

# Enrichment Materials In Reading In English For Grade 1 Learner's

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*Abstract* : This study used 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 Inventor. 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 Maticmatic Elementary School Sta. Barbara District II, 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 26 Grade 1 teachers of District I-B and two experts (the researcher's adviser and one English Coordinator) served as the respondents to the questionnaire.

## 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 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 aforementioned 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 Maticmatic Elementary School Sta. Barbara District II 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, DepEd 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 K to 12 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 learners 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 Sta. Barbara District II 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.

This chapter presents the methodologies on how the research problems were answered. It includes the research 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 fifty-six (56) Grade 1 teachers in Sta. Barbara District II 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 = 56**

Schools	Number of Grade 1 Teachers
1. Banaoang Central School	6
2. Banzal Elementary School	4
3. Botao-Tebag Elementary School	3
4. Cablong Elementary School	4
5. Carosucan Elementary School	3
6. Daroy Elementary School	4
7. Leet Elementary School	4
8. Maningding-Ventanilla Elementary School	4
9. Maticmatic Elementary School	4
10. Maticmatic Elementary School II	3
11. Minien-Tebag Elementary School	4
12. Nilombot Elementary School	4
13. Payas Elementary School	3
14. Primicias Elementary School	3
15. Tebag Elementary School	3
<b>Total</b>	<b>56</b>

### Instrumentation and Data Collection

This study developed an enrichment material in Reading in English for Grade 1 learners in Sta. Barbara District II. 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 Tandoc Elementary School, Sta. Barbara District II. 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 Sta. Barbara District II, 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:

APX = the average point value

$\sum fx$  = 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)

## IV. RESULTS AND DISCUSSION

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
1. Independent Reader	1	2.78%
2. Instructional Reader	8	22.22%
3. 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 Tandoc 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 Maticmatic Elementary School Sta. Barbara District II 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 revise 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 than 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
	F	WF	F	WF	F	WF	F	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
<b>Average of the average Point Values</b>										<b>3.69</b>	<b>VA</b>
<b>B. Quality of the materials in relation to content</b>											
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	96	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
<b>Average of the Average Point Values</b>										<b>3.76</b>	<b>VA</b>
<b>C. Quality of the materials in relation to the level/needs of the learner</b>											
1. The materials suit the language and											

reading/speaking levels of the learners	26	104	1	3	1	2	0	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
<b>Average of the Average Point Values</b>										<b>3.87</b>	<b>VA</b>
<b>D. Quality of the materials in relation to format and style</b>											
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
<b>Average of the Average Point Values</b>										<b>3.96</b>	<b>VA</b>
<b>Over-all Average Point Values</b>										<b>3.95</b>	<b>VA</b>

Legend:

Range	Descriptive equivalent (DE)
3.50 - 4.00	Very Acceptable (VA)
2.50 - 3.49	Acceptable (A)
1.50 - 2.49	Moderately Acceptable (MA)
0 - 1.49	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.

I. 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.

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