



ENHANCEMENT OF READING COMPREHENSION OF THE GRADE FOUR LEARNERS THROUGH INTERACTIVE READ- ALOUD

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ABSTRACT

This study aimed to investigate the impact of interactive read-aloud sessions on enhancing the reading comprehension of the grade four learners in Lingayen III, SDO | Pangasinan. Specifically, this study answered strategies for practicing reading comprehension for grade four English learners, challenges met by teachers in practicing reading comprehension for English Four learners, impact of interactive read-aloud sessions on the reading comprehension skills of grade four students compared to traditional read-aloud practices, proposed interactive read-aloud to address the needs of the grade four learners in reading comprehension.

A descriptive quantitative research approach was employed to systematically investigate the impact of interactive read-aloud sessions on the reading comprehension skills of grade four students. This approach involves collecting numerical data that can be statistically analyzed to identify patterns, trends, and relationships among variables related to interactive read-aloud and traditional read-aloud practices.

Based on the results of the study, the following recommendations are hereby presented: schools should provide ongoing professional development for teachers on implementing interactive read-aloud techniques, explicit vocabulary instruction methods, and strategies for integrating culturally relevant materials into the curriculum; eucators and curriculum developers are encouraged to design reading programs that incorporate a balanced mix of interactive read- aloud sessions, targeted vocabulary instruction, and texts that reflect the cultural diversity of the student population to support comprehensive literacy development; educators should receive specialized training in differentiated instruction techniques that cater to the diverse proficiency levels within their classrooms; schools and districts should invest in expanding their libraries and digital resources to include a broader range of culturally relevant materials; leverage digital tools and platforms that can enhance interactive read-aloud sessions, such as digital books featuring interactive elements, online discussion forums for post-reading activities, and software allowing for collaborative text annotation; educators should engage parents in the interactive read-aloud process by providing tips for conducting read-aloud at home, recommending suitable texts, and organizing family read-aloud nights at school; implement structured training sessions for educators on the principles and practices of interactive read-aloud; integrate interactive read-aloud sessions seamlessly into the existing curriculum, ensuring that these sessions complement and enhance the learning objectives of Grade Four.

INTRODUCTION

Reading comprehension is a cornerstone of academic success and lifelong learning. Internationally, literacy rates and reading comprehension skills are key indicators of educational quality and predict future economic and social development. Organizations such as UNESCO emphasize the importance of reading comprehension as a fundamental right and a basis for acquiring further knowledge, critical thinking skills, and the ability to participate fully in society. In a global context, reading comprehension underpins cross-cultural understanding and communication, which is essential in our increasingly interconnected world. As educational standards and assessments, like PISA (Programme for International Student Assessment), evaluate reading skills, countries are motivated to improve their educational systems to foster these critical competencies.

Nationally, the emphasis on reading comprehension is reflected in educational policies and curricula designed to equip students with the skills necessary for academic achievement and workforce readiness. In many countries, standardized testing assesses reading comprehension to gauge educational outcomes and guide policy decisions. The ability to understand and analyze texts influences students' performance across all academic subjects, not just language arts. Furthermore, national literacy initiatives often target improvements in reading comprehension to reduce educational disparities and promote equitable access to opportunities. These efforts highlight the role of reading skills in enabling individuals to navigate complex information landscapes, participate in democratic processes, and access higher education and employment opportunities.

At the local level, the impact of reading comprehension on students' daily lives and prospects is palpable. Schools and teachers play a crucial role in developing reading skills, with strategies tailored to meet the diverse needs of their communities. Local educational programs often incorporate family and community engagement to support literacy development outside the classroom. Success stories from local schools implementing effective reading interventions serve as models for others, demonstrating practical approaches to enhancing comprehension skills. Moreover, in local contexts, reading comprehension is not just an academic requirement but a tool for personal growth, enabling individuals to engage with their cultural heritage, access local services and resources, and participate in community life. Through these various lenses-international, national, and local-the critical importance of reading comprehension emerges as a foundational element of education, empowering individuals to achieve their potential and contribute to society.

Grade four students encounter several common obstacles that can hinder their ability to effectively understand and engage with texts. One significant challenge is the transition from "learning to read" to "reading to learn," which occurs around this stage in their education. Students are expected to shift from decoding words to extracting and interpreting information from texts across various subjects (Chall, 1983). This transition can be difficult for those who have not mastered fluent reading, affecting their comprehension and overall academic performance. Additionally, vocabulary development plays a crucial role in reading comprehension. As texts become more complex, students may need help with the increased demand for understanding a broader range of vocabulary. The National Reading Panel (2000) emphasizes the impact of vocabulary knowledge on reading comprehension, noting that students with limited vocabulary may find it challenging to comprehend texts that go beyond their oral language experiences.

Another barrier to effective reading comprehension among grade four students is related to cognitive and metacognitive strategy use. According to Paris, Wasik, and Turner (1991), students at this age often need more strategies to monitor their understanding, make inferences, and integrate new information with their existing knowledge. These skills are necessary for students to engage deeply with texts or to identify and clarify misunderstandings as they read. Furthermore, the diversity of students' backgrounds contributes to disparities in reading achievement. Socioeconomic status, language differences, and prior educational experiences can all influence students' reading abilities (Hart & Risley, 1995). For example, students from non-English-speaking backgrounds or those with limited access to books and literacy-rich environments at home may face additional challenges in reading comprehension.

Engagement with texts is another critical aspect of reading comprehension that can present obstacles for grade four students. Guthrie and Wigfield (2000) highlight the importance of motivation and interest in reading for comprehension and learning. Students who do not see the value in reading or who have yet to develop a personal interest in reading may engage with texts superficially or avoid reading activities altogether. This lack of engagement can impede their ability to comprehend and retain information from texts. Addressing these challenges requires targeted interventions and support from educators and families to develop students' reading skills, strategies, and motivation.

Interactive read-alouds are a dynamic instructional strategy where the teacher reads a book aloud to the class while incorporating discussions, questions, predictions, and reflections that engage students actively with the text. This method is distinguished from traditional reading methods by emphasizing interaction and dialogue between the teacher and students rather than passive listening. Fisher, Flood, Lapp, and Frey (2004) describe interactive read-aloud as an opportunity for teachers to model fluent reading and demonstrate strategies for making meaning from texts, such as inferring, questioning, and summarizing. The interactive element encourages students to think critically about the text, express their interpretations, and connect the story to their own experiences, thereby deepening their comprehension and retention of the material.

Compared to traditional read-aloud, where the focus might be solely on reading, interactive read-aloud actively involves students in learning. According to Wiseman (2011), this interactive approach enhances students' listening comprehension skills, fosters a love for reading, and builds a classroom community centered around shared texts. The strategy supports the development of vocabulary, language skills, and comprehension across a wide range of genres and content areas. Interactive read-alouds are particularly beneficial for diverse classrooms, offering differentiated support to learners with varying levels of reading proficiency and background knowledge. By engaging students in discussions and activities related to the text, interactive read-aloud makes reading a more inclusive and enriching experience for all students.

Interactive learning, particularly as it applies to strategies like interactive read-aloud, draws significant support from

several foundational educational theories, among which Vygotsky's Social Development Theory stands out. Vygotsky (1978) posited that social interaction plays a fundamental role in the development of cognition, suggesting that learning is inherently a social process. According to Vygotsky, the Zone of Proximal Development (ZPD) concept describes the difference between what a learner can do without help and what they can achieve through guidance and encouragement from a skilled partner. This theory underscores the importance of interactive learning environments where teachers and more knowledgeable peers can support the learner's development. In interactive read-aloud, the teacher acts as the more knowledgeable other, guiding students through complex texts and facilitating discussions that enhance comprehension and critical thinking.

Bandura's Social Learning Theory (1977) further supports the role of interactive learning by emphasizing the importance of observation, imitation, and modeling in learning. Bandura proposed that people can learn new information and behaviors by watching others. In the classroom, interactive read-aloud allows students to observe their teacher modeling reading strategies, such as predicting, asking questions, and summarizing, which students can imitate and internalize. This theory highlights the value of interactive read-aloud in demonstrating effective reading behaviors, promoting a culture of learning through observation and shared experiences, and fostering a deeper engagement with texts.

Constructivism, as advocated by Piaget (1952), also provides a theoretical foundation for interactive learning, emphasizing that learners construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences. Interactive read-aloud embodies this principle by encouraging students to connect the text with their own experiences, knowledge, and ideas, thereby constructing meaning actively rather than passively receiving information. This approach supports comprehension and encourages students to become active participants in their learning process, fostering independence and critical thinking. Together, these theories offer a robust framework for understanding the benefits of interactive learning strategies, such as interactive read-aloud, in enhancing reading comprehension and overall cognitive development.

Previous research has consistently demonstrated the effectiveness of read-aloud strategies in improving reading comprehension among students of various age groups. One foundational study by Isbell, Sobol, Lindauer, and Lowrance (2004) found that children's teachers regularly read to significantly improve their language skills, vocabulary, and comprehension abilities. This highlights the critical role of teacher-led read-aloud in fostering students' linguistic development, suggesting that the interactive nature of read-aloud, where discussions and questions are integrated, can deepen students' understanding of texts. Similarly, a meta-analysis conducted by the National Early Literacy Panel (2008) concluded that early exposure to read-aloud is highly predictive of later literacy development, indicating that the benefits of these strategies extend beyond immediate comprehension improvements to long-term academic success.

Further supporting the efficacy of read-aloud strategies, Mol, Bus, and de Jong (2009) found that interactive read-aloud, where children are encouraged to actively engage with the story through predictions, discussions, and reflective questioning, significantly enhances narrative comprehension and vocabulary acquisition. This research underscores the importance of making read-aloud interactive to maximize their impact on student's reading development. The study also points out that the social aspect of interactive read-aloud, where students share their thoughts and listen to others, contributes to a richer understanding of the text, demonstrating the alignment with Vygotsky's theory on the social nature of learning.

Additionally, research by Fountas and Pinnell (2006) on guided reading and read-aloud strategies emphasizes the customized support these approaches offer students at different reading levels. Their work suggests that read-aloud, particularly when tailored to students' individual needs and interests, can significantly improve engagement and comprehension. Teachers can foster a more inclusive and stimulating reading environment by selecting texts that resonate with students and adopting an interactive approach. These studies collectively affirm the value of read-aloud strategies in enhancing reading comprehension, providing a strong foundation for continued use and further exploration in educational settings.

Despite the compelling evidence supporting the benefits of interactive read-aloud strategies in enhancing reading comprehension, their use in grade four classrooms still needs to be improved. A variety of factors contribute to this underutilization. One primary barrier is the increasing emphasis on curriculum standards and high-stakes testing, which can lead educators to prioritize direct instruction and test preparation activities over interactive, discussion-based strategies like read-aloud (Duke, 2000). This focus on measurable outcomes may discourage teachers from allocating time to read-aloud activities because these do not directly contribute to test scores. Additionally, the pressure to cover a wide range of content within a limited timeframe often leads to a more didactic approach to teaching, sidelining the interactive experiences that read-aloud provides.

Another factor limiting the adoption of interactive read-aloud in grade four classrooms is the perceived challenge of implementing these strategies effectively among older students. Teachers may assume that read-alouds are more suitable for younger children and may need to pay more attention to the value of these activities for older elementary students (Lane & Wright, 2007). There is also a concern about classroom management and maintaining student engagement during interactive sessions, which can be particularly challenging with larger class sizes and diverse learner needs. Furthermore, some educators may feel inadequately prepared or need more confidence in conducting interactive read-aloud due to insufficient training or professional development opportunities focused on these strategies (Fisher et al., 2004).

To address these challenges and encourage the wider use of interactive read-aloud in grade four classrooms, it is crucial to provide teachers with professional development and resources that emphasize the importance of read-aloud for older students and offer practical strategies for their implementation. Research by Santoro, Chard, Howard, and Baker (2008) suggests that teacher education programs and ongoing professional development should focus on interactive read-aloud strategies, demonstrating how they can be integrated into the curriculum to support literacy development while meeting standards and preparing students for assessments. By highlighting successful examples and offering guidance on managing and engaging diverse classrooms, educators can be better equipped to incorporate interactive read-aloud into their teaching practices, leveraging their full potential to enhance reading comprehension and foster a love of reading among grade four students.

The necessity for action research specifically investigating the impact of interactive read-aloud on grade four learners is underscored by the critical role of reading comprehension in students' academic success and the unique challenges and opportunities presented at this educational stage. As the transition from learning to read to reading to learn becomes pivotal, students' ability to understand and engage with complex texts directly influences their academic trajectory and lifelong learning skills (Chall, 1983). Despite the proven benefits of interactive read-aloud in enhancing comprehension and engagement (Fisher et al., 2004), the gap in targeted research for grade four learners highlights a significant oversight. Action research in this context offers a tailored exploration of how interactive read-aloud can address these learners' specific developmental and academic needs, providing educators with evidence-based strategies to support their students' transition into more advanced literacy skills.

Furthermore, the diversity of learners in grade four classrooms, including variations in reading proficiency, language backgrounds, and learning styles, necessitates a nuanced approach to literacy instruction that can be informed by action research. Research has shown that interactive read-aloud can cater to this diversity by fostering an inclusive learning environment that supports differentiated learning and promotes equity in literacy education (Lane & Wright, 2007). By conducting action research focused on interactive read-aloud within this grade level, educators can develop and refine strategies that effectively engage all students, thereby addressing disparities in reading achievement and supporting the development of critical thinking and analytical skills.

Lastly, the evolving landscape of literacy instruction, influenced by technological advancements and changing educational standards, calls for ongoing research to ensure that teaching practices remain relevant and effective. Action research conducted by practitioners in real-world classroom settings offers valuable insights into the practical challenges and successes of implementing interactive read-aloud, contributing to a body of knowledge that can guide future pedagogical decisions (Santoro et al., 2008). This practitioner-led inquiry facilitates the adaptation of read-aloud strategies to contemporary educational contexts. It empowers teachers as researchers, enabling them to critically evaluate and continuously improve their instructional approaches. Therefore, action research on the impact of interactive read-aloud on grade four learners is not only necessary but essential for advancing literacy education that is responsive, effective, and inclusive.

Grade four represents a critical transition period in students' academic journey, where the emphasis shifts from learning to read to reading to learn. This transition is pivotal for solidifying reading skills that are fundamental for tackling more complex academic tasks across all subject areas. According to Chall (1983), the fourth grade marks the point where students are expected to use their reading skills to acquire new knowledge and insights from texts, making it essential to have a strong foundation in reading comprehension. Reading fluently and understanding complex texts becomes increasingly important as students encounter a wider variety of genres and content in their coursework. Furthermore, the National Assessment of Educational Progress (NAEP) data indicate that students who do not reach proficiency in reading by the end of third-grade face ongoing academic challenges (National Center for Education Statistics, 2019). Therefore, grade four is crucial for ensuring students possess the necessary reading skills to succeed in subsequent grades and avoid falling behind.

The significance of grade four as a pivotal year for reading is also underscored by the increasing cognitive demands placed on students. As curriculum expectations rise, students must engage in more analytical thinking, interpretative reading, and evidence-based writing (Afflerbach, Pearson, & Paris, 2008). These tasks demand a deeper level of comprehension and the ability to connect ideas within and across texts. These skills are nurtured through effective reading instruction and practices like interactive read-alouds. Moreover, the development of critical reading skills during this year lays the groundwork for lifelong learning and academic success. Ensuring that students have mastered reading comprehension by the end of grade four is crucial for navigating the more challenging academic tasks that await them in higher grades and fostering a positive attitude towards reading that will benefit them throughout their educational careers and beyond.

Grade four classrooms are characterized by diverse learners, each with unique needs, learning styles, and backgrounds. This diversity includes variations in reading proficiency, linguistic backgrounds, cultural experiences, and cognitive development. Addressing these diverse needs requires flexible and inclusive instructional strategies that can adapt to the varying demands of students. Interactive read-aloud offers a versatile approach to meeting these challenges. According to Wiseman (2011), interactive read-aloud engages students through storytelling, discussions, and activities that cater to different learning modalities, such as auditory, visual, and kinesthetic learners. By incorporating questions, predictions, and reflections, teachers can engage students in higher-order thinking and personalize the learning experience. This method supports linguistic development, enhances vocabulary, and builds comprehension skills, making it particularly beneficial for English Language Learners (ELLs) and students with limited exposure to academic language (Gibbons, 2002).

Interactive read-alouds also significantly foster a sense of community and belonging among students, which is crucial for their social and emotional development. The shared experience of listening to and discussing a story helps to build connections among students, promoting empathy and understanding of diverse perspectives (Fountas & Pinnell, 2006). This communal learning environment encourages students to express their thoughts and questions, providing peer learning and collaboration opportunities. For students who may feel marginalized or less confident in their reading abilities, the supportive atmosphere of interactive read-aloud can boost self-esteem and motivation to engage with texts. Furthermore, teachers can affirm students' identities and experiences by selecting culturally diverse and inclusive materials, contributing to a more equitable learning environment (Tatum, 2000).

Moreover, interactive read-alouds allow teachers to scaffold instruction, addressing students' individual needs through guided discussions and targeted questioning. This scaffolding supports students at different levels of comprehension, enabling them to access complex texts and concepts that they might not be able to understand independently (Vygotsky, 1978). Through careful selection of texts and thoughtful integration of interactive elements, teachers can challenge advanced readers while supporting those needing additional help. This tailored approach ensures that all students, regardless of their starting point, can benefit from the enriching experience of interactive read-aloud, making it a powerful tool for meeting the diverse needs of grade four students.

In conclusion, the impact of interactive read-aloud on grade four learners is grounded in the pressing need to address today's students' diverse and evolving requirements. Given the compelling evidence of the benefits of interactive read-aloud

strategies in enhancing reading comprehension, fostering engagement, and meeting learners' differentiated needs, there is a clear and urgent call for action research in this area. This study aims to fill the gap in practical application and scholarly understanding by providing empirical data on the effectiveness of interactive read-aloud in a grade-four context. By doing so, it seeks not only to contribute to the academic discourse on effective literacy instruction but also to offer actionable insights for educators striving to cultivate a more inclusive, dynamic, and effective learning environment. Through this research, we aim to empower teachers with the knowledge and strategies needed to unlock the full potential of every student, ensuring that all learners can develop the critical reading skills necessary for academic success and lifelong learning.

Theoretical framework

The following discussions present theories, concepts, research findings, insights, and ideas which aided the researcher in the methodological and analytic design that formulate the framework of the study.

Vygotsky's Social Development Theory posits that social interaction is fundamental to cognitive development. Central to Vygotsky's theory is the Zone of Proximal Development (ZPD) concept, which he describes as the difference between what a child can achieve independently and what they can achieve through interaction with more knowledgeable others (Vygotsky, 1978). This gap represents the learning potential, emphasizing that social interactions significantly influence cognitive development. Vygotsky argued that learning occurs in this zone when children engage in dialogues with peers or adults who guide them beyond their current level of understanding. The theory underscores the importance of scaffolded instruction, where the support is gradually adjusted to match the learner's increasing level of competence.

According to Vygotsky, language is a critical tool for cognitive development, serving as a communication and a mechanism for thought development. He believed internalizing language transforms social functions into mental functions, highlighting the interdependence of thought and language in cognitive development (Vygotsky, 1981). This perspective suggests that interactive learning activities like discussions and collaborative problem-solving are crucial for developing higher mental functions. Vygotsky's emphasis on the role of language in learning supports the use of interactive read-aloud in education, as these activities foster linguistic interactions that can enhance comprehension and critical thinking.

Vygotsky's Social Development Theory has had a profound impact on education, particularly in the design of instructional strategies that promote active learning through social collaboration. The theory advocates for instructional approaches that create a rich social environment where learners are encouraged to express their thoughts, ask questions, and explore ideas collectively (John-Steiner & Mahn, 1996). This theoretical framework validates the educational value of interactive read-alouds, which provide a structured yet flexible platform for guided interactions around texts. By engaging students in discussions that extend beyond the literal content of the books, educators can leverage the social nature of learning to deepen understanding and foster cognitive development.

Albert Bandura's Social Learning Theory, introduced in the late 20th century, posits that people learn from one another through observation, imitation, and modeling, emphasizing the significance of seeing and replicating the behaviors of others. Bandura (1977) articulated that learning occurs within a social context and can transpire without direct reinforcement, which traditional behaviorism considered a prerequisite for learning changes. This theory broadened the understanding of how learning occurs, recognizing that much of human learning is achieved by observing others' behaviors, attitudes, and outcomes of those behaviors. Social Learning Theory underscores the importance of cognitive processes in understanding how we perceive, process, and recall information learned from others. According to Bandura, observational assertion that behaviors can be learned through observation of others, suggesting that teachers can significantly influence students' learning and attitudes towards reading through their behavior and attitudes during read-aloud sessions. Moreover, by incorporating discussions and encouraging students to reflect on and discuss the content, teachers can enhance students' self-efficacy regarding their reading and comprehension skills. This interactive approach supports literacy development and fosters a positive learning environment where students are motivated to engage with texts and participate actively in their learning journey.

Jean Piaget's Theory of Cognitive Development is a cornerstone in developmental psychology, offering a comprehensive framework for understanding how children's cognitive abilities evolve from infancy through adolescence. Piaget (1952) proposed that cognitive development unfolds through a series of stages, each characterized by unique mental structures and cognitive capabilities. These stages are the Sensorimotor Stage (birth to about two years), Preoperational Stage (2 to 7 years), Concrete Operational Stage (7 to 11 years), and Formal Operational Stage (11 years and older). Piaget emphasized that children actively construct their understanding of the world through interactions with their environment, a process he termed "schemes," which are the mental structures or frameworks children use to organize and interpret information. As children encounter new experiences, they either assimilate this information into existing schemes or adjust their schemes through accommodation, thereby achieving cognitive growth.

During the Concrete Operational Stage, which encompasses the typical age of grade four students, children develop the ability to think logically about concrete events and understand the concept of conservation—the idea that quantity remains the same despite changes in shape or appearance. Piaget (1952) also noted that children at this stage begin to master inductive logic, or reasoning from specific information to a general principle. However, they struggle with deductive logic, which involves reasoning from general principles to specific instances. This stage marks a significant shift in cognitive abilities, enabling children to perform

various mental operations, such as classification and seriation, crucial for academic learning. The theory suggests that educational content and strategies should be tailored to match the cognitive capabilities of learners at this stage, emphasizing concrete, hands-on learning experiences that can be directly manipulated and observed.

Piaget's theory has profound implications for educational practices, advocating for a learner-centered approach recognizing the importance of active exploration and discovery in learning. According to Piaget, effective learning occurs when educational experiences are aligned with the learner's current stage of cognitive development, thereby facilitating the construction of knowledge (Piaget, 1973). This perspective supports interactive read-aloud and other participatory learning activities, encouraging grade four students to engage actively with texts, discuss their ideas, and apply logical reasoning to understand complex concepts. By providing opportunities for students to explore and interact with their learning environment, educators can foster cognitive development and promote deeper understanding, in line with Piaget's emphasis on the learner's active role in the knowledge construction process.

Bloom's Taxonomy of Educational Objectives, initially introduced by Benjamin Bloom in 1956, is a hierarchical model designed to classify educational learning objectives into levels of complexity and specificity. The taxonomy was originally structured into three domains: cognitive (knowledge-based), affective (emotion-based), and psychomotor (action-based), with the cognitive domain being the most widely used and recognized. The cognitive domain is organized into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. These levels progress from basic recall of facts, through understanding and applying those facts, to more complex processes, such as analyzing information, synthesizing ideas to create something new, and evaluating information critically (Bloom, 1956). The taxonomy guides educators in designing curriculum, instruction, and assessment tools that foster higher-order thinking skills among students.

In 2001, Anderson and Krathwohl, among others, revised Bloom's original taxonomy to reflect a more dynamic conception of educational objectives. This revision renamed and reorganized the cognitive domain's levels into remember, understand, apply, analyze, evaluate, and create. This update rephrased the categories to use action verbs and introduced the notion of a two-dimensional taxonomy. One dimension encompasses the cognitive process dimension, and the other represents the knowledge dimension, categorizing the type of knowledge being addressed (Anderson, Krathwohl et al., 2001). This revised taxonomy aims to provide a more nuanced framework for educators to structure learning activities, assessments, and objectives that target the type of knowledge students engage with and the cognitive processes they employ to engage with that knowledge.

The implications of Bloom's Taxonomy for educational practice are significant, offering a structured way for teachers to foster and assess complex cognitive processes in their students. By aiming for objectives beyond mere recall of facts, educators can encourage students to develop a deeper understanding of the material, apply knowledge to new situations, analyze information, evaluate arguments, and create new understandings. This approach enhances students' learning experiences and prepares them for the complexities of real-world problem-solving and critical thinking. For instance, in reading instruction, Bloom's Taxonomy can guide the development of questions and activities that move students beyond simple comprehension to analysis, synthesis, and evaluation of texts, thereby promoting higher-level literacy skills and critical engagement with texts.

Constructivist Learning Theory posits that learners construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences. This theory, rooted in the works of Jean Piaget and later expanded by educational theorists such as Lev Vygotsky, emphasizes the active role of learners in the process of knowledge construction rather than passively receiving information from teachers or texts (Piaget, 1954; Vygotsky, 1978). According to constructivism, learning is seen as adjusting mental models to accommodate new experiences. Learners use their prior knowledge as a framework for understanding new information, which implies that learning is highly individual and dependent on the learner's existing cognitive structures. This perspective underscores the importance of experiential learning, discovery, and problem-solving in education, suggesting that educators should provide opportunities for students to engage with content in meaningful ways that allow them to construct knowledge for themselves.

The constructivist approach advocates for learning environments that encourage exploration, experimentation, and discussion, enabling students to test their ideas, reflect on their thinking, and collaboratively construct knowledge with peers (Bruner, 1961; Vygotsky, 1978). This theory highlights the significance of social interaction and cultural context in learning, as seen in Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners achieve higher levels of understanding through the support of more knowledgeable others. Constructivist teaching strategies might include project-based learning, collaborative group work, and inquiry-based activities designed to challenge students' beliefs and encourage them to reconsider their understanding in light of new evidence or perspectives.

Constructivist Learning Theory has profound implications for educational practice, suggesting that educators should focus on creating learning experiences that engage students actively in constructing knowledge. This involves designing lessons relevant to students' lives, encouraging critical thinking, and facilitating learning as a shared, social experience rather than a solitary activity (Jonassen, 1999). By emphasizing the importance of understanding over memorization, constructivist theory supports the development of learners capable of applying their knowledge in diverse and complex situations. In reading instruction, a constructivist approach encourages students to interpret texts through their own experiences, engage in discussions about different interpretations, and use texts to explore broader concepts and ideas.

Schema Theory, as conceptualized within cognitive psychology and education, posits that knowledge is organized into mental frameworks or schemas, which help individuals understand and interpret the world around them. Introduced by Bartlett (1932) and further developed by researchers such as Rumelhart (1980), schema theory suggests that these cognitive structures

enable individuals to categorize and store information, facilitating the recall and recognition of new information by linking it to existing knowledge. Schemas are dynamic and can be altered with new learning experiences, allowing for integrating new information that fits or modifies existing schemas. This theory highlights the importance of background knowledge in comprehension and learning. It suggests that learners interpret new information and experiences through their existing schemas, which can significantly influence their understanding and retention of new knowledge.

In education, Schema Theory underscores the critical role of activating prior knowledge before introducing new concepts to learners. Anderson, Spiro, and Anderson (1978) emphasized the importance of providing learners with a context or framework for new information, which can be achieved through strategies such as discussions, analogies, and interactive read-aloud that connect to students' existing knowledge bases. This approach facilitates deeper comprehension by enabling students to relate new information to what they already know, thereby constructing new understanding. Schema Theory also suggests that when learners encounter information that does not fit their existing schemas, they may need to accommodate by adjusting their schemas to incorporate the new information, a process that requires active engagement and critical thinking.

The implications of Schema Theory for instructional design are profound. Educators are encouraged to assess and activate students' prior knowledge as a foundational step in the learning process, designing lessons that build on what students already know while challenging them to expand their understanding. This may involve pre-reading activities, thematic units that connect new learning to broader concepts, and scaffolding strategies that support students in making connections between their existing knowledge and new information. Additionally, Schema Theory supports using diverse texts and multimedia resources in instruction, recognizing that students may have varied schemas based on their unique experiences and cultural backgrounds. By acknowledging and leveraging the diverse schemas that students bring to the classroom, educators can create more inclusive and effective learning environments that facilitate meaningful learning experiences for all students.

Reader Response Theory, a significant paradigm within literary criticism and educational theory, emphasizes the reader's active role in constructing a text's meaning. This perspective diverges from traditional interpretations that focus solely on the author's intent or the text itself as the source of meaning. Instead, Reader Response Theory posits that readers bring their own experiences, emotions, and cultural contexts to their reading, which interact with the text to create unique interpretations (Rosenblatt, 1938/1995). According to Louise Rosenblatt, the meaning of a text arises in the transaction between the reader and the text, this transactional view suggests that reading is not just a passive reception of information but an active, interpretive process. The theory acknowledges the variability of interpretations among different readers and argues that this diversity enriches our understanding of literature and texts more broadly.

The implications of Reader Response Theory for educational practice are profound, particularly in teaching literature and reading comprehension. It encourages educators to create classroom environments where students feel empowered to share their interpretations and engage with texts in a deeply personal manner (Fish, 1980). This approach fosters critical thinking and analytical skills, as students are encouraged to question texts, explore multiple perspectives, and articulate their responses. Furthermore, Reader Response Theory supports differentiated instruction by validating the diverse experiences and backgrounds students bring to their reading. By acknowledging that each student's interaction with a text is unique, teachers can cultivate a more inclusive classroom that respects and builds upon each learner's individual insights and interpretations.

Incorporating Reader Response Theory into classroom practices can involve discussions, journaling, and creative projects that allow students to express their reactions to and interpretations of texts. This theory aligns with constructivist principles, advocating for an educational approach that views learners as active constructors of knowledge rather than passive recipients. It also encourages the integration of multicultural literature and texts that reflect students' diverse experiences, thereby providing opportunities for meaningful connections and deeper engagement with reading materials. Ultimately, Reader Response Theory champions a more dynamic and interactive approach to reading and literature, one that values the reader's role in co-creating meaning and recognizes the power of texts to resonate differently with everyone.

Critical Literacy Theory extends beyond the basic understanding of reading and writing to encompass a broader view of literacy as a social practice that enables individuals to engage critically and question texts and their contexts. This theoretical framework, influenced by the works of Paulo Freire (1970) and later scholars, emphasizes the importance of reading texts for content comprehension and understanding the underlying power structures, ideologies, and discourses they represent. Critical Literacy Theory advocates for readers to actively participate in reading, empowering them to recognize and challenge societal inequalities and injustices often perpetuated through language and texts. The theory posits that texts are not neutral but are constructed by authors with specific intentions and situated within particular social, historical, and cultural contexts. Therefore, critical literacy involves analyzing texts to uncover these biases and assumptions and considering how texts influence and influence the broader society.

Critical Literacy Theory calls for pedagogies in educational settings that encourage students to question and critique texts, fostering a deeper, more reflective form of literacy. This involves engaging students in discussions about the purpose of texts, the represented and marginalized perspectives, and the ways in which language is used to shape readers' understanding of the world (Luke & Freebody, 1997). By adopting a critical literacy approach, educators can help students develop the skills to read between the lines, recognizing that texts are not simply vehicles for transmitting information but tools for constructing meaning and exercising power. This approach promotes the development of analytical and evaluative skills, encouraging students to become critical consumers of texts and informed, engaged citizens capable of contributing to social change.

The relevance of Critical Literacy Theory today is particularly significant in the context of digital media and information literacy. In an age where information is abundant and sources are varied, critically evaluating and interpreting texts is essential. Critical literacy equips individuals with the skills to navigate the complex landscape of digital media, discerning credible information from misinformation and recognizing the influence of media on public opinion and individual beliefs (Hobbs, 2011). By fostering critical literacy skills, educators can prepare students to participate effectively in democratic societies, where they can advocate for equity and justice and contribute to the creation of more inclusive, critical, and reflective communities.

Multiliteracies Theory, introduced by the New London Group in 1996, responds to the evolving communication landscape and the increasing cultural and linguistic diversity in globalized societies. This theory expands the traditional notion of literacy beyond reading and writing in print media to include multiple modes of communication and expression, such as visual, audio, gestural, spatial, and digital literacies. The New London Group argued for a pedagogy that acknowledges the variety of ways people communicate and learn, both in and out of educational settings. Multiliteracies pedagogy emphasizes teaching students to effectively navigate and produce meaning across these different modes, recognizing that cultural and social factors shape language and literacy practices. The theory advocates for an approach to literacy education that prepares individuals to participate fully in their communities and the wider world by engaging with complex texts and multimedia critically and reflectively (The New London Group, 1996).

Multiliteracies Theory also addresses the need for literacy education to be responsive to students' diverse backgrounds, incorporating their cultural, linguistic, and social experiences into the learning process. This inclusivity is vital for empowering students from all backgrounds to contribute their voices and perspectives, fostering a more equitable learning environment. The pedagogy encourages educators to design curriculum and instruction relevant to students' lives, promoting engagement and motivation to learn. It involves recognizing and valuing the multiplicity of students' identities and providing opportunities for them to draw on their unique experiences when interpreting and creating texts. By embracing diversity and promoting social justice, multiliteracies pedagogy aims to develop critical thinkers and effective communicators capable of understanding and addressing the complexities of the contemporary world (Cope & Kalantzis, 2000).

In practice, implementing Multiliteracies Theory in the classroom involves creating learning experiences that integrate various modes of communication and encourage students to critically analyze and produce texts that reflect a range of cultural perspectives. This approach requires a shift from teacher-centered to learner-centered pedagogy, where students actively participate in their learning, exploring, and constructing knowledge through collaborative projects, digital storytelling, and multimedia presentations. Educators are tasked with facilitating these experiences, guiding students in developing the skills to critically navigate and contribute to the multimodal texts that define the digital age. As society continues to evolve, the principles of multiliteracies pedagogy become increasingly relevant, offering a framework for literacy education that is adaptable, inclusive, and reflective of the world in which we live (Kalantzis & Cope, 2012).

Self-Determination Theory (SDT), developed by Deci and Ryan in the early 1980s, is a broad framework for studying human motivation and personality. SDT articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation and describes individual differences in autonomous motivation, controlled motivation, and motivation. Central to SDT is the distinction between intrinsic motivation, which arises within the individual and is driven by an interest in or enjoyment of the task itself, and extrinsic motivation, which is driven by external rewards or pressures (Deci & Ryan, 1985). SDT posits that motivation is not just about the amount but also the type, with intrinsic motivation associated with higher quality learning and well-being. This theory identifies three basic psychological needs - autonomy, competence, and relatedness and suggests that fulfilling these needs is essential for motivation, well-being, and personal growth (Deci & Ryan, 2008).

SDT has significant implications for educational settings. It suggests that for students to be genuinely engaged and motivated to learn, educational environments should support their psychological needs for autonomy (feeling in control of their behaviors and goals), competence (feeling effective in their activities), and relatedness (feeling connected to others). When these needs are satisfied, students are more likely to exhibit sustained motivation and engagement in their learning (Ryan & Deci, 2000). This has led to the development of teaching practices and classroom environments that aim to enhance students' intrinsic motivation by providing choices in their learning tasks, challenging them at an appropriate level to build their competence, and fostering a sense of community and belonging.

Implementing SDT in the classroom involves creating opportunities for students to take ownership of their learning through choices and self-directed activities, providing constructive feedback that focuses on developing skills and understanding rather than just outcomes, and encouraging collaboration and peer support. Teachers play a crucial role in facilitating an environment where students can satisfy their needs for autonomy, competence, and relatedness, enhancing their motivation and engagement with the material. By focusing on the quality of students' motivation, SDT provides a powerful framework for understanding how educational practices can be optimized to support student learning and well-being (Niemiec & Ryan, 2009).

Statement of the Problem

This study aimed to investigate the impact of interactive read-aloud sessions on enhancing the reading comprehension of the grade four learners in Lingayen III, SDO I Pangasinan

Specifically, this study answered the following questions:

1. What are the strategies for practicing reading comprehension for grade four English learners?
2. What challenges do teachers meet in practicing reading comprehension for English Four learners?
3. What is the impact of interactive read-aloud sessions on the reading comprehension skills of grade four students compared to traditional read- aloud practices?
4. Based on the study's findings, what read-aloud should be proposed to address the needs of the grade four learners in reading comprehension?

Scope and Delimitation of the Study

The scope of this study is specifically focused on evaluating the effectiveness of interactive read-aloud sessions in improving reading comprehension skills among grade four students. It aims to compare the outcomes of these interactive sessions with those derived from traditional read- aloud practices that are less interactive or participatory. The research was conducted within the context of grade four classrooms, involving students from diverse linguistic, cultural, and socioeconomic backgrounds to assess how interactive read-aloud caters to varied learning needs and styles. The study also explores the impact of these sessions on students' motivation and engagement in reading and their ability to engage in higher-order thinking skills. Additionally teachers' perspectives on the feasibility, benefits, and challenges of implementing interactive read-aloud strategies will be examined to provide insights into practical considerations for educators.

However, the study has its delimitations. It will be limited to grade four students within a specific educational setting or district, which may affect the generalizability of the findings to other grades or educational contexts. The research will focus solely on interactive read-aloud as an instructional strategy without considering other literacy interventions or instructional methods that could also influence reading comprehension. The study's timeframe may also limit the ability to observe the long-term impacts of interactive read-aloud sessions on reading comprehension and literacy development. Furthermore, the study's reliance on teacher and student perceptions as primary data sources may introduce subjective biases that must be carefully managed through the research design and analysis.

Significance of the Study

The results of this study aim to find meaning and significance to the following beneficiaries

Learners: Grade four learners stand to benefit directly from this study, as insights into effective interactive read-aloud strategies could lead to enhanced reading comprehension skills, increased motivation and engagement with reading, and improved literacy outcomes. By addressing diverse learning needs and fostering higher-order thinking skills, the study's findings may contribute to a more inclusive and enriching learner-learning experience.

Teachers: Educators, especially those teaching at the elementary level, will gain valuable information on the implementation and effectiveness of interactive read-aloud sessions. The study will provide practical strategies for engaging students in reading, insights into overcoming challenges associated with these practices, and evidence on the impact of interactive read-aloud on students learning, thereby supporting teachers in enhancing their instructional practices.

School Administrators and Curriculum Designers: Insights from the study can inform curriculum development and instructional policies, helping school administrators and curriculum designers to incorporate evidence-based practices into literacy programs. Understanding the benefits and challenges of introducing evidence-based practices that must be carefully managed through the research design and analysis.

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programs Understanding the benefits and challenges of interactive read-aloud can guide decisions regarding resource allocation, teacher professional development opportunities, and curriculum modifications to support literacy development.

Researchers. The study contributes to the knowledge of literacy education and instructional strategies, offering a basis for further research on interactive read-aloud and their role in reading comprehension. Academics and researchers can build on the findings to explore related topics or conduct similar studies in different contexts or with other age groups.

Parents and Caregivers: By highlighting the importance of interactive engagement with texts, the study may encourage parents and caregivers to adopt similar strategies at home reinforcing the connection between school and home learning environments. This can enhance parental involvement in their children's literacy development and foster a reading culture beyond the classroom

Definition of Terms

The following are words and phrases used herein are defined constructively according to the true meaning and intent of the researcher for better understanding of the readers and to avoid doubt in the study To ensure better understanding of this study, the following key terms are hereunder defined.

Interactive Read-Aloud A reading strategy where the teacher reads a text aloud to students, incorporating interactive elements such as questions, discussions, predictions, and reflections that engage students actively with the text. This approach contrasts with traditional read-aloud by emphasizing participation and dialogue between the teacher and students.

Reading Comprehension: The ability to process text, understand its meaning, and integrate it with the reader's knowledge. It involves various cognitive skills, including decoding, fluency, vocabulary knowledge, and higher-order thinking skills like analysis, synthesis, and evaluation.

Traditional Read-Aloud: A classroom practice where the teacher reads a text to students without incorporating interactive elements. The focus is primarily on listening comprehension, with limited opportunities for student engagement or participation during the reading.

Grade Four Students: Children typically in the fourth year of formal education in the elementary school system, usually aged between 9 and 10 years. This study focuses on this age group due to the critical transition from learning to read to reading to know at this stage:

CHAPTER 2

METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

Research Design

In this study, a descriptive quantitative research approach was employed to systematically investigate the impact of interactive read-aloud sessions on the reading comprehension skills of grade four students. This approach involves collecting numerical data that can be statistically analyzed to identify patterns, trends, and relationships among variables related to interactive read-aloud and traditional read-aloud practices. By utilizing standardized assessment tools to measure reading comprehension and surveys or questionnaires to gauge students' motivation and engagement, the study aims to quantify the effectiveness of interactive read-aloud strategies in enhancing literacy outcomes. The descriptive nature of this research allows for a detailed portrayal of the current state of reading comprehension among grade four learners, providing a baseline against which the effects of interactive read-aloud interventions can be compared.

The choice of a descriptive quantitative research approach facilitates the objective examination of the study's hypotheses by enabling the collection of data from a relatively large sample of grade four classrooms. This broad data collection is crucial for ensuring the reliability and generalizability of the study's findings within the specified context. Statistical analysis techniques, such as t-tests, were applied to compare students' reading comprehension levels exposed to interactive read-aloud sessions with those who experienced traditional read-aloud practices. Additionally, regression analysis may explore the relationship between the frequency and quality of interactive read-aloud activities and students' reading comprehension scores, adjusting for potential confounding variables such as students' prior reading abilities and socio-demographic factors.

Furthermore, this quantitative approach supports examining the impact of interactive read-aloud on diverse learning needs and backgrounds by analyzing subgroup data. This allows for the assessment of whether the benefits of interactive read-aloud are consistent across different student populations, including English Language Learners (ELLs) and students from various socioeconomic statuses. By employing a descriptive quantitative research approach, the study aims to contribute robust, evidence-

based insights into the pedagogical practices that best support reading comprehension development in grade four students. This approach highlights the effectiveness of interactive read-aloud and informs educators and policymakers about scalable and inclusive strategies to improve literacy education in this locale, the study aims to provide evidence-based recommendations relevant and applicable to educators working in urban public schools, potentially leading to improved reading comprehension instruction and outcomes for a broad spectrum of students.

Population Sampling

The population of this study comprises grade four learners enrolled in a selected public elementary school specifically in Lingayen District III, along with their classroom teachers. This population was specifically chosen to explore the effects of interactive read-aloud sessions on a diverse group of learners, which is characteristic of the urban public-school setting and includes learners from various socioeconomic, cultural, and linguistic backgrounds. Including grade four students aligns with the critical transitional phase in their reading development from learning to read to reading to learn, making it a pivotal year for investigating interventions to enhance reading comprehension. The teachers of these grade four learners are also integral to the study's population, providing insights into implementation, benefits, and challenges of conducting interactive read-al sessions within the constraints and opportunities of the urban public school system.

Instrumentation and Data Collection

For this study on the impact of interactive read-aloud sessions on four learners' reading comprehension, the instrumentation involves a mix of quantitative tools designed to measure the variables of interest accurately. Standardized reading comprehension tests were used before and after the implementation of the interactive read-aloud sessions to assess students' reading comprehension skills. These tests were selected for their reliability and validity in measuring the comprehension abilities of elementary school students. Additionally, questionnaires were developed to gauge students' motivation and engagement with reading. These questionnaires include Likert-scale items that reflect various aspects of motivation and engagement, such as interest in reading, perceived competence, and value of reading activities. A separate set of questionnaires was designed to gather data on teachers' perspectives regarding implementing interactive read-aloud focusing on teachers' experiences, perceived challenges, and observed benefits of the read-aloud strategies on student learning.

Data collection will proceed in a phased approach to ensure a comprehensive understanding of the Interactive read-aloud sessions' impact. Initially baseline data on students' reading comprehension levels will be collected using standardized tests alongside baseline student motivation and engagement surveys. After implementing a series of interactive read-aloud sessions over a designated period, post-intervention data were gathered using the same instruments to assess reading comprehension, motivation, and engagement changes. Teachers participating in the study will complete the implementation-focused questionnaires at the end of the intervention period. This approach allows for a pre-and post-intervention comparison to determine the effectiveness of the interactive read-aloud sessions.

Ensuring the accuracy and reliability of the data collection process will involve training teachers on how to administer the reading comprehension tests and surveys consistently. The study will also employ strategies to maintain the integrity of the data, such as anonymizing student responses and ensuring that participation is voluntary and informed consent is obtained from students' guardians. Data were stored securely and analyzed using appropriate statistical software to identify significant differences and trends. By employing these instrumentation and data collection methods, the study aims to generate robust evidence on the efficacy of interactive read-aloud in enhancing grade four students' reading comprehension and engagement.

Tools for Data Analysis

The retrieved responses from the questionnaire were subjected to data management. They were tallied, tabulated, analyzed, and interpreted.

The following statistical measures were used to answer the research problems that were raised in this study.

Frequency and percentage were used to answer sub-problem 1 which deals on strategies for practicing reading comprehension for grade four English learners.

Meanwhile, five-point Likert scale were used to answer sub-problem 2 in determining the challenges met by teachers in the implementation of reading comprehension for English Four learners.

Finally, t-test were used to determine the impact of interactive read-aloud in reading comprehension to grade four learners.

Ethical Considerations

In conducting this study on the impact of interactive read-aloud sessions on grade four students' reading comprehension, several ethical considerations must be addressed to ensure the protection and respect of all participants involved. First and foremost,

obtaining informed consent is paramount. Before the commencement of the study, Informed consent was sought from the parents or guardians of the student participants, clearly explaining the purpose of the research, what participation entails any potential risks or benefits, and the voluntary nature of their involvement. This ensures parents fully know the study's aims and procedures and agree to their child's participation. Additionally, consent was obtained from the learners, presented in age-appropriate language to ensure they understood their role in the study and their right to withdraw without any consequences.

Privacy and confidentiality are also critical ethical concerns all data collected from learners and teachers are treated with the utmost confidentiality Participants were not identified by name in any reports of publications resulting from the study pseudonyms or participant numbers will be used to maintain anonymity. Data was securely stored and accessible only to the research team, safeguarding participants' personal information. Furthermore, the study was designed to minimize participants potential emotional or psychological discomfort. For instance, students who may feel anxious or stressed about their reading abilities being tested will be reassured that the purpose of the study is not to evaluate them individually but to improve educational strategies for all.

Lastly the study will adhere to principles of non-maleficence and beneficence ensuring that the research does not harm the participants and that the potential benefits justify any risks involved. The educational interventions, such as the interactive read-aloud sessions, are designed to enhance, not detract from, the students' learning experience Any findings from the study will be disseminated in a way that can inform educational practice and policy, with the ultimate goal of benefiting students, teachers, and the broader educational community. The research team will also be prepared to promptly and ethically address any unexpected issues or concerns that arise during the study, ensuring that the welfare of the participants is always the top priority.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Strategies for Practicing Reading Comprehension for Grade Four English Learners

For Grade Four English Learners (ELs), developing reading comprehension skills is crucial for academic success and language acquisition. One effective strategy is structured peer discussions, which leverage Vygotsky's concept of the Zone of Proximal Development (ZPD). By engaging ELs in guided peer discussions about texts students can scaffold each other's understanding, allowing them to explore and clarify complex ideas in a supportive environment (August & Shanahan, 2006). This collaborative learning approach enhances comprehension and builds language proficiency as students are encouraged to articulate their thoughts and questions. Another strategy is the integration of visual aids and graphic organizers, which can help ELs to organize better and visualize the information presented in a text. Tools such as story maps, cause-and-effect charts, and Verin diagrams can assist students in breaking down narratives and informational texts into more manageable components, facilitating a deeper understanding of the material (Torgesen, Houston, Rissman, Decker, Roberts Vaughn, Wexler, Francis, Rivera, & Lesaux, 2007)

Additionally, implementing vocabulary instruction within the context of reading activities is essential for ELs. Explicitly teaching key vocabulary before and during reading activities and strategies for deducing the meaning of unfamiliar words from context can significantly improve ELs' comprehension and fluency (Beck, McKeown, & Kucan, 2002). This approach ensures that vocabulary learning is meaningful and directly tied to students' reading experiences, allowing them to engage more fully with the text. Tailoring reading comprehension strategies to the needs of Grade Four ELs, such as incorporating culturally relevant texts and language experience approaches, can further enhance engagement and understanding. By adopting these strategies, educators can support the development of critical reading skills in ELs, laying a strong foundation for their continued academic growth and success in learning English.

Table 1 on the next page presents the strategies for practicing reading comprehension for grade four English learners.

It shows that using visual aids and graphic organizers is the most frequently reported strategy used by 30% of the respondents. This suggests that teachers actively seek ways to scaffold reading comprehension through visuals, acknowledging that many ELs may benefit from non-verbal representations of information to understand better and retain textual content This strategy's high usage rate underscores the need for educational resources and training that equip teachers with various visual tools to enhance literacy instruction.

Table 1. Strategies for Practicing Reading Comprehension for Grade Four English Learners

Strategy	Frequency	%
Structured Peer Discussions	8	25%
Use of Visual Aids and Graphic Organizers	9	30%
Explicit Vocabulary Instruction	6	20%
Incorporation of Culturally Relevant Texts	4	15%
Language Experience Approach	3	10%
Total	30	100

Structured peer discussions and explicit vocabulary instruction are also popular with 25% and 20%, respectively. Structured peer discussions emphasize collaborative learning environments where ELs can practice language skills in context, supporting Vygotsky's notion of social learning. The emphasis on explicit vocabulary instruction underscores the critical role of vocabulary in reading comprehension. It suggests that teachers know the link between vocabulary knowledge and students' ability to access and engage with texts. These strategies point to a pedagogical focus on creating interactive and language-rich classroom environments.

However, the relatively lower frequencies of incorporating culturally relevant texts (15%) and employing the language experience approach (10%) may indicate areas for growth. These strategies are vital for making learning more inclusive and relevant to ELs' experiences, potentially increasing

engagement and motivation. The underutilization of these approaches suggests a gap in resources, training, or awareness among educators regarding the benefits of culturally responsive teaching and experiential learning methods. Enhancing teacher education and professional development programs to include a stronger focus on these areas could further support ELs' reading comprehension and overall academic success.

Overall, the table reveals diverse strategies to support ELs' reading comprehension, highlighting both strengths and opportunities for enhancement in literacy education for ELs.

Several studies have explored effective strategies for enhancing reading comprehension among Grade Four English Learners (ELs), reflecting a broad interest in optimizing literacy instruction for this diverse student population. One notable study by August and Shanahan (2006) systematically reviewed the impact of various instructional practices on ELs' literacy development. They found that when integrated within a comprehensive literacy program, explicit vocabulary instruction significantly improved reading comprehension outcomes for ELs. Their research emphasizes the need for direct and systematic vocabulary teaching to develop proficient reading skills in ELs. It highlights that understanding the meanings of words within texts is crucial for comprehension.

Another critical study by Gersten et al. (2007) investigated the effects of teaching reading comprehension strategies explicitly to ELs. The researchers implemented a program that focused on teaching strategies, such as predicting, questioning, clarifying, and summarizing, alongside vocabulary instruction. The

findings indicated that ELs who received this targeted instruction showed notable improvements in their reading comprehension scores compared to those who did not. This study underscores the value of explicit strategy instruction for ELs, suggesting that teaching cognitive strategies for processing texts can empower ELs to become more active and effective readers.

In addition to strategy instruction, the role of peer interactions in enhancing reading comprehension has been explored. A study by Vaughn et al. (2006) examined the impact of collaborative strategic reading (CSR). This program combines explicit comprehension strategy instruction with cooperative learning on the reading outcomes of ELs. The findings revealed that ELs participating in CSR groups demonstrated significant gains in reading comprehension, highlighting the potential of peer-mediated instruction for supporting ELs' literacy development. This research supports the notion that structured peer discussions and collaborative learning activities can provide a supportive context for ELs to practice and refine their reading skills.

Furthermore, integrating culturally relevant texts and materials has also been identified as a key factor in engaging ELs and supporting comprehension. McKeown et al. (2009) conducted a study incorporating culturally responsive texts within reading

instruction for ELs They found that students were more engaged and showed improved comprehension when reading materials reflected their cultural backgrounds and experiences. This study emphasizes the importance of selecting meaningful and relatable texts for ELs, suggesting that culturally responsive teaching practices can enhance motivation and comprehension by validating students' identities and experiences.

These related studies collectively highlight the effectiveness of explicit vocabulary instruction, strategy teaching, collaborative learning, and culturally relevant materials in improving reading comprehension for Grade Four English Learners They provide a strong foundation for educators seeking to adopt evidence-based practices that address the unique needs of ELs in literacy instruction.

Challenges Met by Teachers in Practicing Reading Comprehension for English Four learners

Teaching reading comprehension to Grade Four English Learners (ELs) presents a unique set of challenges that educators must navigate to ensure effective learning outcomes One of the primary difficulties is addressing the diverse linguistic backgrounds and proficiency levels within the classroom. ELs often come from varied linguistic and cultural backgrounds, which means they may have a different level of exposure to or proficiency in English than their native-speaking peers. This diversity requires teachers to differentiate instruction and provide targeted support to meet each student's needs, which can be time- consuming and complex (Gibbons, 2002). Additionally, the limited vocabulary and background knowledge of ELs can hinder their ability to comprehend culturally or contextually unfamiliar texts, making it challenging for teachers to select appropriate reading materials that are accessible yet engaging for all students (August & Shanahan, 2006).

Furthermore, the pressure of standardized testing and curriculum mandates often leaves little room for teachers to implement innovative or tailored strategies that better support ELs' reading comprehension development. The focus on meeting benchmarks can lead to a more generalized approach to instruction, which may not adequately address the specific learning needs of ELs (Menken, 2008) Teachers also face the challenge of fostering a supportive classroom environment that encourages active participation and risk-taking among ELs, who may feel self-conscious about their language abilities. Creating a classroom culture that values diversity and promotes linguistic and cultural inclusivity is essential but requires intentional effort and strategy on the part of the teacher (Cummins, 2001) These challenges underscore the need for professional development and resources that equip teachers with the skills and knowledge to effectively support ELs in developing their reading comprehension skills.

Table 2 presents the challenges met by teachers in practicing reading comprehension for grade four learners The high percentages of agreement (agree and strongly agree) on challenges such as selecting culturally relevant materials and fostering a supportive classroom environment underscore the importance of inclusivity and representation in literacy instruction. This suggests a pressing need for professional development focused on culturally responsive teaching practices to

Table 2. Challenges Met by Teachers in Practicing Reading Comprehension for Grade Four Learners

Challenges	SA	A	N	D	SD
Differentiating instruction for diverse proficiency levels	20%	30%	25%	15%	10%
Selecting culturally relevant materials	25%	40%	20%	10%	5%
Managing limited vocabulary and background knowledge	15%	35%	30%	12%	8%
Navigating pressures standardized testing	15%	25%	25%	20%	15%
Fostering a supportive classroom environment	20%	45%	20%	10%	5%

Legend:

- 5 Strongly Agree (SA)
- 4 Agree (A)
- 3 Neutral (N)
- 2 Disagree (D)
- 1 Strongly Disagree (SD)

help teachers better engage ELs by connecting learning materials to the student's experiences and backgrounds. Moreover, the

emphasis on creating a supportive classroom environment Indicates the necessity of strategies to build confidence among ELs, encouraging active participation and risk-taking in language learning

The challenge of differentiating instruction for diverse proficiency levels, which also received a high level of agreement, highlights the complexity of teaching a heterogeneous group of ELs This finding points to the need for flexible curriculum frameworks and instructional resources that can be adapted to time, resources, and expertise, often leaving educators overwhelmed and underprepared.

Selecting culturally relevant materials also presents a notable challenge. as emphasized by McKeown, Beck, and Blake (2009). They argue that using texts that reflect ELs cultural backgrounds and experiences can significantly enhance engagement and comprehension However, finding high-quality, age- appropriate, and culturally responsive reading materials can be difficult for educators, especially when curriculum mandates and standardized testing pressures prioritize specific texts. The lack of readily available resources that align with the cultural and linguistic diversity of the classroom complicates teachers' efforts to make reading instruction more inclusive and relevant to their students' lives.

Moreover, managing ELs' limited vocabulary and background knowledge is a persistent challenge in teaching reading comprehension. August and Shanahan (2005) highlight that vocabulary development is critical for reading comprehension and academic success. However, ELs often enter grade four with a vocabulary gap that can hinder their ability to understand and engage with texts fully This gap affects not only ELs reading comprehension but also their confidence and motivation to participate in reading activities. Teachers must employ effective strategies to build ELs' vocabulary and background knowledge, yet doing so within the constraints of a packed curriculum and limited instructional time remains daunting

Lastly, the pressure of standardized testing is a challenge that permeates many aspects of teaching reading comprehension to ELs Menken (2008) stresses how the focus on high-stakes testing can limit teachers' ability to use innovative teaching methods that better support ELs' literacy development. The emphasis on test preparation often leads to a narrow, one-size-fits-all approach to instruction, which may not address the unique learning needs of ELs. This testing pressure can also reduce the time for critical literacy practices encouraging more profound engagement with texts, such as discussion, analysis and reflection. The combined effect of these challenges underscores the need for systemic changes in educational policy and practice to better support ELs and their teachers in the literacy learning process.

Impact of Interactive Read-aloud Sessions on the Reading Comprehension Skills of Grade Four Learners compared to Traditional Read-aloud Practices

Interactive read-aloud sessions have become a dynamic instructional strategy to enhance reading comprehension among elementary students. These sessions distinguish themselves from traditional read-aloud practices by actively engaging students through discussions, questions, and reflections, thereby fostering a deeper understanding of the text. The theoretical foundation for the effectiveness of interactive read-aloud is supported by Vygotsky's Social Development Theory, which emphasizes the importance of social interaction in cognitive development (Vygotsky, 1978). This approach to reading instruction aligns with contemporary educational research that advocates for more participatory and dialogic teaching methods to improve literacy outcomes. Studies have shown that interactive read-aloud can significantly impact students' reading comprehension skills, vocabulary development, and overall engagement with texts (Fisher, Frey, & Lapp, 2016). By comparing these interactive techniques with traditional read aloud practices, which typically involve a more passive listening experience for students, researchers aim to identify key strategies that best support the development of critical reading skills in grade four learners.

The transition from learning to read to reading to learn makes grade four a critical year for solidifying reading comprehension skills. During this time, students are expected to engage with more complex texts across various subjects, making the need for effective reading strategies more pronounced. The comparison between interactive and traditional read-aloud practices in this grade level is particularly relevant, as educators seek to employ the most effective methods to support students literacy development. Recent research has begun to explore the specific impact of interactive read-aloud sessions on grade four learners examining how these practices influence students' ability to interpret, analyze, and reflect upon texts (Sipe, 2008, Wiseman, 2011). This body of work contributes to a growing understanding of how Interactive read-aloud can be optimized to meet the diverse learning needs of students, potentially offering a more engaging and effective approach to reading instruction than traditional methods.

Table 3.

Impact of Interactive Read-aloud Sessions on the Reading Comprehension Skills of Grade Four Learners compared to Traditional Read-aloud Practices

Group	Pre- Intervention Mean Score	Post- Intervention Mean Score	T-test Result	Significant (p-value)
Interactive Read Aloud	65	80	6.25	P<0.01

Traditional
Read Aloud

64

68

2.45

P<0.05

Table 3 presents the impact of interactive read-aloud sessions on the reading comprehension skills of Grade Four learners compared to traditional mad-aloud practices.

Both groups showed improvement in their reading comprehension scores after the intervention. However, the interactive read-aloud group exhibited a more significant increase, as indicated by the higher post-intervention mean score (from 65 to 80) compared to the traditional read-aloud group (from 64 to 68). The T-test results further reveal the differences in the effectiveness of the two approaches. The interactive read-aloud group's T-test result ($T= 6.25, p < 0.001$) indicates a statistically significant improvement in reading comprehension scores suggesting that the interactive read-aloud sessions substantially impacted the students reading comprehension skills. On the other hand, while the traditional read-aloud group also showed improvement, as evidenced by the T-test result ($T= 2.45, p < 0.05$), the magnitude of change was less pronounced than in the interactive read-aloud group.

Compared to traditional read-aloud practices, these results underscore the potential effectiveness of interactive read-aloud sessions in enhancing reading comprehension skills among Grade Four learners. The significant improvement in the interactive group suggests that the engaging and participatory nature of these sessions, which may include discussions, questions, and reflections, could be more effective in developing critical reading skills. This study could serve as a basis for further research into the specific elements of interactive read-aloud that contribute to improved reading comprehension to inform literacy instruction practices for elementary educators.

Compared to traditional read-aloud practices, the impact of interactive read-aloud sessions on the reading comprehension skills of grade four learners has been a focus of educational research, shedding light on effective strategies to enhance literacy development. Fisher Flood Lapp and Frey (2004) conducted a study that examined the affects of interactive read-aloud on students engagement and comprehension. Their findings indicated that interactive read-alouds which involve dialogic reading and discussions between teachers and students, significantly improve students understanding of the text. The study highlighted the importance of active participation and the role of teacher facilitation in guiding students through complex texts suggesting that the interactive component of read-aloud can lead to deeper comprehension than traditional methods where students passively listen.

Similarly, Wiseman (2011) explored the cognitive and social benefits of interactive read-aloud sessions in elementary classrooms. The research found that students who participated in interactive read-aloud demonstrated a greater ability to make inferences and connections within and across texts, a key component of reading comprehension. Wiseman's study underscores the value of interactive read-aloud in fostering a collaborative learning environment where students are encouraged to think critically and share their interpretations, thus enhancing their comprehension skills.

In contrast to these findings, a study by Sipe (2008) focused on traditional read-aloud practices' narrative and instructional dimensions. While acknowledging the benefits of traditional read-aloud in introducing students to various genres and vocabulary. Sipes research also pointed to limitations in student engagement and interaction, which are crucial for comprehension. The study suggested that traditional read-aloud might not fully address the complexities of reading comprehension for grade four learners with interactive elements that encourage students to engage with the text actively.

These studies collectively emphasize the significance of interactive read-aloud sessions in promoting reading comprehension among grade four learners. The research highlights the necessity of incorporating interactive elements into literacy instruction by comparing interactive and traditional read-aloud practices. The findings advocate a shift towards more participatory read-aloud sessions that engage students in discussion, critical thinking and reflection, thereby supporting their comprehension and overall literacy development. As educational practices evolve, these studies contribute valuable insights into designing effective literacy interventions that cater to the diverse needs of elementary students.

Proposed Interactive Read-Aloud to the Grade Four Learners in Reading Comprehension

Program Overview

The proposed Interactive read aloud programs involves daily sessions where teachers read aloud from various texts including narratives, informational texts, and poetry, chosen to reflect the diverse interests and backgrounds of the students. During these sessions, teachers will employ a range of interactive techniques such as:

- **Predictive Pauses.** Before reading, students are asked to predict the text based on the title, cover, illustrations, or prior knowledge. Teachers pause at strategic points during reading to allow students to refine their predictions based on new information.
- **Think-Alouds:** Teachers model their thinking process by verbalizing their thoughts while reading the text aloud. This includes making inferences, asking questions, and connecting the text to other texts or personal experiences.

- **Guided Discussions.** After reading, teachers facilitate a discussion where students are encouraged to share their thoughts, answer comprehension questions, and explore the text's themes and concepts in depth.
- **Role-Playing and Dramatization:** Students are given opportunities to act out parts of the story or assume the roles of different characters, enhancing their understanding of character motivations and story events

Objectives

1. Enhance Reading Comprehension: Improve students ability to understand interpret, and engage with various texts.

2. Boost Engagement and Participation: Increase students' interest in reading and willingness to participate in discussions,

3. Develop Critical Thinking: Foster students critical thinking skills by encouraging analysis, synthesis, and evaluation of texts.

4. Cultivate Empathy and Perspective-Taking: Through exposure to diverse stories and characters, help students develop empathy and understand different perspectives.

Implementation Plan

- **Training for Teachers:** Before implementing the program, teachers will participate in professional development workshops to learn effective interactive read-aloud strategies and familiarize themselves with the selected texts
- **Selection of Texts:** A committee of teachers, librarians, and reading specialists will select a wide range of texts that are culturally relevant, age-appropriate, and thematically diverse.
- **Schedule:** Interactive read-aloud sessions will be conducted for 20-30 minutes daily and integrated into the existing literacy curriculum
- **Assessment and Feedback:** Teachers will use informal observations and formal assessments to monitor students' progress in reading comprehension. Students will also provide feedback on their experiences and interests to guide future text selections and read-aloud strategies.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the gathered, analyzed, and interpreted results.

Summary

This study aimed to investigate the impact of interactive read-aloud sessions on enhancing the reading comprehension of the grade four learners in Lingayen III, SDO | Pangasinan Specifically this study answered strategies for practicing reading comprehension for grade four English learners, challenges met by teachers in practicing reading comprehension for English Four learners, impact of interactive read-aloud sessions on the reading comprehension skills of grade four students compared to traditional read-aloud practices, proposed interactive read-aloud to address the needs of the grade four learners in reading comprehension

A descriptive quantitative research approach was employed to systematically investigate the impact of interactive read-aloud sessions on the reading comprehension skills of grade four students. This approach involves collecting numerical data that can be statistically analyzed to identify patterns, trends, and relationships among variables related to interactive read-aloud and traditional read-aloud practices.

Frequency and percentage were used to determine the strategies for practicing reading comprehension for grade four English learners.

Meanwhile, five-point likert scale were used to determine the challenges met by teachers in the implementation of reading comprehension for English Four learners.

Finally, t-test were used to determine the impact of interactive read-aloud in reading comprehension to grade four learners.

Conclusion

In the light of the findings made, the following conclusions are hereby drawn:

1. Employing various strategies, including interactive read-aloud, explicit vocabulary instruction, and the integration of culturally relevant materials, significantly enhances reading comprehension skills in Grade Four English learners.
2. Teachers face significant challenges in practicing reading comprehension for Grade Four English learners including differentiating instruction for diverse proficiency levels, selecting culturally relevant materials, managing limited vocabulary, and navigating standardized testing pressures.
3. Interactive read-aloud sessions significantly improve the reading comprehension skills of Grade Four learners compared to traditional read-aloud practices by fostering greater engagement, critical thinking, and deeper textual understanding.
4. Implementing an interactive read-aloud program tailored to Grade Four learners can enhance reading comprehension through active participation, diverse text selection, and strategic teacher-led discussions.

Recommendations

Based on the conclusions the following recommendations are forwarded.

1. Schools should provide ongoing professional development for teachers on implementing interactive read-aloud techniques, explicit vocabulary instruction methods, and strategies for integrating culturally relevant materials into the curriculum.
2. Educators and curriculum developers are encouraged to design reading programs that incorporate a balanced mix of interactive read-aloud sessions, targeted vocabulary instruction, and texts that reflect the cultural diversity of the student population to support comprehensive literacy development.
3. Educators should receive specialized training in differentiated instruction techniques that cater to the diverse proficiency levels within their classrooms.
4. Schools and districts should invest in expanding their libraries and digital resources to include a broader range of culturally relevant materials.
5. Leverage digital tools and platforms that can enhance interactive read-aloud sessions, such as digital books featuring interactive elements, online discussion forums for post-reading activities, and software allowing for collaborative text annotation.
6. Educators should engage parents in the interactive read-aloud process by providing tips for conducting read-aloud at home, recommending suitable texts, and organizing family read-aloud nights at school.
7. Implement structured training sessions for educators on the principles and practices of interactive read-aloud.
8. Integrate interactive read-aloud sessions seamlessly into the existing curriculum, ensuring that these sessions complement and enhance the learning objectives of Grade Four.

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