension levels, especially in the “*Does not understand anything*” category, which decreased from 41.1% to 17.6%. The improvement at all levels indicates that the strategy was effective in activating prior knowledge and facilitating the construction of new learning.

According to the observation guide used, it was concluded that this strategy allowed students to make connections between the in-

formation in the text and their previous experiences. As Camacho and Valdés (2021) point out, “*the teacher teaches how to understand, but the student discovers how to do so when using their prior knowledge as a basis for constructing meaning.*” This reinforces the importance of promoting meaningful and contextualized reading.

3. Strategy: Read between the lines. Use contextual clues.

The third strategy also showed positive results, although to a lesser extent than the previous ones. When comparing the initial series with the evaluation series, the following changes were observed:

“*Understands everything*” remained at 3 students.

“*Understands most*” increased from 5 to 6 students.

“*Understands half*” remained at 2 students.

“*Understands something*” remained at 4 students.

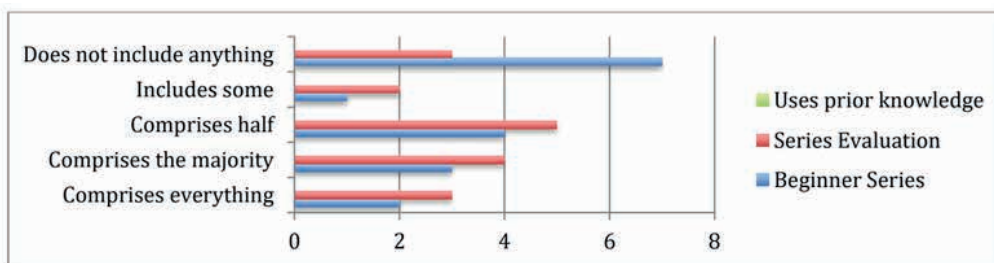
“*Does not understand anything*” decreased from 3 to 2 students.

Although the increases were moderate, there was a general improvement in comprehension levels, especially in the reduction of the “*Does not understand anything*” category, which fell from 17.6% to 11.7%. This indicates that the strategy was useful in supporting students with greater difficulties.

This strategy focused on developing inference, encouraging students to use contextual clues to interpret meanings implied in the text. Emphasis was placed on identifying key elements in different parts of the text—beginning, middle, or end—and using resources such as linguistic context, illustrations, or tone of speech to improve comprehension. The main purpose was for students to achieve a deeper and more meaningful reading, capable of going beyond the literal to construct more complete interpretations.

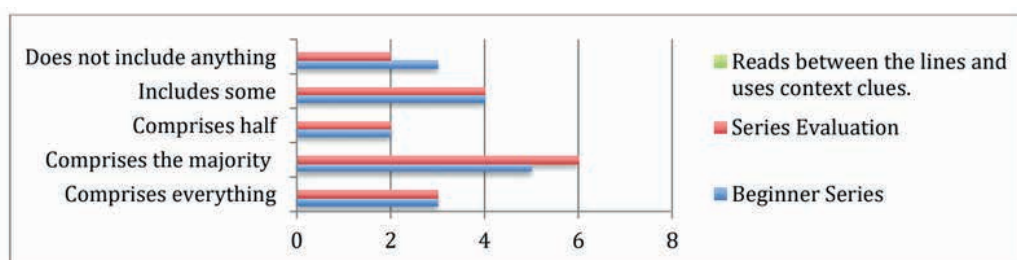
CONCLUSIONS

This research yielded favorable results for



Use your prior knowledge	% Initial series	% Evaluation series
Does not understand anything	41%	17.6%
Understands some	5.8%	11.7%
Understands half	23.5%	29.4%
Comprises the majority	17.6%	23.5%
Comprises all	11.7%	17.6%

Table 2. Results of the application of the second reading strategy: *Use your prior knowledge*.



Read between the lines, use context clues.	% Initial series	% Assessment series
Does not understand anything	17.6%	11.7%
Understands some	23.5%	23.5%
Understands half	11.7%	11.7%
Comprises the majority	29.4%	35.2%
Comprises all	17.6%	17.6%

Table 3. Results of the application of the third reading strategy: *Read between the lines*.

all of the reading strategies applied. Most of them generated a significant increase in reading comprehension levels, and even those with less impact achieved relevant progress. The implementation of the 20 strategies, applicable to all types of content, allowed most students to overcome the lowest level of comprehension—“does not understand what they read”—and achieve at least partial comprehension. Likewise, it was observed that several students who were initially below the average level managed to advance to higher levels of comprehension.

The percentages of improvement in reading comprehension after applying each of the strategies were as follows: 1. 58.8%; 2. 41%; 3. 11.7%; 4. 76.4%; 5. 47%; 6. 35.2%; 7. 35.2%; 8. 35.2%; 9. 47%; 10. 70.5%; 11. 52.9%; 12. 58.8%; 13. 70.5%; 14. 88.2%; 15. 58.8%; 16. 23.5%; 17. 23.5%; 18. 17.6%; 19. 52.9% and 20. 52.9%.

These results demonstrate the effectiveness of the set of strategies implemented to improve reading comprehension and, thereby, promote student achievement.

In conclusion, the 20 reading strategies are a valuable pedagogical tool for strengthening reading skills, regardless of the type of text or the student's educational level. Their systematic application in the classroom is recommended so that each student can identify the strategy that best suits their needs, or so that the teacher can select the most appropriate ones according to characteristics of the group.

As a line of future work, it is suggested that further study and application of active learning methodologies—such as gamification—be pursued to further enhance reading comprehension, motivate student participation, and generate more meaningful learning experiences.

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