



ENRICHMENT MATERIALS IN READING IN ENGLISH FOR GRADE 1 LEARNER'S

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CHAPTER 1 **THE PROBLEM**

Rationale

A young child's mind is often likened to a sponge with natural thirst for knowledge. This early curiosity combined with the ability to absorb new things is what makes children good learners. And since brain is like a pencil, it must be constantly sharpened to keep it from being dull and unclear. Reading then is the best exercise to keep the brain healthy. It is one of the most precious and enjoyable experiences any person could ever have.

Reading is an internal process, ingrained in a learner's system to be his or her tool in life. To achieve optimum success, one has to be well-equipped with the necessary knowledge which can be obtained through reading.

In our daily lives, 80 percent of the things we do involve reading (Villamin, 2015). We read street signs and advertisements, menus in restaurants, recipes room cook books, and how to do other things. To know more about people, places or things, we read periodicals and fiction books. For our relaxation, we read fiction, comics, and light humorous stories. When we study, we do a lot of reading.

In a world where everything is at the touch of a button, getting information is now more convenient as it ever was. Everyone gets information TV, internet, radio and

cellphone. Unfortunately to some people, getting information from a book is considered boring and old. Some classic and modern novels even have video and audio versions for those who don't like reading. Sadly, some people choose to deprive themselves of the chance to scrutinize circumstances and run their imagination with the things they read.

In 2011, the California Department became so concerned about the lack of analytical reading skills of high school graduates entering the States University System (Allen, 2010). The 1988 Nations Report Card on Reading, issued by the National Assessment of Educational NAEP, shows that 26 percent of U.S 8th grades and 23 percent of 12th graders were reading below the basic level. This means they could not necessarily demonstrate an understanding of the literal meaning of a text, draw out its main idea, make inferences, and relate their reading to personal experience. In some inner-city school, 80 percent or more of the learners fail to meet grade level reading standards.

Reading is indeed a complex process. According to Romero (2015), when a learner is able to sound out words but does not know what the words mean, this is not reading. What the learner is doing is nothing but word calling. When one reads, there must be comprehension; otherwise no reading takes place. Comprehension takes place when there is communication between the author and the reader. In plain language, it understands what the author has written.

A democracy can only survive if its citizens are able to participate actively in its operation and free to exercise their guaranteed rights. How is this possible for those unable to read a ballot, much less a newspaper? In this space age with its accompanying explosion of knowledge, how can this happen for about five million Filipinos who cannot fill out a job application form, much less all the other complex forms such as income tax and personal data sheet? These tasks involve reading. In the face of serious competition from cyberspace and traditional print broadcast media, the Department of Education made a process of reviewing the curriculum of Philippine basic education. In contrast to the previous curriculum, the time allotment in Grades 1-3 and First to fourth year has been increased to enable learners to acquire and of equate understanding of every lesson and to include not only literary but also scientific and technical text in the reading and comprehension activities.

According to Almack, et al. (2015) inability to read is the fundamental cause of failure among learners. In the primary grades promotion is almost entirely dependent upon achievement in reading. Moreover, the failure in Mathematics, Language, Science, and History may be traced quite as often to an inability to read. On the bases of time allotted and of the relation to school process, reading is the most important subject in the curriculum.

Reading is at the forefront of all subjects in every level. It is therefore necessary that something must be done about it. AS stated in the 2005 Constitution, Article XIV, Section I, "the state shall promote the right of all citizens to quality education at all levels." In this regard, different orders and programs have been implemented by the Department of Education to promote quality education in line with reading. Despite the efforts made, with the concerted efforts of classroom teachers and school administrators in teaching reading effectively, still many learners in the elementary school do not meet the standards for reading speed and comprehension. Still many learners cannot comprehend satisfactorily.

Studies show that the way to make a habit out of something is to do it over and over again.

Yamat (2013) cited the principle as articulated by Gregorio as follows:

Practice is an essential condition of effective learning. The teacher can control learning by presenting practice materials which are important in developing the skills, habits, and abilities expected of learner to acquire. The practice materials should be distributed so that these skills, habits, and abilities are maintained.

It is in the light of the aforecited realities relative to reading and in the light of the lack of adequate materials that cater to the needs of the Grade 1 learners in reading comprehension in English at the Mangatarem Central School Mangatarem I that this researcher decided to conduct this study.

Theoretical Framework

The present time of Philippine education calls for massive and immediate improvements of its quality particularly in reading. Reading is the most important learning area in the school curriculum. As asserted by Storm and Smith (1980), the success in practically all learning areas in school depends upon the ability of the child to read.

In the study conducted by YAMAT (2013), she cited the concept of Roldan that the skills of reading are a discipline of the mind. Developing the mind through skills development is very much necessary more especially in the early years of the child's education. Reading as a concept development is relatively a new theory in the teaching of reading. The ability to recognize the letters of the alphabet and enunciate their sounds to form words is basically the objective of the reading program in the past. Today's reader, however, now lives in what they call the Information Era. Reading now tools a new stature of talents and abilities as it guides to the self-awareness of this complex world.

Delayed development of reading skills affects vocabulary growth, alters children's attitudes and motivation to read, and leads to missed opportunities to develop comprehension strategies. If children fall seriously behind in the growth of critical early reading skills, they have fewer opportunities to practice reading. Recent evidence suggests that these lost practice opportunities make it extremely difficult for children who remain poor readers during the first three years of elementary school to ever acquire average levels of reading fluency. All of this explains the very sobering fact obtained from several longitudinal studies that children who are poor readers at the end of the first grade almost never acquire average-level reading skills by the end of the elementary school.

Conceptual Framework

This study is anchored on the following legal bases: the 2005 Philippine Constitution, DECS Order No.25 series of 2008 or the Bilingual Education Policy, the 2002 Restructured Basic Education Curriculum, DepED Order 45, series of 2002 and DepED Memorandum 324, series of 2004.

The 2005 Constitution, Article XIV, Section I, states that "the state shall promote the right of all citizens to quality education at all levels and shall take appropriate use of English and Filipino as separate media of instruction, English, Science and Mathematics while all the other learning areas shall be taught in Filipino. English and Filipino shall likewise be taught as separate subjects in the curriculum. This policy has been promoting the focus of learning the correct usage of English and Reading.

Similarly, in the 2002 Restructured Basic Education Curriculum, English and Filipino seek to develop the Macro skills: listening, speaking, reading and writing with a vision that after the third grade, which is considered as the threshold in reading, every learner should be able to read and understand at least simple paragraphs both literary and non-literary and to be a functional, successful reader. (The Conceptual Framework of the RBEC, 2002)

In support to the main thrust of the 2002 Restructured Basic Education Curriculum (RBEC) which is to ensure that every child is a successful reader at the end of Grade 1, DepED Order 45, series of 2002 was born. This reading literacy program in the elementary schools where the Department of Education enforced the "Every Child Reader" started in the school year 2002-2003. Through this program, it is expected that no learner will be promoted to the next higher grade unless he/she manifest mastery of the basic literacy skills in a particular grade level. Thus all possible means of assistance and encouragement shall be extended to enable the child to read. In this connection, DepED Memorandum 324, series of 2004 known as the Administration of the Philippine Informal Reading Inventory

(Phil-IRI) mandates the administration of Phil-IRI to all Grades I to VI learners in all public elementary schools. Grade 1 learners on the other hand, will be given the Phil-IRI at the end of the first semester.

Studies have shown that among the Macro skills to be developed in English and Filipino, reading is the weakest link. As evidenced by the Phil-IRI results, majority of the learners can hardly comprehend what they have read in their textbook; they find difficulty in answering comprehension questions even the literal ones. And so there is a need for the learners to develop and improve their reading skills to become an independent reader. It is important that school administrators and classroom teachers, most importantly, recognize the problems of reading instruction and exert efforts in the improvement of the teaching of reading.

In this connection, the implementation of a reading intervention program is one approach to address the problem. According to Pado (1998) reading intervention refers to programs designed for early grades children in an effort to eradicate reading and school failure as soon as signs of a problem emerge. The concept of reading intervention is to give some preventive measures at once while the problem is still small and easier to remedy. This can be carried out through ability grouping, supplementary reading, adjustment of materials; vitalized assignments suited to individual needs, reinforcement, and enrichment activities so that the needs of the retarded readers may be met with some measures of success. Readers who have reading problems require special assistance that is called an intervention. An intervention is designed to enhance the academic functioning of a child. Interventions are often directed at reading problems, math problems and behavioral problems.

The paradigm on the development and validation of the materials is presented in Figure 1 in the next page.

As shown in Figure 1, this is in support to the 2005 Philippine Constitution, DECS Order 25 series of 2008, 2002 Restructured Basic Education Curriculum, DepED Order 45, series of 2002 and DepED Memorandum 324, series of 2004.

Reading as a component skill in English plays a vital role in our lives and serves as a key factor in understanding other subject areas. Though reading involves word recognition and comprehension that must always be. Together, studies show that learners find more difficulty in comprehension than in recognition.

And so to address the Grade 1 learner's needs in reading comprehension, this researcher made use as an input in this study the result of the pretest of the Philippine Informal Reading Inventory (PHIL-IRI) consisted of analyzing and determining the level of comprehension of the Grade 1 learners.

Developing and validating reinforcement materials to cater to the needs of the learners falling under the frustration level was the second process involved.

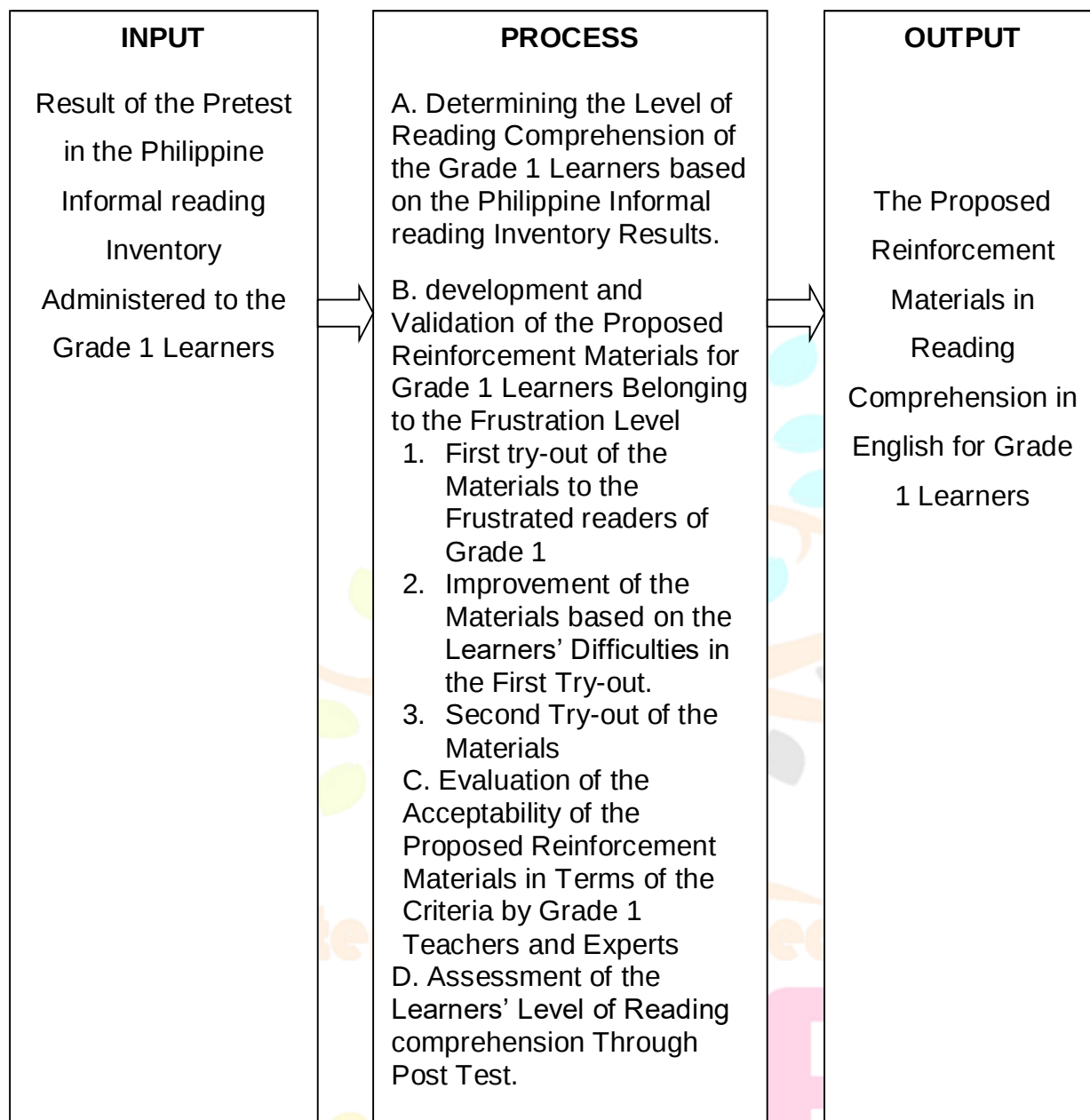
This is an intervention program that will help reinforce the development of the skills and/or cater to the needs of the learners. The following were the steps followed: (1) identification of the skills/objectives along the component skills in comprehension; (2) researching of materials that can be adopted/adapted as texts which are deemed relevant to the development of the skills; (3) matching of the adopted/adapted text materials to the objectives and formulating the reading comprehension activities/questions; (4) subjecting the materials to tryout to the Grade 1 learners; and (5) improvement/revision of the materials based on the try-outs and their production in the final form.

Evaluation of the acceptability of the proposed materials by the Grade 1 teachers of Sual District was the third process involved in the model. Congruence to the objective, content, level/needs of the learners, and format and style are the four groups of criteria of quality. The results were used as basis for further improvement of the materials.

The last process involved was the assessment of the Grade 1 learners level of reading comprehension which was done through a post test of the Philippine Informal Reading Inventory conducted January 18, 2005.

Out of the described processes used in this study, proposed enrichment materials for reading comprehension in English for Grade 1 learners were produced.

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Paradigm of the Development and Validation Of the Proposed Materials

Statement of the Problem

This study sought to develop enrichment materials in reading comprehension in English to address the needs of Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I who were found to be in the frustration reading level based on the analysis of the results of the pre-test of the Philippine Informal Reading Inventory.

Specifically, it sought to answer the following sub-problems:

1. What is the reading comprehension level of the Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I based on the analysis of the results of the pre-test of the Philippine Informal Reading Inventory?
2. Based on the analysis of the findings, what reinforcement materials in reading comprehension in English can be developed and validated to address the needs of the Grade 1 learners falling under the frustration level?
3. How acceptable are the proposed instructional materials in terms of certain criteria based on the evaluations of the Grade 1 teachers and experts?
4. How effective are the proposed materials based on the comparison of the pre-test and post-test results of the Grade 1 learners in the Philippine Informal Reading Inventory?

Basic Assumptions

This study is anchored on the following basic assumptions:

1. The result of an Informal Reading Inventory can be used to determine the level of reading comprehension of Grade 1 learners.
2. Reinforcement materials can be developed and validated to address the needs of Grade 1 learners belonging to the frustration level.
3. The acceptability of the reinforcement materials can be evaluated by Grade 1 teachers and experts in terms of some criteria for quality.

Scope and Delimitation of the Study

This study focused on the development and validation of reinforcement materials in reading comprehension to address the needs of Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I falling under the frustration level based on the results of the pre-test of the Philippine Informal Reading Inventory (Phil-IRI) during the school year 2023-2024.

The sources of data in this study were all 36 Grade 1 learners of the Alinggan-Banaban Elementary School, Bayambang District I whose result of their pretest in the Philippine Reading Inventory was analyzed.

Try-out of the materials to the Grade 1 class falling under the frustration level was part of the procedures followed. Learners' difficulties with regard to understanding direction, vocabulary and language used were recorded and used as bases in the further improvement of the reinforcement materials.

This study employed all the 26 Grade 1 teachers together with 2 experts (the researcher's adviser and panel member of Bayambang District I who evaluated the acceptability of the materials in terms of four categories for quality.

Assessment of the Grade 1 learners reading comprehension through a post-test was the last procedure followed to determine the effectivity of the materials when the results were compared with those of the pre-test.

Significance of the Study

Reading opens the door to the accumulated knowledge of centuries. Think of the improved quality of life that can result from increased knowledge of the world around us. How limited we would be if we were to learn only from what we observed and experienced ourselves. Thus, researches and studies for effective reading among learners have been conducted to solve reading deficiencies. However, educators are still confronted with overwhelming problems along lines of reading comprehension.

Knowledge of truism has propelled the researcher to conduct a study on reading comprehension of Grade 1 learners and propose reinforcement materials to address the needs of frustrated readers. This study will therefore benefit the following.

Grade 1 Learners. They will be the direct beneficiaries of this investigation. The results will of great importance in the development of the reading comprehension skills of the learners. The output consisting of the proposed reinforcement materials will enable them to overcome their reading difficulty.

English Teachers. The researcher hopes that this study will serve as a valuable aid to the Grade 1 teachers since they can use the proposed materials to address the needs of learners belonging to the frustration level.

The School Administrators. They can use the proposed materials for purposed of evaluation in their supervisory visits.

They can also benefit from the study since their children will have materials to be brought home to enhance their reading comprehension skills. It can also enable the parents to monitor, to tutor, or coach their children to become independent readers.

Finally, it is hoped that this study will serve as a reference that will encourage other researchers to undertake related studies because there will always be changes in the reading needs of learners in the years to come.

Definition of Terms

For the purpose of clarity and understanding, the following key words are defined operationally and/or lexically as they are used in this study.

Acceptability. This refers to the quality of the proposed reinforcement materials that makes them acceptable because they meet the criteria set.

Criteria. The term refers to certain statements describing four categories of qualities of the proposed materials to reinforce reading comprehension skills.

English. It is one of the basic subjects in the restructured basic education curriculum. In line with the bilingual education policy, it is taught as subject and is used as medium of instruction in the teaching of science and mathematics. In teaching it as a subject, its goal is to develop the skills in its two components: Language and reading

Frustration Level. This is a reading comprehension level where the child answers 0-49% of the questions asked. This is the lowest reading comprehension level.

Grade 1 Learners. These are the learners in Grade 1 of the Alinggan-Banaban Elementary School, Bayambang District I, who will be the beneficiaries of the reading intervention materials to reinforce their reading comprehension skills. They were used as research subjects in this study.

Grade 1 Teachers. These are the GRADE 1 teachers of Bayambang District I of Pangasinan I who served as the main respondents in this study.

Philippine Informal Reading Inventory (Phil-IRI). This is a set of oral reading passages administered to the public elementary grades learners in order to get their reading level as mandated by the Department of Education.

Quality. This refers to the characteristic of the proposed instructional materials stated as criteria for their evaluation and these have something to do with congruence to objectives, level/needs of the learners, content and format and style.

Reading Comprehension. This term refers to the ability to mentally grasp the thought of the material read. It is defined operationally in this research as the ability to know what is being communicated in a reading materials as manifested by the learners' ability to answer the five dimensional questions administered to them. It involves the following noting details, getting the main idea, sequencing events, organizing ideas perceiving relationships, making inferences, predicting outcomes and evaluating ideas and making judgments.

Reading Comprehension Levels. These are the reading comprehension levels of the child in the grade classified as frustration, instructional and independent.

Enrichment Materials. This refers to anything used as audio-visuals for teaching purposes like textbooks, supplementary materials, workbooks, and the like which can help teachers make the teaching-learning process meaningful and effective. In this study, reinforcement materials refer to the reading materials that include short stories/paragraphs, poems, rhymes and dialogues with exercises to address the needs of the Grade 1 learners in Reading Comprehension.

LITERATURE

Importance of Reading

Reading, we are told, can be a golden key to open doors-truism. But it is a truism tending to obscure the fact that reading is a magic key only for children lucky enough to find it. How about the poor and non-readers? They become outcast, problems of parents and teachers. Serious reading disability inflicts psychological wounds, financial and vocational penalties, and the shame of social stigma.

Yes, reading is remarkable human activity or ability. As science Digest puts it, "In an instant, your eyes and mind are playing hunches, cutting corners, filling gaps and dealing with an information processing tasks that could challenge the most ingenious computer."

Romero (2015) postulates that is through the magic of reading that all the wisdom of the ages, all the stories that have delighted mankind for centuries are available at negligible cost. Reading is worth one's effort, worth the little expenses it may entail if any.

Specifically, these are some of the important things that reading does for us.

1. Reading makes us well-informed. It is a means of gaining access to various areas of knowledge. Through reading we learn from the mistakes of the men before us and learn some recipes for human success. Books tell us how to be happy when sad, how to grow thin when fat, fat if thin. They tell us how to grow plants, repair machines, build houses, lose our wrinkles and keep young.
2. Reading can be a worthwhile form of recreation. It is fun to read. Romero cited Bennet Cerf who one said that "the most unfortunate people in the world are those who have never learned the soul-satisfying pleasure of reading good books.
3. Books we read can be a source of inspiration. The vision of better-yet-to-be is the stuff of inspiration. Given this vision, our lives lived under the light of distant star, foreseeing upon are present workmanship, the judgment of future generations. The man of imagination "has already tasted the bliss of every heaven and felt the pang of every hell." Inspiration leads us to put our energies to full account.
4. Reading can be a form of therapy. Books furnish us a form of sublimation. There are times when things in the world are too much to bear and need grievance drainage. Sublimation is a way of draining off, of our malevolence upon substitute objects. And what a world of substitute objects books provide! The villain in a novel and somebody "to shout at." One can enjoy divorce by proxy in a novel and needs not go through the real court proceedings (Romero, 2005).

Studies have shown that reading improves emotional intelligence. The book is actually a tool for exposing readers, especially children, to different people, personalities and attitude. Emotional intelligence can be learned and reading can help develop it. Also,

reading can improve children's vocabulary in which they can freely express themselves without any difficulty. Moreover, books can serve as inspirations to readers. Personal experiences can be compared to issues; therefore, readers can identify themselves with characters from the book and analyze strategies to work out the same issues in their lives. Lastly, reading will improve your children's analytical thinking which will make them smarter, work faster, and become more helpful (SY, 2005).

Reading Comprehension:

What Works

Fielding and Pearson (2014) contented that a successful program of comprehension instruction should include four components:

The first component is, "Large amounts of time for actual text reading." The first benefit of time for reading is the sheer opportunity to orchestrate the skills and strategies that are important to proficiency reading including comprehension. As in sports and music, practice makes perfect, too. Second, Reading results in the acquisition of new knowledge, this in turn fuels the comprehension process. The more one comprehends, the more learners new knowledge to enable comprehension of an even greater and broader array of topics and texts.

The second component is, "Getting the most out of reading." Teachers can increase the likelihood that more time for contextual reading will translate into improved comprehension skills in the following ways 1) Choice. Teachers can give children opportunities and guidance in making text selection. Choice is related to interest and motivation, both which are related directly to learning. (2) Optimal difficulty. Teachers can monitor learners and their own selections to ensure that all learners spend most of their time reading books that are appropriate in difficulty -not so hard that a learner cognitive resource are occupied with just figuring out how to pronounce the words and nothing new is likely to be learned. (3) Multiple Reading. Teachers can honor and encourage of text, which research suggests leads to greater fluency and comprehension. (4) Negotiating meaning socially. "Silent reading time should not be entirely silent. Teachers can (a) allow part of the time for reading in pairs, including pairs of different abilities and ages and (b) provide regular opportunities for readers to discuss their reading with the teacher and with one another.

The third component is, "Teacher directed instruction in comprehension." This involves four faces: teacher modeling and explanation of the strategy, guided practice during which teachers gradually give learner more responsibility for task completion, independent practice accompanied by feedback, and application of the strategy in real reading situations.

The fourth component is, "Opportunities for peer and collaborative learning." This suggests that cooperative learning is most effective when learner clearly understood the teacher's goal, when goals are group-oriented and the criterion of success is satisfactory learning by each group member, when learners are expected and taught to explain things to one another instead of just providing answers, and when group activities supplement rather than supplant teacher-directed instruction. At its best, cooperative learning has positive social and cognitive benefits for learners of all abilities.

"Occasions for learners to talk to a teacher and one another about their responses to reading," is the last component. In here, the teacher initiates a question, a learner responds, and the teacher evaluates the responses before moving to another question.

Children's Rights on Reading

In reading, the International Reading Association (2010) enumerates the different children's rights, namely:

1. Children have a right to appropriate early reading instruction based on their individual needs.
2. Children have a right to reading instruction that builds both the skills desire to read increasingly complex material.
3. Children have right to well-prepared teachers who keep their skills up to date through professional effective development.
4. Children have right to access as wide variety of books and other reading material in classroom, school and community libraries.
5. Children have the right to reading assessment that identifies their strengths as well.
6. Children who are struggling with reading have a right to receive intensive instruction from professional specifically prepared to teach reading.
7. Children have the right to reading instruction that involves parents and communities in their academic lines.
8. Children have the right to reading instruction that makes skilled use of their first language skills.
9. Children have the right to equal access to the technology used for the improvement of reading instruction.
10. Children have the right to classroom that optimize learning opportunities.

Factors that Influence the Acquisition of Reading Ability

In children reading well or poorly is dependent on certain definite causes and a teacher must be able to make an analysis of each case and determine just the points of strength or weakness before she can intelligently give help.

There are factors that control the reading process or that influence the acquisition of reading ability. The factors may be grouped into the intrinsic and extrinsic. Those factors which are within the individuals are what may be considered as intrinsic factors.

Alcantara (2016) enumerates the following factors that control reading process.

1. Intelligence is an important factor in reading ability. Studies show that correlations are as high as 0.906 between scores on intelligence test and score on reading comprehension test. The average correlation between reading age and mental age is 0.60. This indicates that mental maturity is essential for success in reading.
2. Emotional stability is another factor. Personality disturbances may be temporary or relatively permanent blocks to effective and efficient reading. The development of good emotional climate for learning is one of the reading teachers' first responsibilities.
3. Associational abilities are essential to the reading process. The learners must be able to make associations between symbols and facts or objects they represent. He must be able to sense relationships. Some children need special instruction methods to establish association, such as the use of kinesthesia and tactile aids to learning how to read.
4. Memory span has also been found to have significant effect on reading ability. In a study of learners from Grade II to XII it was found that the groups mean scores on memory span test were consistently higher for good readers than for poor readers. Retention is serious problem if memory span deficiencies exist.
5. The physical condition of the learner has a strong influence on his chance of reading effectively. Vision, hearing, general health status performance is to be expected from the learner who is physically fit.
6. Another important factor is language facility which includes use of words, understanding of sentence structure and usage.
7. There are also outside factors which have direct bearing on reading ability. The environment in which reading is done has a strong influence on the reader's ability. Most people have difficulty reading in a noisy room.
8. Readability of reading material is a strong factor in the reading process.

Length and complexity of the sentence, vocabulary load, and quality of personal references all combine to determine the readability of material.

One of the challenges in reading according to Villamin (2014) is readiness- a cluster of concepts and a constellation of many factors which have often been misconstrued in reading. In psychology, the law of readiness states "When a bond is ready to act, for it to act pleasant and satisfying, for it not to act is annoying or frustrating."

In the past, the popular maxim was: "Wait for the child to get read." However, the latest concept by Jerome C. Bruner as cited by Villamin States:

"One can help the child get ready by developing prerequisite skills in an interesting and meaningful way."

In other words, instead of waiting for the child to get ready, parents and teachers can help build readiness through skillful guidance. Researchers show that the children whose parents read or narrate bedtime stories to them are more ready to do first grade work than those who do not have such a joyful experience. Studies also show that 90% of learners with adequate readiness experiences gain success in reading in the subsequent years.

Through the guidance of parents, the children discover the interesting world of reading as well as the joys it brings. The reading task should start at home as early as three years old and the best facilitator and teacher is the parent (Neuman and Gallagher, 2015).

Harris and Sipay (2015) further explained that reading to preschoolers is linked with children's awareness of print and success in learning to read. It seems that important competencies are more likely to develop if in reading to the child, adults and siblings interact verbally with the child, make references to the child's experiential background before reading, and relate them to the story content, provide positive reinforcement for involvement, answer the child's questions, and present and discuss evaluative after reading.

Pascual (2010) cited McMullough who described four general conditions favorable to comprehension. These are:

1. Removing Impediments. What impedes comprehension?
 - a. Child's lack of confidence in himself or in the teacher.
 - b. Inability to grasp the new word meaning.
 - c. No training on how sentences and paragraphs are organized.
 - d. No assistance in interpretation and critical evaluation.
2. Content. Reading materials range from easy to difficult for a particular child. The teacher must know what the topics are and how difficult they will be to understand.
3. Preparation. A third condition is to prepare the learners for what is to read. Involved are the pronunciation and meanings of difficult and new words, preliminary reading and discussion, audio and visual materials, a problem solving approach, introducing supplementary materials from the library which can be read, and explaining the purpose of the reading and arousing interest in it.
4. Motivation. This is a highly important and may come partly from the desire to do well.

Villamin cited Holmes who describes reading as reasoning. He believes that "power of reading and speed of reading" could adequately explain the act of reading. Power of reading means the power to read, comprehend, and apply relatively difficult textbook materials. It includes the ability to grasp the central thought and details, to get an idea that is expressed in several sentences, and to interpret content and draw inferences, all from single text paragraph. Speed of reading denotes the rate of comprehension on fiction and factual materials.

Reading Comprehension Strategies for the Filipino Second Language

Readers in a Bilingual Context

In a bilingual context like the Philippines the development of reading comprehension in a second language is a great challenge to the language and reading teachers because of the medium of instruction of the English class.

Reading comprehension strategies are grouped into three (3) namely: before reading strategies, during reading strategies, and after reading strategies.

Before Reading Strategies

Activating Prior Knowledge or Activating Scheme

- Show covers of a book ask what they already know about the topic.
- Model what you already know about the topic.
- Write on the board what the learner KNOW about the topic.
- Write what they WANT to know about it.
- Ask them to read parts of the topic that supports their ideas.
- Ask them to write later what they LEARNED after reading. At the beginning the learners can write what they know about a topic on the blackboard. They can write what they learned. Later on they can keep index cards for this strategy.

Predicting

Predicting in informational text is different from text predicting in stories. In stories prediction is on what characters will do to solve the problem. However in an informational text the learners can predict what others the authors may have included.

After giving the topic asks learners to think of other information they might likely find in the reading text.

Describing

Some text are written featuring description of structures, which usually provides detailed information. Call to the structure by pointing out parts of the text that talk about size, shape, texture, color and quality.

During Reading Strategies

- Questioning is a powerful strategy to use which informational text either before or during reading.
- Teach them to ask questions beginning with the Why's – Who, Where When then later the Why's. Provide enough encouragement for the learners to ask question. Write the questions on the board. This strategy might be difficult at the beginning especially with second language readers who have no competence in the English language. Practice with patience is the best guide.
- Allow them to read the parts of the text that answer the question through quick reading e.g. find out what the text is about or the find main idea of the text by skimming.
- Remind them that informational text do not have to be read from beginning to end out instead they no extract information that answer the questions.
Here, the teacher can introduce graphic organizers.
- Help them scan the text to search for clues to locate details.

Using text Structure

- Learners fairly know the text structure of stories which is constant; setting, problem, and resolution however, informational text have varied text structures and knowing these will facilitate comprehension. Most common text structures in informational text writing are: cause-effect, comparison, contrast, sequence, description, problem-solution, question-answer, generalization followed by examples and other academic functions which develop the cognitive academic language proficiency.
- Guide learners to notice cohesive devices or text markers or signal words that often reveal particular text structure.
- Introduce graphic organizers to help them record information and focus on major ideas in a systematic order.
- Train the class to identify the text structure and fill in appropriate organizer.

Comparison-Contrast

There are many available text about creatures that can be used of comparison-contrast concept. Similarities and differences help to clarify learners' understanding and unique characteristics.

Sequence

Most how-to books that give directions have the sequence structure.

Outlining using a concept map

Show important topics and subtopics through a concept.

Learners should be encouraged to create map to show relationship ideas.

Other suggested strategies during reading are visualizing inferring, making connections, and clarifying.

After Reading Strategies

Strategies after reading that are most useful involve a kind of reflection on what they have read. This is achieved by summarizing either in written or oral mode or in visuals. The deep processing required to convert text into a graphical representation strengthen the learner's understanding and ensure memory of the information in their long term memory.

- Creating visual and writing about them.
- Summarizing.

A summary is a short way of retelling a passage in one's own words. Allow them to write it in small groups before presenting to the whole class.

Other practice of summarizing includes; highlight information, construct concept maps, check off the most important information, and write the summary using the maps.

Repeated modeling of the reading strategies for comprehension to the second language readers can encourage them to become powerful independent, and strategic readers, the competence necessary to survive the content-based instruction in a bilingual context (Otero, 2014).

The Five Levels of Comprehension

Hermosa (2016) describes the five levels of comprehension as follow:

Level I – Literal Comprehension. This is a ability to obtain a low-level type of understanding by using only information explicitly stated in the text. Answer to literal questions simply demand that the reader recall what the text says. Needless to say word recognition is subsumed here. It is obvious that not even literal comprehension can occur unless the readers recognize the words in the passage.

Level II– Interpretation. This category demands a higher level of thinking because the questions are concerned with the answers not directly stated in the text but suggested or implied. It is in this level that the most confusion concerns the term inference. Inference may be defined as “something delivered by the reasoning: a logical conclusion that is drawn from the statement. When we infer, we “read between the lines.”

Level III – Evaluation (critical thinking). This level involves the making of personal judgment on the text by the reader: 1.) the content or theme: its accuracy, value, truthfulness, objectivity, decency, relevance, and 2.) elements of style: the use of language and literacy devices. Here are some questions whose answers require evaluation.

Could this really happen?

What part of the story best describes the main character?

Level IV – Integration/valuing (Application to Self and Life). This level stresses reading for use and values clarification. The reading act nears completion as a child uses his reading in some practical way... also when his emotions are stirred; his attitudes and purposes are modified, indeed, his innermost being is involved.

Questions like, “If you were Portia, would you do what she did?” or “How would you react if you were in the mother's situation?”

Level V – Creating Reading. Creative reading uses divergent thinking skills to come up with new ideas or alternate solutions to those presented by the writer. We also do creative reading when we reproduce the text information, personal narrative, visual expression, or written expression.

Pikulski (2011) elucidates that reading divorced from meaning simply is not reading. Reading involves the construction of meaning, and that meaning is constructed from two primary sources – the various types of knowledge that has been created by author must ensure that learners have the strategies and skills needed to recognize the printed words in order to actively, dynamically, and critically construct meaning.

According to Johnson (2015), to comprehend printer matter, the reader must perceive entire language structures as a whole as unitary meaning-bearing pattern. Short of this level perception the reader simply does not perceive those total language structures that alone are capable of carrying meaning. He may perceive individual words as if words were meaning-bearing units in themselves. Or he may group words visually in structure less pattern fragments that do not and cannot bear meaning. What such readers do not do is read total language pattern for total comprehension of meaning. So reading must be regarded process.

In addition, according to Villamin (2011), comprehension of ideas requires the fusion of meanings to separate words into a chain related ideas. Initially one reads to understand what the passive says – its main idea, specific facts, and details sequence, directions to be followed, and others. Later the implied level which involves drawing inferences, sensing relationships, drawing conclusions, and recognizing the author's purpose, tone and feeling helps one to understand the total meaning of the passage.

Reading Intervention: Offers Solutions to Overcome Reading Problems

Allington (2016) pointed out that readers who have reading problems require special assistance that is called an intervention. An intervention is designed to enhance the academic functioning of a child. Interventions are often directed at reading problems, math problems and behavioral problems.

Learning disabilities vary greatly in their degree of severity, and this has implication for the likelihood that they can be successfully treated via interventions. A severe disorder is less likely to greatly benefit from an intervention than a mild disorder.

Another factor contributing to the likelihood of a successful intervention is the age of the child. Interventions are most successful if they occur early. Interventions provided to the children prior to grade IV are much more likely to prove beneficial than intervention given to older children.

Allington further emphasized that 'success serves as a motivator'. The important thing is to let the learner experience some success associated with the practice. This success will serve a very important motivator for continued practice.

Pado (2008) said that the first preventive measure in eradicating reading problems or at least in minimizing them is good school program in reading. The total school programs focus on regular classroom instruction which are found effective and preventing reading problem, as well as catering to a group of children who are experiencing difficulty in reading.

To ensure a successful reading intervention program, Pado enumerates the following issues to be taken as essentials.

1. Learners' total program of reading instruction should be considered when planning for early intervention.
2. The children should be introduced to literature materials that would foster love and enjoyment of reading.
3. Children who are experiencing difficulty with reading should spend more time receiving reading instruction than that of children who are not experiencing difficulty.
4. Special reading instruction for at – risk learners are most profitably focused at the first grade.
5. For at – risk children to be successful readers, individual or very small group (no more than 4 or 5 children) instruction is essential.
6. Text for early intervention program should be very simple so that learners will be successful in reading them.
7. Reading the same text several times seems a very effective approach to helping at – risk children develop reading fluency.

Every child had the right to develop into a thoughtful, competent reader. A growing body of evidence suggests that reading problems are preventable for the vast majority of learners who encounter difficulty in learning to read if these learners receive extra supporting the form of an early intervention program.

The Philippine Informal Reading

Inventory (PHIL-IRI)

"Reading is constructing meaning". To construct meaning, the reader interacts with the responds to the text based on prior experiences, implied meaning of the author and the context in which the interaction occurs. "Making sense of print is what reading is all about".

In reading, the reader is an active participant in the construction of meaning. In accordance with this theory, there is a need to assess the learners' ability to obtain meaning from the text in a variety of contexts. As a result of this emphasis the development of reading tools is necessary. This tool could provide for reading inventory by providing a common reference point. The tool supports the Department of Education thrust "Every Child a Reader Program (ECARP)," unified assessment tool is the onset of the development of the Philippine Informal reading Inventory (PHIL-IRI).

A. what is Phil-IRI?

The Philippine Informal Reading Inventory (Phil-IRI) is an authentic reading assessment that attempts to evaluate reading in a way that more closely aligns to actual classroom instruction. It determines learners' thinking processes as well as their reading performance.

The Phil-IRI is an informal measure that can assess the child's use of comprehension, vocabulary and word identification strategies with context.

The Phil-IRI give both quantitative and quality information about the learner's reading capabilities. Qualitative information shows the reading levels namely: frustration, instructional and independent levels, while qualitative information reveals word recognition, patterns of word errors, comprehension strengths and difficulties as well as reading behaviors and attitudes and the measurement of reading growth over time. Phil-IRI contains the following:

1. Word List

These are grade lists of 20 words found in the passages. The child reads a word with a maximum of 5 seconds wait time.

The primary function of the graded word list is to help teachers decide where to start administering the graded passages. The graded list serves as a tentative indicator that may save the teacher time by eliminating the tendency to begin the passages at too-low a level. It also functions as a placement test.

2. Oral Reading Passages

These are the passages consisting of grade level paragraphs, stories of poems that the child reads. These passages come in three forms with varying difficulty; Level A – easy, B – average, C – difficult. That have definitely no accompanying pictures to avoid the possible use of the picture clues in obtaining the meaning from the text that may lessen the accuracy of the test in determining the reading ability to comprehend printed language. Sets of 5-10 questions for each grade follow each passage. These questions are categorized as literal, inferential, interpretative, critical, creative and integrative (valuing). The questions are open-ended and are higher or and critical thinking in order to get a more complete picture of each learner's comprehension skills.

The passages are both narrative and expository texts. They are authentic, materials in the sense that they are all original and are not familiar to the learners. These are passages for every grade including preparatory and post elementary levels. Administration of the Phil-IRI shall begin at least 2 grades below the grade level of the learner if the word list would not help.

The Fry readability Formula is used to check the level of difficulty of each passage. Each passage uses prompts as an introductory statement to motivate learners to read the selection. The prompts activate the prior knowledge of the learners and support the interactive nature of reading. The passages are for individual testing.

The passages are carefully written to ensure that the characters, setting and plot would appeal to the children. They are culture-neutral, gender free and without biases against religion, ethnicity/race, and socio-economic status. Expected answers are provided for the convenience of the examiner. Spaces for remarks are also provided to note down learner's responses to text and the reading tasks (Phil-ITI Testing Manual).

The Philippine Bilingual Education Policy (BEP)

The policy was first implemented in 2008 when DECS issued Department Order No. 25, s. 2008 entitled, "Implementing Guideline for the Policy of Bilingual Education."

Bilingual Education in the Philippines is defined operationally as the separate use of Filipino and English as the media of instruction in specific subject areas. As embodied in the DECS Order No. 24, Pilipino (changed to Filipino in 2005) shall be used as medium of instruction in social studies/social sciences, music, arts, physical education, home economics, practical arts and character education. English on the other hand is allocated to science, mathematics, and technology subjects. The same subject allocation is provided in the 2005 Policy on Bilingual education which is disseminated through Department Order No. 52, s. 2005.

The policy is as follows;

The policy of Bilingual Education aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels. The regional languages shall be used as auxiliary languages in Grade 1 and II. The aspiration of the Filipino nation is to have its citizens possess skills in Filipino to enable them to perform their functions and duties in order to meet the needs of the country in the community nations. The goals of Bilingual Education shall be;

1. Enhance learning through two languages to achieve quality education as called for by the 2005 constitution;
2. The propagation of Filipino as a language of literacy;
3. The development of Filipino as a linguistic symbol of national unity and identity;
4. The cultivation and elaboration of Filipino as a language of scholarly discourse, that is to say its continuing intellectualization; and
5. The maintenance of English as an international language for the Philippines and as non-exclusive language of science and technology.

Filipino and English shall be used as media of instruction, the use allocated to specific subjects in the curriculum as indicated in the Department Order No. 25, s. 2008.

The regional languages shall be used as auxiliary media of instruction and as initial language for literacy, where needed.

Filipino and English shall be taught as subjects language in all levels to achieve the goals of bilingual competence.

Since competence in the use of both Filipino and English is one of the goals of the Bilingual Education Policy, continuing improvement in the teaching of both languages, their use as media of instruction and the specifications of their functions in Philippine schooling shall be the responsibility of the whole educational system.

STUDIES

Foreign Studies

In the study conducted by Kline (2012), records indicate that learners in the District of Texas with reading difficulties are lacking in the key reading skill areas of decoding, comprehension, and fluency. The Model reading Intervention Program (MRIP) implemented in the Austin Independent School District (AISD) during the 2011-2012 school years combined a decoding program, SRA Corrective Reading, with a comprehension and vocabulary program, scholastic Read 180.

Learners were identified for possible participation in the program on the basis of having failed the 3rd grade reading portion of the Texas Assessment of academic Skills (TAAS) Test administered during the 2000-2001 school year, and/or having proficiency in English.

A total of 117 learners from nine AISD elementary campuses took part in the program with an average duration of 5 months.

Components of the program were selected based on the identified needs of AISD's struggling learners in grades 3-5. Assessment data indicated these learners were having particular difficulty with decoding, reading fluency, vocabulary, and reading comprehension. These areas were targeted by the three components of the program.

- SRA Corrective Reading, which focuses on reading fluency, comprehension, vocabulary and spelling skill;
- Scholastic Read 180, which focuses on reading fluency comprehension, vocabulary and spelling skill;
- Write time for kids, which focuses on developing nonfiction reading and writing skills in four categories: narrative, expository, persuasive, and visual presentation.

Based on the findings from the study conducted, the following conclusions and recommendations were drawn.

Research evidence has indicated that learner who fall behind in reading early on in the elementary grades have a difficult time catching up. While passing rate on the TAAS Reading Test of almost 48% among the MRIP learners might seem quite dramatic, given that just fewer than 6% had passed the year before, it must be compared to that of learners who did not participate in the program.

Classroom observations conducted along with the individual achievement results, suggest that veteran teachers, with more experience in conducting simultaneous group activities in the classroom, were more successful in their implementation of the program. Anecdotal data from principals and teachers at participating schools suggested that the program had not been effective in raising reading achievement, but had also had opposite impact on learner motivation and attendance, and reduced disciplinary problems in the classroom. These outcomes were attributed to the program structure, as well as the built in feedback to learners on their reading progress.

Local Studies

Acuna (2015) cited the following results of the studies made by different researchers. One is that Iledan, Feyes and Mina (1997) evidence of which showed the correlation of reading performance to academic achievement in upper elementary grades learners. Correlation between the CEM Reading Test Scores and grades in Reading ranged from .58 to .80 indicating the importance of learning the content of text materials. Also cited was a study of Grade V learners by Buen and Dabalos (2012) which showed a significant correlation of .42 between grades for the latest quarter as reported by the learners and their total scores on the CEM Reading Test. Moreover, the authors cited state that the learners who reported grades of 90% and higher reading test scores at the Average and High Average levels. Obviously, learners who read poorly and have difficulty comprehending, what they read will also do poorly when tested for knowledge from text material they have read.

Acuna (2015) also cited the study of Pepito and Decenteceo (2012) who examined socio-demographic and motivational variables which differentiated good from poor readers, identified on the basis of total scores on the CEM Reading Test (Level III) administered to fourth year high school learners. The importance of reading achievement for academic performance was, once again clearly indicated by a significant relationship between reading test scores and the learners' reported grades in the last quarter. Although a majority of the learners claimed to have average passing marks, more good readers reported getting higher grades and more poor readers started getting poor grades.

Alegre (2015) conducted an action research to address the reading problem of Grade 1 learners at the Bagumbayan Elementary School, Masbate, North District, Masbate. The result of the diagnostic test triggered the researcher to conduct such research. It was revealed that 28 out of her 38 learners could not read with comprehension.

In this regard, she applied the following procedures:

1. Learners' attendance must be properly monitored and home visits must be conducted.
2. The reading program should be teacher-guided.
3. Learners' work/assignment should be checked and be rated accordingly.
4. Good behavior should be recognized by rewarding them.

With this strategy utilized, at the end of the first semester, learners identified as poor in reading comprehension were able to read satisfactorily.

Borja (2018) said that reading materials should be based on the learners' abilities and interests. She established the multi-base materials through the use of reading interest inventory and achievement test in reading, religion, and family life as well as two page long narratives. She found out that learners need reinforcement in word perception skills through context clues, homonyms and synonyms, comprehension skills such as getting the main idea, noting details, drawing inference and predicting outcomes and study skills like alphabetizing, locating the parts of the book and following directions.

In the study conducted by Cabugao (2010), the following conclusions were made based on the findings: Basically, the teacher must be patient and sympathetic. A teacher must help non-readers to overcome their emotional problems as well as make their work less frustrating. A teacher also must have broad field of interest no matter what subject areas she is teaching. Based on the study, the researcher yielded the following recommendations:

1. The teacher of slow learner or slow readers must have ingenuity and imagination to present her lesson in a variety of ways to meet the interest level of her children.
2. The teacher must provide sufficient time for learners to think and use their minds. It takes time for such information to become a part of the mind in a meaningful way.
3. Do not emphasize spelling and writing at the expense of reading. Do remember that your goal is to improve their reading as means of getting information and ideas.

Collado (2010) conducted a study on how to increase and improve the reading comprehension skills of learners particularly in Reading. The study included the total population of 150 learners. Based on the Division achievement Test in October 1995, it was revealed that 113 learners of 75% of the entire population got below 75% in the total test items. The learners of Lomboy Elementary School, San Manuel, Pangasinan found difficulty in answering the questions in the selection they had read. The following strategies were taken to solve the aforementioned problem.

1. Teachers introduced the four reading comprehension skills: (a) Oral language skills, (b) Thinking and reasoning, (c) content area reading, and (d) study and reference skills.
2. The school head conducted a more intensive supervision of classroom instruction.
3. In-house training program was conducted in the construction/utilization of varied instructional materials,.
4. The school head and teachers held an in-house training program in the construction of reading materials suited to the grade levels being taught.
5. Teachers improved their teaching strategies.
6. Teachers used sufficient supplementary materials such as references, magazines, newspapers, dictionary, posters, etc.
7. Teachers and school heads encouraged the involvement of parents to check/assist in their children's assignments thus, this strengthened Parent Involvement in Education (PIE).
8. Teachers organized the Remedial reading Comprehension Instructional Classes.
9. The school head used the manipulative/facilitative power.
10. The school head and teachers administered/analyzed/ evaluated/recorded the results of the test to measure learners' achievement in reading comprehension.

After five testing made, the head teacher gave her interpretation on the results. She found out that there was an improvement and success in the study.

The following recommendations were offered to further improve the study.

- a. Learners under "needs Improvement" level should be given further remedial instruction and reading materials suited to their grade level. They should be given special attention, follow-up by their parents, their future teachers and school heads.
- b. In-service training, seminars/workshops should be conducted before the classes begin, to equip teachers with skills in the different teaching-learning strategies and in the construction/utilization of varied instructional materials.
- c. It is highly recommended that the same strategies/methods or approaches should be used to increase the reading comprehension of the learners.

Dangan (2015) prepared supplementary reading materials for Grade IV learners. She tried to find out whether these supplementary reading materials are better than the existing ones. Thus, using the post-test results as her basis for comparison, Dangan

pointed out that the proposed supplementary materials are better than existing ones as shown by the mean gain of the research participants.

Daroya (2017) developed supplementary instructional materials for the development of reading comprehension in Grade I. She used the descriptive-developmental method of research with the questionnaire as the data gathering instrument because it sought to describe the adequacy of the PRODED exercises/materials in the English Language and Reading textbook for Grade 1 as perceived by the Grade 1 teachers in terms of the development of the skills in reading comprehension. On the basis of the teachers' perceptions and suggestions, this researcher developed/prepared supplementary exercises designed to reinforce the exercises in the textbook to further the development of the reading comprehension skills.

The respondents employed in this study were twenty-two (22) Grade 1 teachers in the public elementary schools of District II of Dagupan City. Involved as research subjects were 30 Grade 1 learners of this researcher to whom the proposed instructional materials in reading English were tried out. Frequency count and average weight point were used as tools for data analysis. On the basis of the findings, the following conclusions were drawn:

1. The existing exercises in the English Language and Reading textbook for Grade 1 can still be supplemented to reinforce development of certain the reading comprehension skills which are vital to the needs in reading in Grade 1.
2. The proposed supplementary instructional materials in Reading English were based on the needs analysis involving the Grade 1 teachers relative to the skills and content focus of the materials and prepared following scientific procedure of instructional materials preparation.
3. The proposed supplementary instructional materials adequate since they met the criteria set for adequacy of reading exercises for Grade 1 learners.

Garcia (2018) proposed supplementary reading materials for the development of reading comprehension in English for Grade 1 based on the results of a needs assessment. The adequacy of such materials in meeting the learners' needs was also evaluated. She utilized the descriptive-developmental method of research with the questionnaire as the data gathering tool.

The research study revealed that the existing Grade 1 English textbook in the public elementary schools lacks materials/exercises for the adequate development of the reading comprehension skills of the learners.

Garcia stressed that the result of the needs assessment can be a good basic for the preparation of supplementary materials. She also claimed that the proposed supplementary reading materials are adequate to meet the needs of the learners in terms of their appropriateness in the level of difficulty, content, quality of presentation and physical make-up

In her recommendation, Garcia encouraged other researchers to conduct a similar study involving a needs assessment as basis for the preparation of instructional materials with other avenues of learning and other grade levels.

Juan's (2008) study on the reading difficulties of Grade VI learners of Bokod, Benguet revealed the following: (1) the oral reading difficulties identified in the study were as follows: (a) mispronunciation ; (b) ignoring punctuation marks; (c) repetition; (d) substitution, (e) omission and improper phrasing; (f) insertion; (g) word-by-word reading; and (h) rehearsals; (2) the four dimensions of comprehension were found to range from the most difficult to the least difficult, namely: integrative, inferential, critical and literal dimensions; (3) in word recognition, out of the 120 learners, 74 were classified as belonging to the instructional level, 31, to the basal level, and 15 to the frustration level; (4) in speed, 63 learners belonged to the frustration level, 30, to the basal level, and 23 to the frustration level; (5) in comprehension, 64 learners belonged to the frustration level, 43, to the frustration level, and 16 to the basal level.

Significant relationships were found between oral reading difficulties and academic performance, possession of books at home and educational attainment of mothers while no relationship was found between oral reading difficulties and sex as well as grade level.

Molina (2015) attempted to improve the reading ability of entering first year learners at the Lakan-Dula High School in Manila during the school year 1994-1995. She used the Intensive Total Reading Program (ITRP) involving 38 research participants during the first grading period instead of the regular program in Communication Arts English I (CAEI).

Both the Intensive Total Reading Program (ITRP) and Communication Arts English I (CAEI) included lessons to develop library and study skills, language skills and syntactic structures. The ITRP required the learners to read intensively. Furthermore, the ITRP used individualized instruction and it is needs-based.

The pre-test and post-test control group random sampling was used in the selection and assignment of the research participants. Using the T-test to determine the difference between the achievement of the controlled and the experimental groups at 0.05 level Molina came out with the following findings: a) the T-test for dependent sample means indicated higher gains in both the experimental groups far exceeding those obtained by the controlled groups who had non-significant findings in three sets out of six tests, b) as far as growth in reading was concerned, there was marked improvement among those of whom ITRP was used.

A study on the effect of intensive reading course on the reading performance of BSEED and BSE learner teachers of the Philippine Normal College was made by Payomo (2011). In the intensive reading program that she developed, the readers were followed to move ahead as fast as their learning rates and capacity would let them. Reading materials that suit the needs and ability of research

participants were used. Payomos's findings revealed that there was a marked improvement of the readers' skills in noting details and interpreting tables.

Samuel's (2017) findings on the performance level of first year learners at the St. John Cathedral School, Dagupan City, revealed that English remains to be one of the high school subjects needing special attention from administrators and teachers on account of the low proficiency level of the learners in the subject. She added that female secondary learners tend to perform better than their male counterparts.

Sabado's (2018) study on the common reading difficulties identified in the remedial reading program showed that the highest obtained scores of the Grade V of basic sentence patterns. She recommended that teachers should monitor learners' progress along basic language and reading skills, give sufficient an appropriate drill and practice exercises to ensure mastery and apply remedial teaching.

Instructional materials for the development of critical thinking skills in reading comprehension for Grade V and VI learners were developed by Surot (1997). The main data-gathering instrument was the questionnaire intended for teachers and learners who were used as respondents in the study. Those were utilized to assess their rating and their reactions for each of the proposed materials.

The proposed instructional materials with a total of 67 materials and with 8 types of materials per skill and an average of 3 selections per specific objectives were prepared. The materials were developed following seven phases or stages namely:

1. Identify of critical thinking skills in reading comprehension in English in which learners were found low based on the National Elementary assessment test (NEAT) result.
2. Specifications of objective per skill.
3. Preparation of the first draft materials.
4. Validation with experts, teachers, and learners.
5. Correlation analysis and validation of results.
6. Revision/Improvement of materials.
7. Finalizing the support instructional materials.

Based on the findings, Surot made the following conclusions:

1. Ninety-nine (99) percent of the materials prepared were assessed/evaluated by the teachers and the learners as very much congruent to the objective. These were also varied in quality from the other materials hence, the materials are valid and reliable.
2. Quality support materials for the development of critical thinking skills in reading comprehension for Grade V and VI can be prepared by teachers and could be evaluated through learners and teachers' assessment.

Yamat (2013) developed instructional materials for reading recovery of the Grade IV learners in Sual District, Schools Division Office I Pangasinan during the school year 2017 to 2018. Using the descriptive method of research, it assessed the situation regarding the strengths and weaknesses in reading in English of the Grade IV learners through the item analysis of the reading components in English test part of the division diagnostic and summative tests. Based on the findings, this study proposed instructional materials in reading comprehension for reading recovery in Grade IV using the developmental method in instructional materials preparation. The materials were evaluated for acceptability of quality in relation to congruence with the objectives, content, level/needs of the learners, and format and style.

In order to achieve the objectives of the study, the test paper results of 36 Grade IV learners in the division diagnostic test for the school year 2018-2019 and 40 Grade IV learners in the division summative tests for the same school year were used. Similarly to evaluate the acceptability of the proposed materials in terms of the criteria, all the 24 Grade IV teachers of Sual District were used as respondents to a questionnaire.

Frequency, percentage, and average point value were the tools for data analysis used.

1. The Grade IV learners in Sual District were generally weak along the reading comprehension skills in Reading as a component of English instruction.
2. Item analysis of diagnostic and summative test results can reveal the strengths and weaknesses of learners along the skills in the Elementary Learning Competencies which can be used as basis for the development of remediation/recovery material.
3. Despite their not having been tried out yet, the proposed reading recovery materials can cater to the needs of Grade IV learners in reading comprehension since they have been designed to address their weaknesses.
4. The proposed materials are generally very acceptable in terms of the four categories of criteria for quality.

The following recommendations were offered as a result of the conclusions drawn:

1. Since the proposed reading recovery materials have not yet been tried out to the target Grade IV learners, the school administrator should cause the production of enough copies of such and lead the Grade IV teachers in undertaking the try-out or validation of the materials in Grade IV classes. The negative results of the try-out should be the basis for the further improvement of the materials.
2. Once the materials shall have been subjected to a try-out and improved, sufficient copies should be reproduced for the use of all the Grade IV classes in Sual District.
3. Other researchers may use the proposed materials as models in the preparation of similar materials especially for meeting the reading recovery needs of other grade levels.

Contributions of the Reviewed

Literature and Studies to The Present Study

The reviewed literature and studies served as a very significant role in providing direction in the conduct of this study. The concepts of the importance of reading and reading comprehension as well as reading intervention of Allington (2006), alcantara (1996), Johnson (2005), Otero (2004), Pado (2006), Pikulski (1991) give much motivation to the researcher in proposing reinforcement materials in reading comprehension in English.

On the development of reinforcement materials the researcher was guided by her readings of Daroya (2007), Garcia (2008), Dangan (2005), Molina (2005), Payomo (2011), Sabado (2008), Samuel (2007), Surot (2007) and Yamat (2013). These studies also provided the researcher a wider background on reading comprehension as a problem in many schools among learners/learners of various levels.

CHAPTER 2 METHODOLOGY

This chapter presents the methodologies on how the research problems were answered. It includes the research the design, sources of data, which includes the locale of the study, the research subjects, and the respondents involved, the instrumentation and data collection and statistical tools utilized for data analysis.

Research Design

This study aimed to propose an enrichment material in reading in English for Grade 1 learners and employed the descriptive-developmental method of research through a questionnaire during the school year 2023-2024.

As a descriptive study, it utilized the results of the pretest of the Philippine Informal Reading Inventory to determine the Grade 1 Learners in reading in English. It also used a questionnaire as a data gathering tool to describe the acceptability of the proposed reinforcement materials in terms of the criteria.

As a developmental study, it followed the scientific steps in instructional material development which started with the identification of the skills/objectives; researching of materials relevant to the development of the skills; matching of the adopted/adapted text materials to the objectives; and formulating the reading comprehension activities/questions; administering try-outs of the materials to the Grade 1 learners and improving the materials based on the learners' difficulties; and having the experts and Grade 1 teachers evaluate the acceptability of the materials in terms of the criteria for acceptability.

Sources of Data

The sixty (60) Grade 1 teachers in Bayambang District I served as the respondents and presently teaching Grade 1 during the conduct of this study. Table 1 presents the distribution of respondents.

Table 1
Distribution of Respondents
N = 60

Schools	Number of Grade 1 English Teachers
1. Alinggan-Banaban Elementary School	2
2. Amanperez Elementary School	2
3. Ataynan Elementary School	2
4. Bacnono Elementary School	2
5. Balaybuaya Elementary School	4
6. Bani Elementary School	2
7. Bayambang Central School	6

8. Beleng Elementary School	2
9. Bical Elementary School	2
10. Bongato East Elementary School	2
11. Bongato West Elementary School	2
12. Buenlag Elementary School	2
13. Idong-Inanlorenza Elementary School	3
14. Langiran Elementary School	3
15. Macayocayo Elementary School	3
16. Maigpa Elementary School	3
17. Malimpec Elementary School	3
18. Nalsian Elementary School	3
19. Sapang Elementary School	3
20. Tamaro-Tambac Elementary School	3
21. Tanolong Elementary School	3
22. Tococ East West Elementary School	3
Total	60

Instrumentation and Data Collection

This study developed an enrichment material in Reading in English for Grade 1 learners in Bayambang District I. The questionnaire served as the data gathering instrument and it has three (3) parts. Part I - focused on the reading comprehension level of the Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I. Part II - dealt on the acceptability of the proposed enrichment materials based on certain criteria. Part III – focused of effectiveness of the proposed enrichment materials based on a pre-post test results.

The researcher sought permission from the Schools Division Superintendent to float the questionnaire to the Grade 1 teachers in Bayambang District I, Schools Division Office I Pangasinan. After the approval, the researcher personally distributed the questionnaire and retrieved them personally to ensure 100 percent retrieval.

Tools for Data Collection

To answer the specific sub-problems in the study, the following statistical tools were used.

For sub-problem 1, frequency count and percentage distribution were employed to determine the level of reading comprehension of the Grade 1 learners based on the classification and description of the readers of Johnson, et.al. (2005). This was discussed earlier in this chapter under Instrumental and Data Collection.

To answer sub-problem 3, average point value was used to determine the level of acceptability of the proposed materials based on the Grade 1 teachers' and experts' evaluation in terms of four categories of criteria for acceptability. The formula was:

$$APX = \frac{\sum fx}{N}$$

Where:

$\sum fx$ = the total frequencies

N = the number of cases

Point Values	Statistical Limits (Range)	Descriptive Equivalents
4	3.50 - 4.00	Very Acceptable (VA)
3	2.50 - 3.49	Acceptable (A)
2	1.50 - 2.49	Moderately Acceptable (MA)
1	0 - 1.49	Not Acceptable (NA)

CHAPTER 3 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of data gathered relative to the sub-problems in this study.

Levels of the Grade 1 Learners in Reading Comprehension Based on Their Pre-test Results in the Philippine Informal Reading inventory

This section presents the data gathered to answer sub-problem 1, a result of pre-test administration of the Philippine Informal reading Inventory. Table 2 presents the data.

Table 2
Reading Comprehension Level of the Grade 1 Learners
In A Pre-test
N = 36

Reading Comprehension Level	F	Percentage
Independent Reader	1	2.78%
Instructional Reader	8	22.22%
Frustration Reader	27	75.00%
Total	36	100%

Legend:

Range	Interpretation
0 - .49	Frustration Level
.50 - .85	Instructional Level
.86 - 1.00	Independent Level

It can be deduced in Table 2 that out of 36 Grade 1 learners at the Alinggan-Banaban Elementary School, only 1 or 2.78 percent can be classified under “independent level”, 8 or 22.22 percent under “instructional level” and 27 or 75 percent under “frustration level” in reading comprehension.

It is distinguish to note that, generally, the Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I have very poor reading comprehension skills. Hence there is a need for an intensive reading intervention through the use of well-developed materials that will reinforce their skills in reading comprehension.

Proposed Enrichment materials In Reading In English For Grade 1 Learners

This section deals with the development and validation of the proposed reinforcement materials in reading comprehension in English for Grade 1 learners to address their needs especially those falling under the frustration level in answer to sub-problem 2.

Based on the results of the Philippine informal Reading Inventory, it was revealed that the learners are generally poor in reading comprehension. Since the concern of this study is to reinforce the reading comprehension skills of the learners, and since there are no workbooks in the public schools, this researcher decided to propose materials for Grade 1 learners to reinforce their reading comprehension skills. While the materials pose as an intervention scheme to eradicate reading problems along lines of comprehension, they may cater to the needs of the children who are experiencing difficulty in recognition. Thus, as a whole, the materials may serve as

a preventive measure in eradicating potential reading problems that may deprive learners from experiencing the joys of reading in the succeeding years which can result to grade and school failure.

Upon completion of the first draft of the materials, these were subjected to try-outs. Learners' difficulties in understanding direction, vocabulary, and language used served as bases for improvement of the materials. Evaluation for acceptability in terms of certain criteria for quality by the Grade 1 teachers and experts. Their suggestions were incorporated in the final draft of the enrichment materials.

Comprehension Level Of The Grade 1 Learners In The First Try-Out Of The Enrichment Materials

This section presents the first try-out of the enrichment materials to determine the comprehension level of the Grade 1 learners who were found to be weak. Table 3 presents the data.

**Summary Of The Results Of The First
Try-Out Of The Instructional Materials**

Level of Comprehension	Skills									f	p
	No.1	No.2	No.3	No.4	No.5	No.6	No.7	No.8	No.9		
Frustration	6	8	0	0	12	0	14	6	8	54	0.22
Instructional	21	19	21	20	15	26	13	20	18	173	0.71
Independent	0	0	6	7	0	1	0	1	1	16	0.07
Total	27	27	27	27	27	27	27	27	27	243	100

The results of the first try-out manifested a need for the materials for some revisions/ improvements despite the fact that 71 percent or majority of the subject cases were elevated to the instructional level

Under skill 1-noting details 6 learners were found to be on the “frustration level”. The remaining 21 learners were on the instructional level having obtained percentages within the range of .50 to .85 percent. These results indicate that some items especially those without choices appeared to be difficult to the learners.

As for skill 2 getting the main ideas, 8 learners turned out to be in the “frustration” level. The remaining 19 learners fell under the instructional level. Their difficulties were found to be on the vocabulary and language used.

Under skill 3 – organizing ideas, 6 learners were found to be in the “independent” level having a range between .86 – 1.00 and 21 learners, in the instructional level since their scores fell within the range of .50 to .85 items in the exercises. Since the learners found them to be very easy, these were revised to a higher level.

Relative to sequencing events, 7 learners were in the independent level and 20 learners happened to be in the instructional level, revealing that some of the exercises were easy for them.

Similarly, on perceiving relationships, 12 learners were in the frustration level, while 15, under the instructional level. On predicting outcome, 26 learners were found to be on the instructional level and only 1 learner was found to be in the independent level. In relation to inferring, the results show that 14 were in the frustration level and 13 were in the instructional level. These show that many of the items were still too difficult.

The results under skill 8 which is drawing conclusions show that 6 were in the frustration level, 20 in the instructional level, and 1 in the independent level. As for the last skill – evaluating level, 18 in the instructional and 1 in independent level.

As indicated in the summary of the results, out of the 27 frustrated readers whose the first try-out was administered, a frequency of 54 or 22 percent still fell under the frustration level, 173 or 71 percent were in the instructional and 16 or 7 percent can be considered as being in the independent level. The results show that some of the materials appeared to be on the exercises without choices. The kind of words used in the exercises also affected the comprehension of the learners. In this regard, some changes/revisions were made to suit the materials to learners' level/needs.

Acceptability Of The Proposed Enrichment Materials In Terms Of Certain Criteria

This section presents the acceptability of the Enrichment Materials in terms of a certain criteria in answer to sub-problem 3. The data is presented in Table 4.

Table 4
Acceptability Of The Proposed Enrichment Materials In Terms Of Certain Criteria

A. Quality of the materials in relation congruence with the objectives	VA 40		A 3		MA 2		NA 1		TWF	APV	DE
		WF		WF		WF		WF			
1. The Materials fit the objectives.	25	100	2	6	1	2	0	0	108	3.86	VA
2. The material include an instructional objective or advanced organizer.	20	80	5	15	3	6	0	0	101	3.61	VA
3. The materials are so organized that they can lead to the attainment of the objective.	20	80	5	15	3	6	0	0	101	3.61	VA
Average of the average Point Values										3.69	VA
B. Quality of the materials in relation to content											
1. The materials relate the facts to the concepts in a logical manner.	21	84	6	18	1	2	0	0	104	3.85	VA
2. The materials provide contents that stimulate reflective higher order thinking skills.	24		2	6	2	4	0	0	106	3.79	VA
3. The content of the materials support the objectives.	20	80	6	18	2	4	0	0	102	3.64	VA
Average of the Average Point Values										3.76	VA
C. Quality of the materials in relation to the level/needs of the learner											
1. The materials suit the language and reading/speaking levels of the learners	26	104	1	3	1	2		0	109	3.89	VA
2. The materials have sufficient repetition through illustrative examples, illustration and questions to enhance understanding of content.	24	96	3	9	1	2	0	0	107	3.82	VA
3. The instruction in the materials are clear and can be carried out by the learners.	25	100	3	9	0	0	0	0	109	3.89	VA
Average of the Average Point Values										3.87	VA
D. Quality of the materials in relation to format and style											
1. The materials are attractive. Print is readable with adequate margins legible typeface and comfortable type size.	27	108	1	3	0	0	0	0	111	3.96	VA
2. The materials are not over presented with too much emphasis on design and											

elaborate presentation for its own sake.	26	104	2	6	0	0	0	0	110	3.93	VA
3. The format of the materials shows a variation from other materials that can arouse learners' curiosity and interest.	27	108	1	3	0	0	0	0	111	3.96	VA
Average of the Average Point Values										3.96	VA
Over-all Average Point Values										3.95	VA

Legend:

Range

3.50 - 4.00

2.50 - 3.49

1.50 - 2.49

0 - 1.49

Descriptive equivalent (DE)

Very Acceptable (VA)

Acceptable (A)

Moderately Acceptable (MA)

Not Acceptable (NA)

TWF = Total weighted Frequency

APV = Average Point Value

Relative to the first category on the quality of materials in relation to the congruence with the objectives, Table 3 shows that the average of the average point values of the respondents' responses of 3.69 indicated "very acceptable" based on the ratings falling within the range of 3.50 to 4.00. The items in this category include fitness of the materials to the objectives, the inclusion of instructional objectives or advance organizers, and proper organization of the materials which led to the attainment of the objectives. The rating given by the respondents which is "very acceptable" clearly shows that the materials were made in consonance with the objectives.

Similarly, as shown in Table 4, the average of the average point values of the respondents' response of 3.76 indicated that the second category which has something to do with the quality of materials in relation to content was rated as "very acceptable" being within the range of 3.50 to 4.00. The criteria under this category dealt with the quality of materials in relation to content was rated as "very acceptable" being within the range of 3.50 to 4.00. The criteria under this category dealt with the quality of materials relating the facts to the concepts in a logical manner, the provision of contents that simulate higher order thinking skills, and the contents of the materials supporting the objectives. Having the descriptive equivalent of "very acceptable", the respondents' judgment reflect that the materials met the criteria under content.

Table 4 also shows that the average of the average point values of 3.87 of the third category which dealt with the quality of materials in relation to the level/needs of the learner indicated that the proposed instructional materials were judge as "very acceptable". Under this category the items were; the suitability of the materials to the language and reading/speaking level of the learners, the sufficiency of the materials in repetition through illustrative examples, illustrations and questions to enhance understanding of content and the clarity of the instruction in the materials such that they can be carried out by the learners. From the ratings given, it can be deduced that the materials possessed to standards for good instructional materials that cater the needs/level of the learners.

IJNRD
Research Through Innovation

This chapter presents the summary of this study, the conclusions drawn and the recommendations offered based on the findings.

SUMMARY

This study sought to propose reinforcement materials in reading comprehension in English for Grade 1. Using the descriptive method of research, it determine the comprehension level of the Grade 1 learners in reading using the results of the pretest of the Philippine Informal Reading Inventory. Based on the findings, this study proposed reinforcement materials in reading comprehension in English for Grade 1 falling under frustration level. In the preparation of the reinforcement materials, the developmental method was used.

This study was also concerned with the acceptability of the proposed materials in terms of certain criteria and effectiveness by administering a post test of the same instrument.

The research subjects employed in this study were 36 Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I, whose results of the pretest of the Philippine Informal Reading Inventory was analyzed. The learners falling under the frustration level were used for the try-outs of the proposed reinforcement materials for improvement. Relative to the acceptability of the proposed reinforcement materials in terms of the criteria, all the 30 Grade 1 teachers of Bayambang District I and two experts (the researcher's adviser and one English Coordinator) served as the respondents to the questionnaire.

To analyze the data gathered, the statistical tools used were frequency count, percentage, and average point value.

Findings:

1.0 Level of the Grade 1 Learners in Reading Comprehension as a Result of the Administration of the Philippine Informal Reading Inventory

The analysis of the Philippine Informal Reading Inventory showed that out of 36 Grade 1 learners of the Alinggan-Banaban Elementary School, majority (27 or 75%) of the learners belonged to the "frustration" level while 8 or 22.22 percent, to the "instructional" level and only 1 or 2.78 percent, to the "independent" level.

2.0 The Proposed Enrichment Materials in reading Comprehension in English as an output developed and validated in this study consists of 70 exercises with a total of 381 test items. There are eight (8) allocated exercises for each of the nine (9) skills except for predicting outcome having only six (6) exercises, for the reason that it has only one sub-skill.

2.1 In the first try-out, of the 9 skills where there are 27 cases per skills, 54 or 22 percent of the learners fell under the frustration level; 173 or 71 percent under the instructional level; and 16 or 7 percent, under the independent level. Difficulties of the learners falling under frustration level were used as basis for the improvement of the materials.

2.2 In the second try-out, a frequency of 52 out of the 54 frustrated readers turned out to be in the instructional level while 2 remained under the frustration level.

3.0 Acceptability of the Proposed Reinforcement Materials in Terms of Criteria as Perceived by the Grade 1 Teachers and Experts

3.1 In terms of the quality of the materials in relation to congruence with objectives, the Grade 1 teachers and experts perceived the reinforcement materials as being "very acceptable" as evidenced by an average of the average point values of 3.69.

3.2 As for quality of the materials in terms of content, the respondents' responses indicated "very acceptable" with an average of the average point values of 3.76.

3.3 In relation to their quality which has something to do with the level/needs of the learners, the respondents' evaluation had an average of average point values of 3.87, also indicating a "very acceptable" perception.

3.4 Similarly, on the materials' quality relative to the format and style, the materials were judged as "very acceptable" with an average of average point values of 3.95.

3.5 thus, as a whole, with regard to the acceptability of the materials, the result show that based on the experts' and the Grade 1 teachers' perceptions, the materials were found to be "very acceptable" as shown by a corresponding over-all average point value of 3.82.

CONCLUSIONS

The following conclusions were drawn based on the findings made:

1. Majority of the Grade 1 learners at the Alinggan-Banaban Elementary School, Bayambang District I were below their grade level in reading comprehension in English.
2. The proposed materials for reading comprehension can reinforce the reading comprehension skills of the Grade 1 learners belonging to the frustration level since the materials were especially designed, developed and validated to address the needs of learners with serious reading comprehension difficulties.
3. The proposed reinforcement materials were perceived to be generally very acceptable in quality in terms of the four categories of criteria.

RECOMMENDATIONS

The following recommendations are offered based on the conclusions drawn:

1. Considering that the reinforcement materials were especially designed to address the needs of the Grade 1 learners with reading comprehension problems and that the materials were subjected to try-outs to the target learners, and subsequently improved, administrators can initiate the reproduction of enough copies of the materials to be used by Grade 1 learners.
2. The materials may still be subjected to further improvement/revision depending on Grade 1 learners' reading levels and needs. through the leadership of the district supervisor and the principals, the materials can still be improved through field testing in a wider scope.
3. Other researchers may use the proposed materials as their guide in conducting a similar study to produce instructional material outputs in other areas in English instruction.

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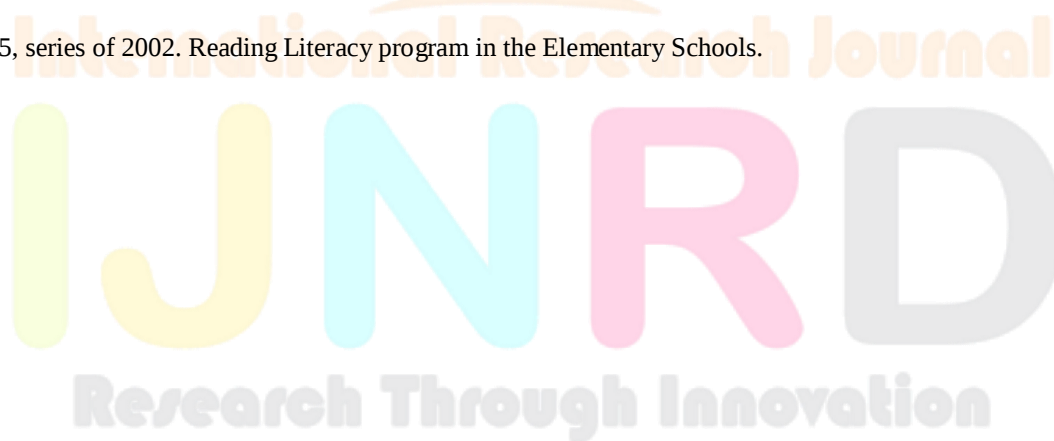
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APPENDIX A
LETTER OF REQUEST FOR PERMISSION TO CONDUCT THE STUDY

Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION I
DIVISION OF PANGASINAN
LINGAYEN, PANGASINAN

FATIMA R. BOADO, CESO IV
Schools Division Superintendent
Schools Division Office Dagupan City
Lingayen

Madam:

The undersigned is presently conducting a research study entitled “**ENRICHMENT MATERIALS IN READING IN ENGLISH FOR GRADE 1 LEARNER’S**” in partial fulfilment of the requirements for the degree Master of Arts in Education at Lyceum North-western University, Institute of Graduate and Professional Studies, Dagupan City.

In line with this, the researcher I would like to request permission from your good office to administers a questionnaire duly approved by the Dean of Institute of Graduate and Professional Studies of the Lyceum-Northwestern University, Dagupan City and the panel members during the proposal defense. The intended respondents of the study are the Grade 1 English Learner’s in Bayambang District I.

Your kind consideration and approval of the above cited request is very much appreciated.

Very truly yours,
(Sgd.) **JERILLE D. BANIQUED**
Researcher

Noted:
(Sgd) **CHRISTOPHER A. DE VERA, Ed.D.**
Thesis Adviser

APPROVED:
(Sgd) **FATIMA R. BOADO, CESO IV**
Schools Division Superintendent

APPENDIX B

LETTER TO THE RESPONDENTS

Dear Respondents,

The undersigned is presently conducting a research work entitled “**ENRICHMENT MATERIALS IN READING IN ENGLISH FOR GRADE 1 LEARNER’S**” in partial fulfilment of the requirements for the degree MASTER OF ARTS IN EDUCATION at the Lyceum-Northwestern University, Dagupan City for the school year 2023-2024.

In this connection, kindly help the researcher by way of accomplishing the questionnaire as her data gathering instrument. Rest assured that your responses will be kept with strict confidentiality.

Thank you very much.

Very truly yours,
(Sgd.) **JERILLE D. BANIQUED**
Researcher

QUESTIONNAIRE FOR THE GRADE 1 ENGLISH LEARNER'S

Part I. Levels of the Grade 1 Learner's in Reading Comprehension Based on Their Pre-test Results in the Philippine Informal Reading inventory

Reading Comprehension Level	F	Percentage
Independent Reader		
Instructional Reader		
Frustration Reader		
Total		

Legend:

Range Interpretation

0 - .49 Frustration Level

.50 - .85 Instructional Level

.86 – 1.00 Independent Level

Part II. Acceptability Of The Proposed Enrichment Materials In Terms Of Certain Criteria

C. Quality of the materials in relation congruence with the objectives	VA 40	A 3	MA 2	NA 1	TWF	APV	DE
	WF	WF	WF	WF			
4. The Materials fit the objectives.							
5. The material include an instructional objective or advanced organizer.							
6. The materials are so organized that they can lead to the attainment of the objective.							
Average of the average Point Values							
D. Quality of the materials in relation to content							
4. The materials relate the facts to the concepts in a logical manner.							
5. The materials provide contents that stimulate reflective higher order thinking skills.							
6. The content of the materials support the objectives.							
Average of the Average Point Values							
C. Quality of the materials in relation to the level/needs of the learner							
4. The materials suit the language and reading/speaking levels of the learners							
5. The materials have sufficient repetition through illustrative examples, illustration and questions to enhance understanding of content.							
6. The instruction in the materials are clear and can be carried out by the learners.							
Average of the Average Point Values							

D. Quality of the materials in relation to format and style											
4. The materials are attractive. Print is readable with adequate margins legible typeface and comfortable type size.											
5. The materials are not over presented with too much emphasis on design and elaborate presentation for its own sake.											
6. The format of the materials shows a variation from other materials that can arouse learners' curiosity and interest.											
Average of the Average Point Values											
Over-all Average Point Values											

Legend:

Range

3.50 - 4.00

2.50 - 3.49

1.50 - 2.49

0 - 1.49

Descriptive equivalent (DE)

Very Acceptable (VA)

Acceptable (A)

Moderately Acceptable (MA)

Not Acceptable (NA)

TWF = Total weighted Frequency

APV = Average Point Value

