

# INTERACTIVE CONTENT-BASED READING MATERIALS IN ENGLISH FOR GRADE 1 LEARNERS

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**Abstract :** This study used the descriptive method of research using the questionnaire as data gathering instrument in the development of a proposed supplementary content-based instructional materials for Grade 1 learners during the school year 2024-2025. The assessment focused on the level of performance of the Grade 1 learners in English based on a teacher-made test results; the acceptability of the proposed context-based instructional materials based on certain criteria. The output of the study is a proposed content-based instructional materials in English for Grade 1 learners to address the needs of the Grade 1 teachers. The thirty six (36) English teachers served as respondents and thirty five (35) Grade 1 learners at the Tumbar Elementary School served as subject respondents. Frequency and percentage and average weighted mean was used to treat the data needed.

On the Level of Performance of The Grade 1 learners In English Based On A Teacher Made Test, majority of the Grade 1 learners belong to “Fair” 15 or 42.86 percent level of performance in English. The proposed supplementary content-based instructional materials can address the needs identified by the Grade 1 teachers in line with the lack of instructional materials. In terms of acceptability of the Proposed Supplementary Instructional Materials, the Grade 1 English teachers evaluated the proposed supplementary content-based instructional materials to “Acceptable”.

Based on the findings made, the level of performance of the Grade 1 learners can be improved, the proposed supplementary content-based instructional materials can serve as additional materials in the teaching of English as a subject in the K to 12 curriculum.

Based on the conclusions drawn, the following recommendations are hereby offered: The proposed supplementary content-based instructional materials can be presented to DepEd concern authorities for reproduction; the content-based instructional materials can be used by the Grade 1 teacher teaching English for their Grade 1 learners; similar study conducted in wider scope to validate the findings of the study.

## INTRODUCTION

Language is man’s most effective medium of communication. It allows people to communicate their ideas, to say or write thing to each other and express their communication needs. This reassures a shall in which efficiency can be measured in terms of task completed satisfactorily. The goal of those tasks is effective communication and as written.

How long humans have spoken language is not known. Some think that the earliest Homo Sapiens, perhaps 100,000 years ago, may have had the beginning of language. Others believe language developed more recently. Most speculation about the origins of language has centered on the question of how natural selection may have favored the open quality of language. All known human language are “open” in the sense that the utterances can be combined in various ways to produce new meanings. Somehow, a system of communication was eventually changed to a system based on small units of sound that can be put together in many different ways to form meaningful utterances.

Language tells us a great deal about creature. Every group of people has its own language used for communication. Language includes speech, written characters, numeral symbols and gestures and other forms of non-verbal communication. It is also a way of speaking that is distinct in every creature. It is a vocal symbols of speech with its related bodily gestures which gives precision and fineness to communication. All human societies primitive or civilized have their own language. Language is very important to society. Perhaps, language is the acquisition of knowledge and information could have been maintained and accumulated.

The role of English is explicit with the permission of the 1987 Philippine Constitution, declaring Filipino to be national language and making English as one of the two official languages. Through the implementation of DECS Order No. 25 or the Bilingual Education Policy, states that the English and Filipino were made the official media of instruction in schools. English is being taught as a subject and is a medium of instruction in teaching of the subjects. Mathematics and Science while Filipino, aside from being taught also as a subject, is used for teaching Social Studies and the other subjects. Language is man’s most effective medium of communication. It allows people to communicate their ideas, to say or write things to each other and express their communication needs. This becomes a shall in which efficiency can be measured in terms of task completed satisfactorily. The goal of those tasks is effective communication and as written.

The different achievement result and the implementation of the 2002 Restructure Basic Education Curriculum (RBEC), which was implemented by the DepEd is designed to help every learner to become functionally literate. The time allotment in English as a subject has been increased in Grade I to Grade III and in high school to enable adequate understanding of every lesson and to include not all literacy but also scientific and technical texts in the reading and comprehension activities. Scientific vocabulary will be used in the English lessons though approaches can help make different terms easier to understand. (K to 12 Curriculum)

Thus, the Oral Communication has something to do with the student performance considering that it is a tool for learning content in other subject areas. The deteriorating student performance therefore can be attributed in part to lack of performing in English.

It takes more than a good curriculum and a good language program to accomplish our purposes. For one, excellent instructional materials should be produced and used by the learners and by their English teachers possessing the needs skills and competencies in teaching the language.

With the above cited thoughts, the researcher as English teacher in Lingayen District was motivated to conduct this study in order to improve the English instructional materials to address the needs of identified by the Grade 1 teachers.

### NEED OF THE STUDY.

This study developed proposed interactive content-based reading materials for Grade 1 learners in English 4 during the school year 2024-2025.

Specifically, it will to answer the following sub-problems

1. What is the level of performance of the Grade 1 learners based on a teacher-made test results 2024?
2. Based on the findings, What are the weaknesses of the learners in English?
3. How acceptable are the proposed supplementary content-based instructional materials in English for Grade 1 learners based on asset of criteria as evaluated of the Grade 1 teachers?

### 3.1 Population and Sample

This study is anchored on the following basic assumptions:

1. The Grade 1 teachers can evaluate the instructional materials in terms of set of criteria.
2. The level of performance in English of the Grade 1 learners can still be improved.

### 3.2 Data and Sources of Data

This study was limited in the development of a proposed supplementary content-based instructional materials for Grade 1 learners in English. Focused on this study is the level of performance of the Grade 1 learners in English based on a teacher-made test results and the acceptability of the proposed supplementary content-based instructional materials for Grade 1 learners. The output of the study is a proposed supplementary content-based instructional materials in English for Grade 1 learners. The reproduction of the supplementary content-based instructional materials is beyond the limit of this study.

### Significance of the Study

This study will benefit the following:

**The School Administrators.** The results of this study will serve as frame of reference for the school administrators to improve the teaching of English subject and the performance level of the Grade 1 learners.

**Grade 1 English Teachers.** The proposed supplementary content-based instructional materials will benefit the Grade 1 English teachers to fill the gap of instructional materials in their respective schools.

**Grade 1 Learners.** The result of this study will benefit the Grade 1 learners since they will be the end users of the proposed supplementary content-based instructional materials.

**Researcher Herself.** The output of this study, content-based instructional materials will serve as an eye opener for effective teaching and learning process in English class.

**Other Researchers.** Results of this study will serve as a framework of other researcher in the development of instructional materials.

### 3.3 Theoretical framework

Anchored in this study is the theory of language. At least three different theoretical views of language and nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first and foremost traditional of the three is the structural view, the view that language is a system of structural related elements for the coding of meaning (Richards and Rodgers, 1999). The target of language learning is seem to be the masking of elements in this system which are generally defined in terms of phonological units (e.g. phonemes) grammatical units (e.g. clause, phrases, sentences) grammatical operations (e.g. adding, shifting, forming or transforming elements) and lexical items (e.g. function words and grammatical words).

The theories of language learning is also considered in the study which deals with the “sorting out” of the various language learning theories and associated instructional strategies can be somewhat confusing. The names of theories appear connected to

more than one theory and the terms and strategies of each theories is an essential elements in the preparation of instructional materials for language learning. (Shiftman, 1995)

## RESEARCH METHODOLOGY

This study used the descriptive and developmental research using the questionnaire as data gathering instrument in the development of supplementary content-based instructional materials in English for Grade 1 learners during the school year 2024-2025. The study included the level of performance of the Grade 1 learners in English based on a teacher made test results and the acceptability of the proposed supplementary content-based instructional materials in terms of a set of criteria which was evaluated by the Grade 1 English teachers. The output of the study is a supplementary content-based instructional material to address the needs of the Grade 1 English teachers.

### Sources of Data

The thirty six (36) Grade 1 teachers Lingayen District served as respondents of this study, and the thirty five (35) Grade 1 learners at the Tumbar Elementary School served as subject respondents. Table I presents the distribution of respondents.

**Table I**  
**Distribution of Respondents**

N=36

Schools	Number of Grade 1 Teachers
1. Dulag ES	3
2. Libsong ES	4
3. Lingayen I CS	3
4. Magsaysay ES	3
5. Matalava ES	4
6. Naguelguel Elementary School	6
7. Namolan ES	3
8. Quibaol ES	3
9. Tonton Elementary School	4
10. Tumbar ES	3
<b>Total</b>	<b>36</b>

### Instrumentation and Data Collection

This study used the questionnaire as data gathering instrument in the development of content-based instructional materials. There are two parts of the questionnaire answered by the respondents. Part I – focused on the level of performance of the Grade 1 learners based on a teacher-made test in English and Part II – dealt on the acceptability of the proposed supplementary instructional materials. The items in the questionnaire was adopted in the thesis Fabricante (2013) in terms of acceptability, and so there is no need to validate the questionnaire. However, it was shown to her adviser for some suggestions, and to other panel members during the final defense wherein suggestions made was incorporated in the final draft of the questionnaire.

The researcher asked permission to the School Division Superintendent, Schools Division Office I Pangasinan to administer the questionnaire to the identified respondents, personally distributed and retrieved the questionnaire to ensure 100 percent retrieval.

### Tools for Data Analysis

The different sub-problems was statistically treated, and for sub-problem I on the level of performance of the Grade 1 learners in English, frequency and percentage was used. For sub-problem 3 on the acceptability of the instructional materials, average weighted mean was used. The formula is

$$AWM = \frac{\sum Fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum Fx$  = distributed Frequency

N = total number of respondents

To interpret the data on acceptability the following ranges was used:

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Much Acceptable (VMS)
4	3.50 – 4.49	Acceptable (A)
3	2.50 – 3.49	Moderately Acceptable (MA)
2	1.50 – 2.49	Slightly Acceptable (SA)
1	1.00 – 1.49	Not Acceptable (NA)

### IV. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered relative to the different sub-problems raised in the study.

#### Level Of Performance Of The Grade 1

#### Learners In English Based On A Teacher –Made

#### Test Results

This section presents the level of performance of the Grade 1 learners in English based on a teacher-made test results. Table 2 presents the data.

**Table 2**  
**Level of Performance Of The Grade 1**  
**Learners In English Based On A**  
**Teacher-Made Test Results**  
**N= 35**

Level of Performance	F	percent
Very Good	5	14.29 %
Good	8	22.86 %
Fair	15	42.86 %
Poor	7	20 %
<b>Total</b>	<b>35</b>	<b>100 %</b>

Table 2 presents the level of performance of the Grade 1 learners in English based on the analysis of a teacher-made test. Looking at the table, it must be noted that the Grade 1 learners was rated to “Fair” 15 or 42.86 percent as revealed by the researcher who are her learners at the Tumbar Elementary School. This means, the need for the Grade 1 learners to do more practice exercises in English as a part of their home assignment, thereby improving their academic performance.

## Proposed Supplementary Content-Based Instructional

### Materials In English For Grade 1 Learners

This section presents the output of the study which is a proposed supplementary context-based instructional materials in English for Grade 1 learners. This is to answer the sub-problem 2. The materials are found in the succeeding pages.

The proposed supplementary content-based instructional materials in English for Grade 1 learners was based on the analysis of the findings made, particularly on the level of performance of the Grade 1 learners. As noted the Grade 1 learners are categorized to a “Fair” performance level in English. This is due to lack of instructional materials such as basic textbooks, and other paraphernalia in the teaching of English.

The material is intended to the Grade 1 learners as a supplementary material while learning English as a subject in the K to 12 curriculum. The exercises were arranged sequentially in order for the Grade 1 learners are familiar on the content of said materials. It will also serve to fill the additional needs of the Grade 1 learners.

The content-based instructional materials will help the Grade 1 teacher to be well-equipped in the use of the varied strategies in the teaching of English.

### Objectives:

Use the perfect tense correctly as assigned by time indicators

Use for and since correctly

- The **present perfect tense** is formed by adding the auxiliary verb has and have to the past participle of the main verb. It has the following functions:
  1. Action occurring at an indefinite time in the past.
  2. A situation that began in the past and continued to the present
  3. Recent past action just completed at the time of speaking; and
  4. Action repeated several times in the past.
- The expressions since and for are often taken as time markers for the present perfect tense. Other expressions such as already, just, yet, lately, before, several times, are also used to state the present perfect tense.

### ENERGIZERS

Read each question. Answer it in a complete sentence with the correct form of the verb in the present perfect tense. Use **since** or **for**. Do this orally.

1. How long have you studied in this school?
2. Since when you lived in your house?
3. How long have you been absent in the class?
4. Since when have you learned to swim?
5. Since when have you joined the Taekwondo Club?
6. How long have you known your friends?
7. How long have you been a member of the basketball team?
8. Since when have you used the computer?
9. How long have your parents worked abroad?
10. How long have you spoken the English language?

### MIND TWISTERS

A. Fill in blanks with **since** or **for** orally. Give your answer in a complete sentence.

1. The Bagobos have lived in the mountains \_\_\_\_\_ along time.
2. The philanthropist has given much to the charity \_\_\_\_\_ it was founded.
3. My nephew has gone to Canada \_\_\_\_\_ three years now.
4. Those athletes have completed in games \_\_\_\_\_ they started training.
5. Bianca has worn her new pink dress only one \_\_\_\_\_ she bought it.
6. Dinosaurs have been extinct \_\_\_\_\_ millions of years now.
7. \_\_\_\_\_ its establishment, the foundation has helped poor children in the streets.
8. She has been doing weight training \_\_\_\_\_ six months now.
9. John had been friends' \_\_\_\_\_ he was nine.
10. They had been friends' \_\_\_\_\_ more than a decade.

B. Write the correct **present perfect tense of the verb** in the parentheses. Then use **since** or **for**. Do this orally.

1. Amorsolo's paintings (be) \_\_\_\_\_ in exhibit \_\_\_\_\_ quite sometime in the Art Museum.
2. Air pollution (be) \_\_\_\_\_ a major problem \_\_\_\_\_ many years now.
3. I (see-not) \_\_\_\_\_ my report card \_\_\_\_\_ the distribution.

4. The media people (wait) \_\_\_\_\_ for the controversial politician \_\_\_\_\_ this morning.
5. Our school's representative (train) \_\_\_\_\_ for the contest \_\_\_\_\_ a period of three months.

### MIND SIZZLERS

Give two sentences for each phrase below using the **present perfect tense**. Use the time expressions **since** or **for**. Do this orally.

Example: drive this car

- a. My brother driven his car since he was eighteen years old.
  - b. My brother has driven his car an hour now.
1. Take computer lessons
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
  2. Play basketball
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
  3. Write a letter
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
  4. Watch a movie
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
  5. Play a guitar
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
  6. Know your best friend
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_

### WHAT AN INTERESTING WORLD

You are assigned to write a feature article in your school paper. You are asked to interview one member of the Robotic Dancers who has done series of performances.

List down the questions you plan to ask. Ask him about the activities he had done and things or places he has seen or visited. Read your answers orally.

Example: How long have you been dancing?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

List down below the possible answers to your questions above. Read your answers orally.

Example: I have been dancing for years.

1. \_\_\_\_\_
2. \_\_\_\_\_

### USING THE PAST PERFECT TENSE

#### Objective:

Use the past perfect tense

- The **past perfect tense** shows the relationship of two events which occurred in the past. It expresses an action or state being that happened earlier (past perfect tense) before another past action or state of being (simple pat).
- It is formed by adding had to the past participle of the main verb. The conjunctions when, before, and after are used.

### ENERGIZERS

Supply the blanks with the **correct past perfect form of the verbs** on the left. Do this orally.

- (finish) 1. The sprinter \_\_\_\_\_ the race before  
she fainted.

- (be) 2. Mr. Castro \_\_\_\_\_ a broadcast  
journalist before he became a senator.
- (leave) 3. When we arrived at the airport, the  
dignitaries \_\_\_\_\_.
- (take) 4. After the learners \_\_\_\_\_ the examinations, the teacher told them to leave.
- (see) 5. Jorge reported that he \_\_\_\_\_ the fire razed the houses after he heard the explosion.
- (spill) 6. The chemical wastes \_\_\_\_\_ in the river before the factory owner knew it.
- (go) 7. My friends \_\_\_\_\_ home when my mother came.
- (surround) 8. The police \_\_\_\_\_ the area before we reached the place.
- (come) 9. We \_\_\_\_\_ to see the concert before we went home.
- (eat) 10. After I \_\_\_\_\_, I watched a television program.
- (sleep) 11. I \_\_\_\_\_ when my classmates arrived.
- (run) 12. The rabbit \_\_\_\_\_ before we caught it.

### MIND TWISTERS

Fill in the blanks with the correct **past perfect and the simple past forms of the verbs** in the parentheses. Do this orally.

- The girls \_\_\_\_\_ almost three hours decorating the stage before they \_\_\_\_\_ it. (spend, finish)
- The doctor \_\_\_\_\_ me a pain reliever before I \_\_\_\_\_ the sore. (give, feel)
- Arvin \_\_\_\_\_ that he \_\_\_\_\_ a big mistake. (realize, do)
- The baby \_\_\_\_\_ when the phone \_\_\_\_\_. (sleep, ring)
- The host \_\_\_\_\_ the winner after the judges \_\_\_\_\_ the best. (announce, chose)
- A strong wind \_\_\_\_\_ before the leaves \_\_\_\_\_ off the tree. (blow, fall)
- After father \_\_\_\_\_ the morning papers he \_\_\_\_\_ to his office. (read, go)
- I \_\_\_\_\_ a message to him when I \_\_\_\_\_ a call for him. (send, receive)
- Mikko \_\_\_\_\_ that he \_\_\_\_\_ the book. (say, read)
- Martin \_\_\_\_\_ that he \_\_\_\_\_ the door open. (remember, leave)

### MIND SIZZLERS

Give your own sentences using the verbs in **Set A** in their **past perfect tense** and the verbs in **Set B** in their **simple past**. Do this orally.

Set A	Set B
1. take	say
2. tell	visit
3. leave	go
4. arrive	begin
5. put	break
6. see	keep

### Acceptability of the Proposed Supplementary Content-Based

#### Instructional Materials In English For

#### Grade 1

This section presents the acceptability of the proposed supplementary content-based instructional materials in English for Grade 1 learners based on certain criteria. The data is presented in Table 3 in answer to sub-problem 3.

**Table 3**  
**Acceptability of the Proposed Content-Based**  
**Instructional Materials Based On Criteria**

Criteria For Acceptability	AWM	D.E
<b>A. Objectives</b> 1. The Materials can lead to the attainment of the objectives relative to the Philippine Elementary Learning Competencies	<b>3.55</b>	<b>A</b>
<b>B. Content</b> 1. The materials develop the learners competence and skills in English 2. The materials ensure better understanding through proper presentation 3. The materials were made interesting and meaningful to the Grade 1 learners 4. The language used was appropriate to the Grade 1 pupils.	<b>3.52</b>  <b>4.20</b>  <b>3.68</b>  <b>2.55</b>	<b>A</b>  <b>A</b>  <b>A</b>  <b>MA</b>
<b>C. Sequence of Topics</b> 1. The topics are arranged from easy to difficult 2. The learning activities are varied to suit the level and interest of the learners 3. The learning activities address the problems of the Grade 1 teacher in terms of instructional materials 4. The learning activities provide the learners with opportunity to use English in daily conversation	3.65  3.50  4.20  4.35	A  A  A  A

**Legend:**

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Much Acceptable (VMS)
4	3.50 – 4.49	Acceptable (A)
3	2.50 – 3.49	Moderately Acceptable (MA)
2	1.50 – 2.49	Slightly Acceptable (SA)
1	1.00 – 1.49	Not Acceptable (NA)

Table 3 presents the acceptability of the proposed supplementary content based instructional materials based on certain criteria. There are three criteria for acceptability used by the Grade 1 English teachers to evaluate the proposed supplementary content-based instructional materials and these are objectives, content and sequence of topics. It was recommended by the Grade 1 English teachers in Lingayen District, the materials are “Acceptable”, which means that it can be used by other English teachers in their respective schools, to fill the gap of instructional materials in English.

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