

Revista ID EST
Investigación Desarrollo Educativo Servicio
Trabajo

Vol. 6. No. 2. 2026

Editado por

FUNDES

Fundación Universitaria de Estudios Superiores
Mons. Abraham Escudero

Autor de correspondencia.

Alexandra Caicedo Hurtado
acaice23@estudiante.ibero.com

Autores

1. Magister en Educación
Iberoamericana
Buenaventura, Colombia
Correo electrónico:
acaice23@estudiante.ibero.com
Orcid: <https://orcid.org/0009-0008-9001-7178>

Citación.

Caicedo, A. (2026) Innovative Strategies for
Third Grade Reading Skills in the Educational.
*ID EST - Revista Investigación, Desarrollo,
Educación, Servicio Y Trabajo*, 6(2), 20-31

Copyright

Esta obra está bajo una licencia
internacional Creative Commons Atribución-
NoComercial-CompartirIgual 4.0.
Esta revista ofrece acceso gratuito a su
contenido a través de su sitio web siguiendo el
principio de que poner la investigación a
disposición del público de forma gratuita
favorece un mayor intercambio de
conocimiento global.
El contenido de la web de la revista se
distribuye bajo una licencia Attribution-
NonCommercial-ShareAlike 4.0 International.

Innovative Strategies for Third Grade Reading Skills in the Educational

Estrategias Innovadoras Para Las Habilidades Lectoras Del Tercer Grado

Alexandra Caicedo Hurtado¹

Abstract

Achieving a good level of performance from an educational point of view at the national level is very complex, even more so because territorial differences affect learning. Objective: to design a pedagogical strategy that allows the strengthening of reading comprehension skills. Methodology: It was developed following the qualitative methodology of participatory action, applying semi-structured interviews to 10 teachers and support with documentary review. Results: The results highlight that teachers promote an active pedagogical exercise and manage cultural practices to motivate students, to generate empathy in the teaching and learning process, although there are multiple limitations in access to didactic resources, technologies and infrastructure, teachers seek an innovative and resilient practice. Conclusions: It is concluded that teaching strategies must appropriate social, cultural and socio-political factors, including the component of worldview, practices and traditions, which together with the teaching and learning process contributes to the improvement of reading comprehension skills.

Keywords: Communication skills, strategies, innovation, linguistic skills, performance.

Resumen

Alcanzar un buen nivel de desempeño desde un punto de vista educativo a nivel nacional es muy complejo, más aún, porque las diferencias territoriales afectan el aprendizaje. Objetivo: diseñar una estrategia pedagógica que permita el fortalecimiento de las habilidades de comprensión lectora. Metodología: Se desarrollo siguiendo la metodología cualitativa de tipo acción participativa, aplicando entrevista semiestructurada a 10 docentes y apoyo con la revisión documental. Resultados: en los resultados se destaca que los docentes promueven un ejercicio pedagógico activo y manejan prácticas culturales para motivar a los estudiantes, para general empatía en el proceso de enseñanza y aprendizaje, aunque, existe múltiples limitaciones en acceso recursos didácticos, tecnologías y de infraestructura, los docentes buscan una práctica innovadora y de resiliencia. Conclusiones: se concluye que las estrategias de enseñanza deben apropiar los factores sociales, culturales y sociopolíticos, incluido el componente de cosmovisión, prácticas y tradiciones, que unido al proceso de enseñanza y aprendizaje contribuye al mejoramiento de las habilidades de comprensión lectora.

Palabras clave: Habilidades comunicativas, estrategias, innovación, competencias lingüísticas, desempeño

Introduction

Reading comprehension is an essential skill in the learning process; it goes far beyond simply identifying words and requires children to master a range of knowledge, strategies, and mental processes. It fosters the ability to reflect on a text, draw on prior knowledge, reach conclusions, and express ideas. Furthermore, it is essential for a child's academic and personal development, as it serves as a tool or means for acquiring new knowledge.

However, today it appears that many students lack the capacity for deep, thoughtful comprehension, as stated in the 2023 analysis report by the academic committee for the Saber Pro 3, 5, and 9 exams, which assesses students to gather data for measuring their competency levels. This evaluation of student performance during the exams was conducted at a group of selected testing sites in the villages of Boca, Papayal, Cacao, Comba, and Secadero.

This information is valuable at the national level for making public policy decisions that positively impact the quality of education in the country, and at the institutional level, it helps determine what kind of education children in the region are receiving, despite all the shortcomings and needs of Black communities in rural areas.

Therefore, it is important to encourage teachers to reevaluate their teaching practices to adapt them to the needs of the region, thereby contributing to the development of reading comprehension strategies and, consequently, the children's thinking skills.

Methodology

This research is based on the analysis, description, and proposal of pedagogical strategies that foster innovative communication skills, using a descriptive qualitative approach. Data will be collected through a survey assessing teachers' skills (focus group) to address reading comprehension. A literature review on communication skills—which are fundamental to the development of reading comprehension processes in third grade—will also be conducted. Finally, a pedagogical proposal will be developed, incorporating innovative strategies to help improve reading comprehension skills among children and adolescents.

The study population is defined as a universe characterized by similar traits, while the sample consists of the specific group from which the required data will be collected.

The population participating in this study is centered at the Nuestra Señora del Perpetuo Socorro Educational Institution in Rio Mayorquín, in the District of Buenaventura.

The study included 10 third-grade students from the school's branches located in the villages of Boca, Papayal, Cacao, Comba, and Secadero, all part of the educational institution.

Active school administrators from the institution's branches located in the villages of Boca, Papayal, Cacao, Comba, and Secadero.

Data Collection Tools

The Interview: This was conducted to identify the teaching techniques used for communication skills and reading comprehension among third-grade students. Divided into three stages—teaching techniques, communication skills, and reading comprehension—it allowed for a precise analysis of the teachers' challenges and recognition of their strengths.

Focus Group: A semi-structured questionnaire was designed to guide the focus group of third-grade school administrators from the following campuses: Francisco in the village of Boca; San José del Palmar in the village of Cacao; Nuestra Señora in the village of Papayal; Antonio Aragón in the village of Papayal #2; and Santa Teresita in the village of Comba. The other group consists of members of the institution's Academic Council, which is responsible for reviewing student performance levels in both internal and external assessments.

Document analysis. The analysis of the institution's internal documents allows us to gather a great deal of information relevant to the research, since the documents held by the educational institution were created specifically for it: its Institutional Educational Project, the strategies for carrying out its plans, as well as its projects, and the follow-ups to assessments—such as the SABER tests—which provide valuable information.

Results

Scope of Objective 1: To identify the factors that influence the teaching of reading comprehension to third-grade students at the educational institution. Below is an analysis of the interview conducted with the lead teachers at the third-grade campuses of the Nuestra Señora del Perpetuo Socorro Educational Institution in Río Mayorquín. Based on the analysis of the results, the teacher's role will be to facilitate these learning environments so that children can learn spontaneously, ensuring that the process is continuous and that the goals set at the beginning of the school year are achieved. Rural and urban areas alike require innovative educational policies that take real needs into account and seek an education grounded in respect for diversity and full recognition of the social identity of each community.

One of the most notable findings observed in the results of the teacher interviews was the low level of performance on the placement tests for advancing from 3rd to 5th grade; the academic analysis revealed a concerning low level of achievement, which raises the question of what shortcoming leads students to reach such a level, but at the same time, it is confirmed that the school does not know how to address the writing process; it either ignores or suppresses it, failing to recognize that good writing is that produced by the child themselves.

One hundred percent of teachers cite the lack of teaching materials as one of the most pressing issues throughout the Mayorquín River basin; they report that materials are already obsolete and available in very limited quantities for the student body, which is organized by campus. "There is an urgent need to acquire new teaching materials that can support instruction and are easy to use to reinforce student learning."

Other factors relate to health: "There are children who travel long distances on their small ponies; they arrive tired and completely exhausted to attend class, and then must return to their communities just as tired to review what they learned in class at home." For their part, educators point out that education in rural areas has been

neglected because there is no implementation of teaching methodologies that contribute to children's education; added to this is the lack of support for improvements to school facilities, a situation that further increases children's disinterest in attending school.

The interview with the Academic Council of the Nuestra Señora del Perpetuo Socorro Educational Institution also yielded results that shed light on this focus group's perception of the issue of students' reading comprehension. In response to the question, "How did students perform on last year's 'Evaluate to Advance' tests?" In the academic analysis, 100 percent of the council agreed that performance was very low; the students' level was significantly affected during the "Evaluate to Advance" test. Moving on to the question, "What teaching tools does the institution have to strengthen reading comprehension?" Books were provided to the campuses participating in the PTA (Todos Aprender) program, for grades preschool through fifth grade, with the aim of transforming teachers' instructional practices.

In conclusion, in response to the question, "Does the institution have projects to improve reading comprehension levels?" 100% of the Academic Council unanimously responded that the flexible programs offered by the institution have provided great support to the community, as they allow students to access a more inclusive education without having to miss school or the instruction they receive due to reasons beyond the institution's control. These include programs such as Brújula, Accelerated Learning, Caminar, Literacy, Sabatino, and SENA in Schools.

Another initiative provided by the institution, as mentioned by the Academic Council, is teacher training offered by the District Education Secretariat through the PTA (Todos Aprender Program), the Teacher Well-being Program, and the Ministry of National Education.

Scope of Objective 2: Analyze conceptual information on the fundamental skills involved in the development of reading comprehension processes in children and youth.

Objective 3: Develop an educational proposal with innovative strategies that improve community skills and reading comprehension among children and youth.

The concept of a teaching strategy, therefore, refers to an organized, formalized, and goal-oriented procedure designed to achieve clearly established objectives. Its practical application requires procedures and techniques whose specific selection and

design are the responsibility of the teacher; at the same time, it involves planning the teaching-learning process, in which the teacher consciously and reflectively selects the techniques or activities to be used in order to achieve the proposed objectives. This study proposes instructional strategies aimed at improving reading and writing processes among children in the rural area of Mayorquín, taking into account the students' needs within their various contexts.

“Teaching Strategy for Promoting Reading in the Classroom”: This researcher aims to make it clear that reading is one of the basic intellectual processes that facilitate learning; therefore, the curricula and educational programs of various educational levels include its promotion as one of their essential objectives.

EDUCATIONAL PROPOSAL

Below is a series of tools for use in the classroom with students, parents, and teachers:

Ancestral Creative Writing: Through ancestral, profound, and representative stories—which are an innate reflection of our territories and our ancestors—students can explore the cosmology of Afro-rural culture through written narrative.

Peace Is Not a Fairy Tale: debate and presentation activities that facilitate discussion of the topic of peacebuilding from an ethnic-territorial perspective

The Voice of My Mayorquín River: an initiative to create a student newspaper that allows students to express themselves regarding events occurring in their village or along the Mayorquín River basin—topics of their choice and interest

Knowledge of the Mother Tongue: a space for training and the exchange of experiences aimed at teachers and administrators, with the goal of reviving ancestral practices and integrating knowledge from academic disciplines with ancestral traditions.

Raise Your Voice: Digital creations featuring educational content to be posted on social media, designed to bring children, adolescents, and young people—along with their families and teachers—closer to the world of literature through Reels that showcase literature in creative ways.

The River Carries the Words Away: Opportunities to share readings aloud with classmates, fostering the value of active listening.

Time Travelers: a space for older adults and students to participate in knowledge exchanges and the generational passing down of ancestral memory, covering topics related to ancestral medicine, culinary practices, and traditional self-care and self-protection practices.

Strategy Aimed at Teachers at the Nuestra Señora del Perpetuo Socorro Educational Institution

GATHERINGS AND FELLOWSHIP AS A STARTING POINT FOR UNDERSTANDING

“Gatherings and Fellowship” is an initiative rooted in the ancestral practices of the region, particularly in the rural area of the Mayorquín River; the strategy is to implement it at every campus of the Nuestra Señora del Perpetuo Socorro Educational Institution.

Teachers will acquire knowledge about various techniques and methodologies for developing communication skills, enabling children to advance their cognitive development. They will learn to expand their abilities to speak, listen, understand, engage in dialogue, converse, and present arguments, overcoming their fears and, above all, fostering a free flow of ideas to incorporate into their future work.

The process to be followed for implementing this methodology is outlined below.

THE GATHERING

As an essential principle of this proposal, “La Juntanza” (teamwork)—rooted in ancestral practices of joining forces to achieve a goal—ensures that no one is left behind.

The teacher organizes students into teams to solve a series of challenges and puzzles until they reach the goal, at which point they will share their experience of how they arrived at the final destination. The activities are tailored to the students’ environment and will therefore take place outdoors in nature, outside the classroom.

COMADREO

The experiences of these ancestral practices are passed down from generation to generation thanks to the oral tradition characteristic of the Pacific region’s population. Rural students must carry on this noble ancestral legacy by developing communication skills with an ethnic and territorial focus specific to their region.

Recreational activities such as *décimas*, rhymes, verses, songs, and traditional games will also be part of this chapter of strategies designed for third-grade students at the educational institution's respective campuses.

4. Discussion

Programs aimed at rural education constitute the government's main strategy for addressing the pressing needs of the rural education sector, with the goal of combating low coverage, as well as the lack of quality and relevance in an educational service that fails to meet social needs and does not serve as an agent of transformation. These policies have served as the framework for elevating education to its highest potential, giving thousands of children the opportunity to prepare for and experience school life.

This is a latent reality that simply becomes, day by day, a way of life for these children. Unable to learn to read or write, they are part of a society that focuses solely on their ability to generate income through work, rather than on the opportunity to grow in real-world environments that provide genuine learning through experiences with their peers. As teachers, and through our ongoing engagement with educational communities facing these challenges, we aim to raise our voices and ensure that the ongoing reflections on the shortcomings in education are taken into account. Our goal is to nurture well-rounded individuals capable of functioning successfully in the world, able to face its challenges and live fully within it. Therefore, we call for the provision of relevant educational options that promote the integration of education with productive and social development, so that a strong connection may emerge and greater meaning be given to the very act of achieving a better quality of life.

Another point to address is teaching materials; in these rural areas, educational materials should be geared toward working with the natural environment. This is because, in this way, students can strengthen their knowledge by engaging with their own surroundings—learning from what they already know and putting it into practice. For this reason, we propose the design of strategies that allow for the real-world application of the child's context.

Finally, there is the issue of multigrade classrooms, which are characterized by bringing together students of different ages and at different grade levels in a single classroom, where the teaching-learning process is managed by a single teacher. Regarding this type of classroom, there are currently no educational policies in Colombia that provide guidance for teaching practices in multigrade classrooms. In a

multigrade classroom, teachers must address varying levels of difficulty and different learning paces, as factors such as age, grade level, knowledge acquisition, and each student's progress in the educational process come into play.

Conclusions

When considering the rural context, education must address educational needs that differ from those of the urban sector, since the activities typical of that environment are shaped by specific activities and diverse needs unique to rural areas. Because rural life gives schools and their curricula distinct characteristics

Reading and writing are of great importance in human life, as they enable individuals to understand themselves and their surroundings; for this reason, children should be encouraged from an early age to develop a strong foundation in these skills, so they can construct meaning through understanding and engaging with the world around them.

Considering the model's unique characteristics and its applicability, we must proceed from the simple to the complex, taking into account each child's learning pace, the needs and specific circumstances of the community, and ensuring that lesson planning focuses primarily on teaching strategies tailored to the children.

As teachers, and through our ongoing engagement with communities facing shortages of educational materials, we aim to raise our voices and ensure that the ongoing reflections on the shortcomings of education in the scattered rural areas are taken into account.

References

- Adoumieh, N. (2018). El modelo discursivo en la escritura a través del currículo. *Revista Caribeña de Investigación Educativa*, 2(2), 77-93. <https://doi.org/https://www.redalyc.org/articulo.oa?id=759879717006>
- Almanza Campo, S., Ruiz Martínez, L., Romero Contreras, M., & López Jiménez, U. H. (2023). Estrategias didácticas para el fortalecimiento de la comprensión lectora en estudiantes del grado cuarto, Sincelejo-Sucre. *Revista Electrónica en Educación y Pedagogía*, 7(13), 33-55. <https://doi.org/https://doi.org/rev.electron.educ.pedagog23.11081303>

- Beltrán Buelvas, L. P. (2023). Retos para la Enseñanza de la Lectura en el Contexto Rural de Colombia. *Ciencia Latina Revista Científica Multidisciplina*, 7(5), 4893-4915. https://doi.org/https://doi.org/10.37811/cl_rcm.v7i5.8084
- Blanes García, F. (2005). *Braguillas: La lucha contra Franco*. Madrid: Entre líneas editores. <https://doi.org/ISBN: 84-9802-103-0>
- Bruner, J. (1960). *The process of education*. Harvard University Press.
- Cañizares Márquez, J. M., & Carbonero Celis, C. (2017). *El juego motor en tu hijo*. España: Wanceulem. <https://doi.org/978-84-9993-566-9>
- Cassany, D. (2006). *Tras las líneas: sobre la lectura contemporánea*. Editorial Anagrama. https://books.google.es/books?hl=es&lr=&id=unIZEAAQBAJ&oi=fnd&pg=PT3&dq=Cassany,+2006&ots=nbJfrjRZul&sig=Rh5oeawCBWZ2C-GkNEoK_-QysuQ#v=onepage&q=Cassany%2C%202006&f=false
- Castro Zapata, E. I. (2022). Estrategias pedagógicas para el desarrollo de la escritura en estudiantes de primaria. *Íkala, revista de lenguaje y cultura*, 27(2), 547-564. <https://doi.org/https://doi.org/10.17533/udea.ikala.v27n2a15>
- Coloma, L. (14 de Marzo de 2018). *El Telégrafo*. El telégrafo página web: <https://www.eltelegrafo.com.ec/noticias/economia/4/las-importaciones-subieron-el-22-4-entre-2017-y-2016>
- Cortázar, J. (1963). *Rayuela*. París: Editorial sudamericana. <https://goo.gl/JhsSrG>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación* (6.ª ed. ed.). McGraw-Hill Education. <https://doi.org/https://drive.google.com/file/d/1Fjufmi0oGY4Zs8EajFiAJYNT2qoecH4k/view>
- Le Boulch, J. (1997). *El movimiento como forma de expresión*. Barcelona: Paidotribo. Retrieved 2018.
- Ortega Ramírez, P., & Gallegos Samaniego, A. (2016). Los juegos tradicionales se han perdido en la memoria cultural actual de los niños y niñas de la provincia de Santa Elena. *YACHANA*, 105-114. <https://goo.gl/JzvHYA>

- Palmera Castillo, I. L. (2018). *La lectoescritura en el contexto rural*. [Trabajo de grado, Universidad Pontificia Bolivariana]. Repositorio UPB. <https://doi.org/https://repository.upb.edu.co/bitstream/handle/20.500.11912/4324/La%20lectoescritura%20en%20el%20contexto%20rural.pdf?sequence=1&isAllowed=y>
- Palopoli, M. d. (2006). *JUGARTE: La importancia del juego en el aprendizaje de las artes visuales*. Buenos Aires: Bonum. <https://doi.org/ISBN: 10:950-507-955-9>
- Perfetti, M. (2003). *Estudio sobre la educación para la población rural en Colombia*. Centro de Estudios Regionales Cafeteros y Empresariales, CRECE y UNESCO. <https://doi.org/https://fundaec.org/wp-content/uploads/2021/01/Perfetti-M.-2003.-Estudio-sobre-la-Educacion-para-la-poblacion-rural-en-Colombia.-Proyecto-FAO-UNESCO-DOGCS-ITALIA-CIDE-REDUC.-pp.-164-216..pdf>
- Piaget, J., & Inhelder, B. (2007). *Psicología del niño* (Décimoséptima ed.). Madrid: Morata. <https://doi.org/978-84-7112-103-2007>
- Rodríguez Mateus, A. L. (2022). La práctica pedagógica desde los contextos rurales, y la problemática de la comprensión lectora. *Revista Rastros y Rostros del Saber*, 7(12), 21-34. <https://doi.org/https://revistas.uptc.edu.co/index.php/rastrosyrostros/article/view/15354>
- Toala Castro, U. T., Yépez Cedeño, S. P., & Vergara Ruiz, E. N. (2018). La comprensión lectora y sus estrategias para el desarrollo de destrezas en los estudiantes: un estudio de caso. *Revista Luz*, 17(4), 120-128. <https://doi.org/https://www.redalyc.org/articulo.oa?id=589167642013>
- Torbert, M. (1982). *Juego para el desarrollo motor*. México: PAX MÉXICO. <https://doi.org/ISBN: 968-860-021-0>
- Vega, R. M., Solis, J. J., Menjívar, C. P., & Castañeda, P. P. (2020). Abordaje noticioso de la prensa digital de España sobre el Islam. *Revista de las Sedes Regionales*, 21(44), 150-169. <https://doi.org/https://www.redalyc.org/articulo.oa?id=66669987008>

- Velasco, J. F., Callejas, S., Ossa, A., A., S., & Thaine, F. (2020). *Lectura en el papel vs lectura en la pantalla*. Editorial Centro Regional para Fomento del Libro en América Latina y el Caribe, Cerlalc-Unesco.
- White, H., Sabarwal , S., & de Hoop, T. (2014). *Síntesis metodológica n.º 7: Ensayos controlados aleatorios*. Florencia: Centro de Investigaciones Innocenti de UNICEF. <https://goo.gl/Ef2e7S>