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L.O.V.E. Reading Program: Improving Oral Reading Fluency Among Struggling Readers

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Abstract

The issues pertaining to automaticity and fluency in relation to comprehension were observed empirically among students. They struggled to read aloud with expression and demonstrated difficulty in understanding texts while exhibiting slow and laborious reading, frequently pausing at unfamiliar words. Thus, this study focused on improving oral reading problems, specifically on fluency in word reading and listening comprehension. The study involved 20 Grade-7 students of Begang National High School in Schools Division of Isabela City during the 2020-2021 academic year, who were diagnosed under frustration level. Data were collected using descriptive comparative approach, pre-test and post-test tools were used to assess and document the evidence of the study. The quantitative component utilized a one-group pretest-post-test design, employing the mean and paired sample t-test to assess students' reading improvement under LOVE Reading program activities. This was subsequently modeled and practiced by 20 respondents, demonstrated a noteworthy improvement in both word reading and listening comprehension. Specifically, 91% of students were able to read at the independent level, and the best reading Program exhibited a significant implication of 91% following the post-intervention period. The study demonstrated an improvement of 81.7% and a significant mean difference of 37.5%. The post-data revealed that none of the students were at the frustration level, 1 or 10% were at the instructional level, and 19 or 90% were at the independent level. Based on findings from the study, the following were recommended : Teacher's ought to employ L.O.V.E. Reading Program, which is a program that focuses on the most effective reading strategies for students who are experiencing difficulties in reading, and , the researcher has urged teachers of other subjects to adopt L.O.V.E. (Learners Outstanding Value thru Engagement) in Reading Program to enhance learning, particularly in the areas of oral reading and listening comprehension.

Keywords: *Fluency; L.O.V.E. Reading Program; Struggling readers*

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Context and Rationale

The process of reading is intricate, and readers possess varying degrees of proficiency in skills and knowledge (National Accessible Reading Assessment Projects, 2006). It is imperative to evaluate the reading levels of learners and identify their individual requirements in order to design and implement effective remedial reading programs and interventions in schools.

Reading skills are developed based on the reading assessment. Reading coordinators, teachers and school leader plan program and activities in a form of intervention to help learners' high risk in reading literacy and hone their reading skills to become meaningful readers. The school set goals in attaining and developing reading skills among students diagnosed of severe reading problems.

Reading assessment and monitoring tools, and materials are adapted nor developed. Reading intervention and other meaningful reading activities are pivotal aspect in attaining successful reading program. Reading involves deciphering and comprehending written language. Translating writing systems' symbols—including braille—into the spoken words they stand for is the process of decoding. The goals for reading, the text's context, its type, and the readers' prior knowledge and methods all influence comprehension (Cline, Johnstone, and King 2006, 4).

The researcher guided and in response to DepEd Order No. and in adherence Education Decree of 1863 under its Mission statement “To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education... Teachers facilitate learning and constantly nurture every learner...” and alarmed by the rising number of readers who struggle reflected in school reading report conducted action research called L.O.V.E Reading: Improving Oral Reading Fluency among Students of Begang National High School.

Meanwhile, cognizant of the mandate of Department of Education to conduct timely and relevant intervention in time of COVID-19 pandemic, and in support to the literacy advocacies stipulated under DepEd Order No. 172 s. 2019 Every Child is a Reader Program or ECARP and HAMON: Bawat Bata Bumabasa, Begang National High School responded the said mandate and established L.O.V.E (Learners Outstanding Value thru Engagement) in Reading program five years ago.

The researcher has been conducting observations on students who have exhibited low levels of participation in oral reading activities, even prior to the implementation of the new normal. Upon being requested to read or recite book passages, the majority of these students have demonstrated a lack of fluency and comprehension. As per the concept of word recognition, when automaticity is absent, reading becomes non-fluent, and comprehension is adversely affected (Lyon 1997, 578-588).

In a diagnostic test administered by the school to assess reading proficiency levels, it was found that 896 students, constituting 72 percent of the total number of students across all grade levels, were reading at the frustration level during the 2018-2019 academic year. Similarly, during the 2019-2020 academic year, approximately 81 percent of the 1,120 students tested demonstrated a similar level of proficiency. Scholars have emphasized that the ability to read words holds little value if the student is unable to derive meaning from the text (Klinger, Vaughn, and Boardman 2007, 1). It is noteworthy that nearly three-fourths of the total student population exhibited poor reading performance. From the researcher's viewpoint of teaching reading, an element of deficiencies occurred more on oral reading fluency associated with word reading and comprehension problems.

The researcher delved into the school's reading profile for the past three years, and the report showed that the majority of the students were frustrated level with regards to their reading level. Data revealed out of computed value for word reading and comprehension combined were 73.5% of school population struggled to read. Moreover, about 33 students or 16.2 % instructional level and 21 students or 10.3%

belonged to the independent level for the 2018-2019 school year. Which reflects that most students were reading at the frustration level.

In the School Year 2019-2020, only 22 students or 7.5 % were able to achieve the independent level of reading proficiency. While 45 students or 14.3 % belonged to instructional level. About 230 students, or 378.2%, mostly belonged to the frustration level. For the school year 2020-2021, about 147 students, or 73.5 %, were reading at a frustration level, while 28 students, or 14.0%, belonged to the instructional level, and 22 students, or 12.5 %, were reading at the independent level. In general, the majority of students were reading at a frustration level with an average percentage of 77%.

Upon undergoing analysis and reflection, the researcher learned that mostly students who failed in school were those who exhibited reading deficiencies. The identified factors hindering their reading progress included problems with studying comprehension, lacking expression, and low efficient performance in oral recitation, as well as observed behavior. The majority of these reading failures were attributed to a lack of oral reading fluency and comprehension skills.

Research asserts the act of reading is perceived as a social aptitude that necessitates the active engagement, interaction, and engagement of learners (Reza and Mahmood 2012, 67-80). Scholars have deemed reading to be a multifaceted process that entails the cultivation of numerous skills simultaneously (Koda 2005, 227).

In the absence of assistance and efficacious reading intervention, students at Begang National High School, spanning all grade levels, persist in experiencing academic challenges and underperformance. Consider a secondary educational institution where approximately 70 percent of its student body grapples with reading difficulties. 2018 saw the execution of the Programme for International Student Assessment (PISA) by the Organisation for Economic Cooperation and Development (OECD), which revealed the Philippines to have the poorest comprehension skills among 79 countries (released on November 20, 2020).

The Philippine International Student Assessment (PISA) in their 2018 - Final - World Bank Documents and Reports shown Philippines came placed second to last in science and maths and last in reading out of 79 participating economies.

A number of factors need to be taken into account when teaching or reading to recognise this complexity, according to recent work by the NCCA (Research Report 15, 2012). These factors include developing a rich and varied vocabulary, phonological process development, providing a framework for teaching comprehension strategies, making sure that motivation and enjoyment of reading are important aspects of the reading process, and placing a renewed emphasis on reading fluency.

The study aimed to enhance the oral reading fluency and comprehension abilities of Grade-7 struggling readers, thereby facilitating their transition from a state of frustration to an independent reading level. Furthermore, the study endeavors to assess the substantial variance between the efficacy of the L.O.V.E. Reading Program in terms of promoting oral reading fluency among the aforementioned group of students, both prior to and following the intervention.

The objective of this study is to ascertain the significant impact of a reading Program based on L.O.V.E. Reading and the achievement of the target goal of enabling all learners to read independently. The research employs a range of engaging reading activities, including Vocabulary building games (Scrabble and Word Games), reader's theater, echo reading, read aloud, guided and independent reading Program with reading comprehension, pronunciation exercises, choric reading, and unified oral reading passages, which are believed to be effective in addressing current reading difficulties.

To assess and report on students' reading abilities, the researcher utilized the Philippine Inventory in Reading (Phil-IRI) as an assessment and reporting tool. The Phil-IRI was developed to offer teachers with a means of evaluating and reviewing

students' reading abilities. The researcher employed the Group Screening Test (GST) to identify reading proficiency levels into frustration, instructional, and independent. The study involved 20 Grade 7 students identified as frustrated and two students classified as non-readers, who were randomly selected as respondents to the study. Pre-test and post-test were also included in the instrumentation process.

In this study the researcher was in charge of the implementation. Explanation of the entire action plan was undertaken and thoroughly communicated with students, parents and teachers. The data showed an alarming scenario of reading difficulty among students of Begang National High School. The researcher was motivated and pursued on how to address the problem. As such, the study "Increasing Oral Reading Fluency among Grade-7 Struggling Readers via L.O.V.E. Reading program was conducted.

In an interview with Nenita M. Ajon, a teacher in English and at the same time an advocate reading teacher for more than two decades in Begang National High School expressed insight on current reading difficulties faced by many young learners. Accordingly, she is not surprised anymore in her years of hands-on teaching students with poor reading performance.

Based on Mrs. Ajon's observation, students' failure to read independently with fluency and comprehension was partly on reading materials for the learners. Students tend to focus on decoding rather than making meaning on what they are reading. Enough strategy training should be given as early as feasible because reading proficiency affects performance in every subject area. Remedial instruction should ideally be tailored to each student's needs, particularly when learning difficulties are critical.

Innovation, Intervention, and Strategy

According to the Department of Education and Training in Western Australia (2004, p. 30), fluency is the capacity to read aloud clearly and expressively while demonstrating a knowledge of the author's message. The three essential elements of reading fluency, according to Mc Kenna and Stahl (2009), are accurate word identification, automaticity, suitable rhythm, and speech intonation.

The researcher was cognizant of the importance of efficacious reading intervention as a pivotal determinant of a prosperous reading program. The influence of progress differed among pupils, and suitable intervention and execution played a pivotal function in instigating favorable transformations.

In the present analysis, the researcher assumed responsibility for the execution of the study. A comprehensive clarification of the entire action plan was conducted and effectively conveyed to students, parents, and teachers. The study was carried out in accordance with the following phases:

The screening assessment must be a norm-referenced, multiple-choice test administered to a group, which evaluates vocabulary and reading comprehension and produces a composite score. The percentile score furnishes preliminary information regarding student placement. These scores aid in identifying individual students who require supplementary reading support and furnish data on the efficacy of intervention and developmental programs.

The rationale for this course of action is enumerated below: Identify reading level of students (frustration, instructional and independent) Identify struggling readers. Basis of conducting intervention Identify specific reading needs.

The Philippine Informal Reading Inventory (Phil-IRI) was developed with the aim of equipping classroom teachers with a reliable means of evaluating and characterizing reading performance. This assessment tool comprises graded passages that are specifically designed to ascertain a student's reading proficiency. It is significant to bear in mind that the Phil-IRI provides only an estimate of a learner's abilities and should be used in conjunction with other dependable assessment tools. (Phil IRI Manual Handbook 2018)

The Phil-IRI Group Screening Test (GST) enabled teachers to determine whether students are reading at, above, or below their grade levels. The Phil-IRI Graded Passages, which are administered individually, can be utilized to evaluate students' Oral Reading, Silent Reading Comprehension, and/or levels of Listening Comprehension. This was developed with the aim of providing an effective reading assessment tool. The administration of the Phil-IRI comprises four stages, as illustrated in Figure 1 on the subsequent page. The first stage involves an initial screening process, which utilizes the Phil-IRI Group Screening Test (GST). This exam, which consists of a 20-item comprehension examination based on levelled texts for Grades 3 through 6 in Filipino and Grades 4 through 6 in English, is given quietly in both languages.

The passages were carefully chosen based on various factors, including concept load, vocabulary level, sentence complexity, theme, and cohesion. The second stage involves the administration of the Phil-IRI Graded Passages (Pre-test). The Phil-IRI Oral Reading Test is given to students in order to determine their oral reading errors, track their word reading speed, and gauge their comprehension of the chapter they are reading.

Students can practise expressive reading—which includes all the elements of timing, phrasing, emphasis, and intonation—by reading aloud, guided oral reading, in which the student reads aloud a passage after the teacher provides relevant feedback and models reading the material fluently. Repeated readings involve children receiving guided oral reading instruction, in which the teacher reads aloud a passage while providing relevant feedback. Repeated readings: in this method, pupils read and reread a brief but insightful piece a certain number of times, or until they are fluent enough. In order to implement guided reading, teachers assign levelled or banded readers to groups of four to six pupils, and numerous copies of these readers are given. Students were divided into groups based on how comparable their instructional reading levels and reading development were.

The Phil-IRI Listening Comprehension assessment was administered to students who have been identified as non-readers. Its purpose is to evaluate the student's understanding of a selection that is read aloud by the test administrator. Following this, multiple-choice questions are read aloud by the test administrator, and students respond to them verbally.

The study is focused on providing specialized instruction and intervention, which is based on the L.O.V.E. Reading program. This program is designed to improve reading Program in teaching reading. The specialized instruction and intervention are based on a related study called Effective Intervention for Struggling Readers: Guide for Teachers (Second Edition, 2018). This approach is considered a solution to the existing reading problems. Stage 4 involves the administration of the Phil-IRI Graded Passages (Post-Test). To evaluate a student's comprehension further, the Phil-IRI Silent Reading Test may be given following the Oral Reading Test. It is important to note that this is an optional activity.

The researcher was in charge of the implementation. Explanation of the entire action plan was undertaken and thoroughly communicated with school head students, parents and teachers. In the present investigation, the researcher assumed responsibility for the execution of the study. A comprehensive clarification of the entire action plan was conducted and effectively conveyed to students, parents, and teachers. The study was carried out in accordance with the following phases:

The screening assessment must be a norm-referenced, multiple-choice test administered to a group, which evaluates vocabulary and reading comprehension and produces a composite score. The percentile score furnishes preliminary information regarding student placement. These scores aid in identifying individual students who require supplementary reading support and furnish data on the efficacy of intervention and developmental programs.

Action Research Questions

The primary purpose of this action research was to determine the significant improvement of L.O.V.E. Reading program in increasing the Oral Reading Fluency and comprehension level of Grade-7 students of BeNHS from frustration to independent level.

The research focused on addressing the following specific inquiries:

1. What is the mean score of the students before and after L.O.V.E. Reading Program implemented?
2. Is there a significant difference in the mean scores of students before and after using the L.O.V.E. Reading Program?
 - 2.1 Read Aloud practice;
 - 2.2 Guided reading practice; and
 - 2.3 Repeated reading practice?
3. Is there a significant increase in the level of reading proficiency before and after the study was implemented?

Action Research Method

Research Design

In this research, a descriptive-comparison method was used. The researcher considered account of two important factors: the research tool's Pre-test and Post-test of students after the use of the L.O.V.E. Reading intervention. For the mean test scores of 20 struggling readers in Grade 7, descriptive was used. It was utilized in the study because it was an effective technique for exploring particular topics and served as an indication to more quantitative investigations (Shuttleworth 2008).

Participants and/or Other Sources of Data Information

For the 2020–2021 academic year, 200 Grade 7 pupils from BeNHS were formally enrolled in four sections. All of them took the Phil IRI oral reading screening test. Students' Overall Reading Profile Reading Word Reading Comprehension. The identified students who were under frustration reading level. Researcher randomly selected 5 from each of 4 sections with 20 total respondents.

The study was conducted in Begang National High School particularly at the school reading center. The school is a complete junior and senior high school program and function as an implementing unit. The school is located and is located at Brgy. Begang, Isabela City, Basilan. The researcher talked and discussed with the school principal and teachers regarding schedule and number of hours allotted to the intervention. As reflected in the action plan, the school of intervention and other details were as follows: There were 20 respondents in the study identified for remediation. The place was located at school's reading center, a one-story school building provided for program, 1 hour and 3 reading sessions per week every Monday, Wednesday and Friday., Allotted time was from 3:00-4:00 (during students' vacant time), Intervention was only during Monday, Wednesday and Friday, administration for screening was tasked among school reading teachers. The researcher administered the whole intervention procedure.

Other sources of data and relevant information were learning progress report like: observation sheet, simple individual reading inventory. Reading materials, forms and evaluation tools were derived Philippine Informal Reading Inventory.

Research Instruments

The Philippine – Informal Reading Inventory (Phil-IRI) items were utilized in this study to evaluate the students' reading proficiency. Phil was the source of the

research tools. The 20 respondents were chosen for the study based on their reading proficiency and participation in the Informal Reading Inventory (Phil IRI).

Data Gathering Procedure

In adherence to the Research Ethics Protocol, the researcher obtained permission from the Schools Division Superintendent to conduct the study. The researcher chose 20 responders using a basic random sampling. A subset of the population was chosen at random to comprise the participants. Every person in the population has an exact equal probability of being chosen using this method (McCombes 2020).

Among all the probability sampling techniques, this one required the least amount of advanced population knowledge and only required a single random pick, which is why it was selected.

Another 20-item test consisting of short passages with multiple-choice questions were given to 20 respondents as a pre-test. They were asked individually to read the passages aloud while they were timed. Respondents who scored lower than 13 continued receiving remediation and intervention. The study now conducted the intervention through L.O.V.E. Reading program implementation. The school reading teachers were oriented as to how the intervention improved the reading ability with regards to oral reading fluency and comprehension among identified Grade-7 readers, the researcher utilized 3 reading strategies namely: Read-Aloud, Guided and Independent reading sessions. A 20-item post-test was again administered among the 20 respondents to examine the effect and implication.

Data Analysis

The data collected for analysis included the pre- and post-test results of the students, which constituted the quantitative data. The researcher used Independent Samples t-test. Means of two independent groups were compared and analyzed in order to determine whether there was significant difference that was associated between two means.

In this investigation, statistical instruments like frequency, mean, standard deviation, t-test for paired samples were utilized for realizability and validity of the results. Questions were analyzed and interpreted at 5% level of significance.

Results and Discussion

Students' mean before and after L.O.V.E. Reading Program implementation. Table 1 shows the weighted mean and significant improvement of students' reading engagement during the pre-intervention, which is 38.5 for ORF, 31.6 for comprehension, described as reading at a frustration level, and 92.0 for ORF, 90.0 under comprehension, described as reading at an independent level during the post-intervention with significant difference of 53.5. This result clearly indicated progress in students' reading levels in all oral reading fluency and comprehension activities.

They are marked from moderate engagement, with a mean of 3.2, to very high engagement, labeled with a mean of 4.37, and from high engagement, having a mean of 3.67, to very high engagement, with a mean of 4.27, respectively.

The level of reading proficiency of students in silent and oral reading is exhibited in Table 1. As shown in the table, 91 % of students their reading level from frustration to an independent. This clearly implies the findings that LOVE Reading activities like: Read aloud, guided reading and repeated reading practices were highly evident in improving students' oral reading fluency and listening comprehension skills.

Table 1: Students' Reading Level Before and After L.O.V.E. Reading Program

Grade Level	No. of Items	No. of Respondents	Pre-test Mean	Post-test Mean	Difference
7	ORAL READING FLUENCY				
	20	20	38.5	92.0	53.5
7	LISTENING COMPREHENSION				
	20	20	31.6	90.0	58.4

Difference in the mean scores of students before and after using the L.O.V.E. Reading Program. The findings of the pre- and post-tests for the 20 respondents to the researcher's 20-item test are displayed in the table. before and after the study was implemented. It revealed that LOVE Reading practice under read aloud, pre-test acquired mean of 44.4, 81.7 and significant difference of 37.3, guided reading 38.5, 92.0 significant difference of 53.5, repeated reading 31.6, 90.0, and significant difference of 58.4 substantiate the post-test result.

Table 2 shows that there was a significant rise in the respondents' pretest mean after best Program in reading was implemented. This is an apparent manifestation that effective intervention under LOVE Reading was highly evident in increasing low reading performance level of Grade 7 struggling readers of BeNHS.

This clearly reflects L.O.V.E. Reading as teaching reading practices reduced an element of deficiencies which occurred more on oral reading fluency associated with word reading and comprehension problems among students was efficient and beneficial in honing reading skills among struggling readers.

Table 2: Mean Score of Pretest and Post-test using L.O.V.E. Reading Intervention such as: Read Aloud, Guided reading and Repeated Reading

Intervention	No. of Items	No. of Respondents	Pre-test Mean	Post-test Men	Difference
Read Aloud	20	20	44.4	81.7	37.3
Guided Reading	20	20	38.5	92.0	53.5
Repeated Reading	20	20	31.6	90.0	58.4

The t-test result for determining whether there was a significant difference between the pre- and post-tests for word reading utilising read-alouds is displayed in Table 3. The calculated t-value of 27.7 and the crucial t-value of 1.72 indicate that the null hypothesis was rejected by the researcher, and this rejection is significant at the 0.05 level. This illustrates that there was a significant improvement in the oral reading comprehension fluency because of the remarkable increase of the mean.

Table 3: Difference on Pretest and Post-test in Word Reading using L.O.V.E. Reading Program

Variables Compared	df	Means	Computed t-value	Critical t-value	Decision	Impression @ 0.05 Level
Pre-test (\bar{X}_1)	19	$\bar{X}_1 = 38.5$	27.7	1.72	Reject Ho	Significant
and Posttest (\bar{X}_2)		$\bar{X}_2 = 92.0$				

Table 4 shows the results of the t-test that was conducted to determine the significant difference between the pre-test and post-test. The analysis indicates that the null hypothesis was rejected by the researcher, as evidenced by the computed t-value of 22.5 and the critical t-value of 1.72, which is significant at the 0.05 level.

This finding suggests a significant improvement in oral reading comprehension, as demonstrated by the substantial increase in the mean Mid-Test (intervention) and Post-test scores.

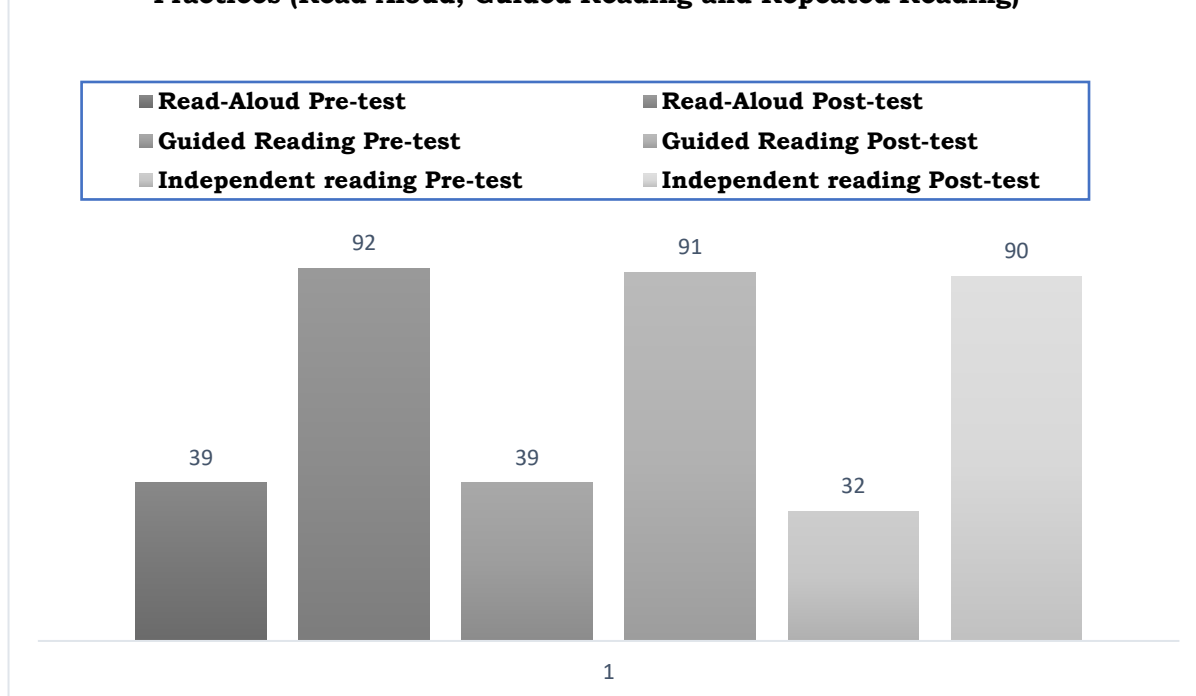
Table 4: Difference on Pretest and Post-test in Oral Reading Listening Comprehension using L.O.V.E. Reading Program

Variables Compared	df	Means	Computed t-value	Critical t-value	Decision	Impression @ 0.05 Level
Pre-test (X_1)		$\bar{X}_1 = 31.6$				
and	19		22.5	1.72	Reject Ho	Significant
Posttest (X_2)		$\bar{X}_2 = 90$				

Figure 1 shows graphical presentation on Overall Mean Percentages of pre-test and post-test results of L.O.V.E. Reading activities under intervention employed during pre-test, mid-test and post-test interventions. Study findings revealed significant improvement in students reading skills, with a 55% increase in Read Aloud activities, 52% in Guided reading practice, and 58% in repeated reading practice.

This reflects that reading activities highlighted under LOVE Reading was proven effective, significant and essential reading instruction to address reading gaps. Moreover, and intervention materials adapted, developed and used by reading teachers in measuring, monitoring and assessing reading level and performance of students were substantiate and useful tool to determine significance of the study and improvement of students' low-level reading performance.

Figure 1: Overall Mean Percentage of Students Improvement under L.O.V.E. Reading Practices (Read Aloud, Guided Reading and Repeated Reading)



Conclusion and Recommendations

The challenges of educating the unlearned need teachers to think outside the box and spark answers. Despite reading obstacles, there are always solutions to eliminate problems. Inspiration and motivation play key factors if the goal is to make a difference in students' lives. The salient point featured in this study relied on premise that seek solution and improvement on students' low-level reading performance into competent and independent readers among Grade-7 struggling readers of BeNHS articulated in LOVE Reading Program. The investigation for alternative reading solutions among struggling readers was at first ineffective until a reading intervention was performed and analyzed. It had a large and positive impact on learners' reading fluency. The data revealed that there was an increase and difference in students' reading level or performance in terms of fluency in word reading and listening comprehension. It addressed the difficulties raised, and the collected data was thoroughly examined, interpreted, contrasted, and validated for efficacy and significance. The researcher was confident that the study was both successful and informative, and he regarded it as essential action research material. The successful demonstration of the study's effectiveness implied that it addressed not only reading problems but also other issues. Meanwhile, the quantitative responses indicate that students reading at frustration level dramatically improved into independent level. Read aloud practice, guided and repeated reading practices developed eventually their reading atomicity, fluency and comprehension skills. Results revealed in this study validate LOVE Reading practices as school reading intervention significant and improve students reading engagement.

Hence, the study, based on the significance and implication, suggests sustainability and usability among learners found with similar problems in reading. Teachers may adopt LOVE reading activities to different curriculum levels and learning areas specifically in Mathematics and Science subjects within or across the school. Likewise, study can be reference and source of motivation for teachers who plan to undergo action research work. Future researchers are urged to continue the investigation using comparable variables. may expand the research to cover the division-wide query. Furthermore, it may expand the research covering division-wide queries.

Action Plan

Reading Intervention for Grade-7 Struggling Readers (LO.V.E. Reading Program) S.Y. 2020-2021

(A two-month remedial reading program intended to make the struggling readers be proficient readers)

Phases of the Institution alization	Goals/Objectives	Activities/Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
Phase I: Pre-Implementation SELECTION (Conceptualization of the Remedial Reading and Selection of the Remedial Reading students) ORIENTATION (Orientation and Introduction of the Program intervention)	1. To provide entrance examination which includes Oral Test and Reading Comprehension Test 2. To give orientation on the nature, scope, and rationale of the remedial reading to students and parents for familiarity and to stimulate students L.O.V.E for reading.	1. Selection and Classification of students who will undergo remediation 2. Information dissemination and Orientation of parents and students through letters and personal conversation.	Principal, Head Teacher in English, Grade 7 Teachers, and Remedial Reading Teacher Remedial Reading Teacher, Students, and Parents	Copies of Phil IRI GST, Oral Passages Letter to Parents Contact Number	January 2021	Level of Support to the Program Level of Acceptability
Phase II: Implementation Proper	1. To assess the reading level of the	1. Assessment of students' reading level by	Remedial Reading	Pre-Test Oral Reading Passages/Silent reading	January 2021	Reports on Reading

CONDUCT (Actual Implementation of t L.O.V.E. Reading Program : Program Program in reading	students through giving Pre-Test 2. To increase the reading proficiency of students by presenting engaging activities 3. To encourage a sense of personal responsibility for one's own progress.	giving Pre-Test 2. Adoption of Reading Intervention such as: a. Read Aloud Activities b. Guided reading Practice c. independent reading Program 3. Using Phil IRI reading resources and assessment tool 4. Embracing reading even at home with the guidance of the parents, sisters, or brothers, etc.	Teacher, and Students Remedial Reading Teacher, and Students Student and Relatives	Story Oral reading of the story Answering of comprehension questions d. Read Aloud Activities e. Guided reading Practice f. independent reading Program g. Intervention will be conducted at the school reading Center	February to March, 2021	Diagnosis Maximum Participation of the students Satisfactory in Analytic Scoring Rubric
Phase III: Post-Implementation FINAL EVALUATION Monitoring and Feedback (D	1. To evaluate the improvement of the students' reading proficiency	1. Evaluation of students' reading level	Reading Teacher and Students	Furnish copies Post Test: Oral and Written Reading Test	April 2021	Report on Mean and Proficiency Level

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- Reza, G. S., & Mahmood, D. 2012. "Sociocultural theory and reading comprehension: The scaffolding of readers in an EFL context." *International Journal of Research Studies in Language Learning*, 2(3), 67-80.
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Financial Report

Nature of Expenditure	Materials and Services	Amount	Total
Stage 1 Pre-Implementation <ul style="list-style-type: none"> Meeting/Info Dissemination Communication (mobile contact) Group Screening tests, section Printing of GST 	<ul style="list-style-type: none"> Expanding envelopes Pencils Stapler 2 reams bond paper Load gasoline 	Php 259 Php 450 Php 700	
		Php 1,809	
Stage 2 Actual Implementation <ul style="list-style-type: none"> Test Administration Transportation services Tarpaulin and Phil IRI tool printing Intervention Proper 	<ul style="list-style-type: none"> Gasoline, mineral water, snacks, meals, Load Tarpaulin printing 	Php 200 Php 450 Php 1,500 Php 200	
		Php 2, 195	
Stage 3 Post Implementation <ul style="list-style-type: none"> Data Consolidation Printing Other logistics Communication 	<ul style="list-style-type: none"> Gasoline Computer Ink Printing/load 	Php 200 Php 1,200 Php 300	
		Php 2, 000	
Total amount		Php 5,004	

Appendix
Reading Monitoring and Evaluation Tool

READING MONITORING AND EVALUATION TOOL			
Name of Teacher			
Grade Level			
No. of Learners	Date Monitor		
AREA OF CONCERN	EVIDENT	NOT-EVIDENT	REMARKS
1) Downloaded/Banked/Printed Reading materials appropriate and sufficient to all learners.			
2) Conducted meeting, and orientation to the following: 1. Division Reading Coordinator 2. Principal 3. Teachers 4. Parents 5. Students			
3) Conducted Scheduled Phil-IRI Pre-Test			
4) Launched/Conducted Series of Activities for the month			
5. Conducted Scheduled Phil-IRI Post-Test			
5) Submitted Accomplishment Report			
Challenges	Type here:		
Best Practice			

Signature Over Printed Name



Begang National High School Remediation Reading Program School Year 2022-2023 [English Literacy]

Progress Monitoring

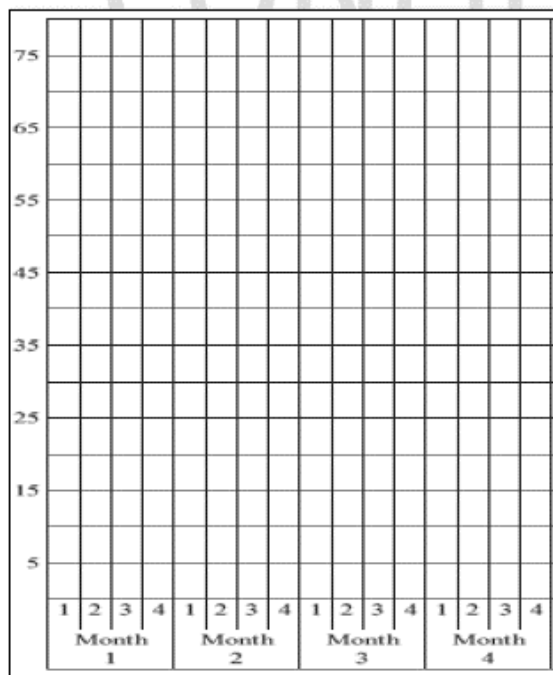
Student Name _____
 Level & Section _____
 Class Adviser _____

ID _____ Gender ☐ Male ☐ Female _____
 Class (Pls. check) A ☐ B ☐ C ☐ D ☐ E ☐
 Reading Teacher _____

LEARNERS INDIVIDUAL PROGRESS MONITORING SHEET[illegible]

Calculated Scores: If not using a Data System, calculated scores can be computed manually and recorded above.
 _____ Adjusted Score = Number Correct + (0.5 x Number Incorrect)

Please graph the learner's Reading Progress after accomplishing the monitoring sheet above.



Observation Notes:

Signature Over Printed Name
of Reading Teacher

University of Oregon (2021). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>



Phil-IRI Form 3B

Grade Level Passage Rating Sheet

PART A

Total Time in Reading the Text: 3.75 minutes Reading Rate: 58 words per minute

Responses to Questions: Score: 3 %= 43% Comprehension Level: Frustration

1	b	
2	d	
3	b	
4	a	

PART B

Word Reading (Pagbasa)

Passage: Level: Set: C

	Types of Miscues (Uri ng Mali)	Number of Miscues
1	Mispronunciation (Maling Bigkas)	15
2	Omission (Pagkakaltas)	5
3	Substitution (Pagpapalit)	
4	Insertion (Pagsisingit)	
5	Repetition (Pag-uulit)	1
6	Transposition (Pagpapalit ng lugar)	1
7	Reversal (Paglilipat)	
	Total Miscues (Kabuuan)	22
	Number of Words in the Passage	216
	Word Reading Score	89.81%
	Word Reading Level (Antas ng Pagbasa)	Frustration

Learner's Reading Profile: FRUSTRATION

Integrated School Forms

Self-Made Reading Material for Oral Reading Fluency Pre- and Post Tests

Reading Level: _____
 Name: _____ Grade & Section: _____
 Speed: _____ minutes Score: _____
 Level: _____ Level: _____

Rocky

By Rodolf John T. Rodriguez

Rocky is an exchange student in Japan. As he arrives at Nagoya Airport, he is welcomed by his Japanese foster parents, Yani and Jemima Tamatsu. At home, they sit on a tatami mat and offer him a tea ceremony as a gesture of hospitality.

"Wow! It feels good to see what I learn in class about Japanese cultures and traditions," Rocky exclaims. Back in the Philippines, Rocky is fond of reading brochures about Japanese customs and displaying collectible items of any sort in his room.

In the morning, he toured around Osaka to witness the annual Sumo wrestling competition with his foster parents. "Now, I realize why Sumo wrestling is the national sport in Japan," expresses Rocky. "You're right my dear," his mother affirms. "Sumo men spend most of their time eating and sleeping before performing wrestling in order to entertain the Shinto gods," she added.

Afterwards, he is accompanied to Katsuragi Shinto shrine and meets the old monks in the canopy. "Monks are amazing people for they faithfully dedicate their lives in prayer and contemplation for others," shares Rocky.

"Indeed, Japanese people have deep roots of spirituality," Rocky concludes. "I am excited to share my insights to my Grade 8 classmates as soon as I go back from this travel experience," he confidently continues.

Grades 7-10

No. of Words: 216

Questions

Directions. Encircle the letter of the correct answer.

- What is the relationship of Yani and Jemima Tamatsu to Rocky?
 a. tour guides b. assistants c. foster parents d. neighbor
- Rocky is able to visit Japan because he is a/an _____.
 a. rich b. migrant c. exchange student d. actor
- According to Rocky, "*Monks are amazing people for they faithfully dedicate their lives in prayer and contemplation for others.*" What does this line say about Rocky?
 a. He is a boastful person. b. He is an observant person.
 c. He is a talkative person. d. He is a sociable person.
- The line, "*Indeed, Japanese people have deep roots of spirituality*" most nearly means _____.

1

Lesson Exemplar used in LOVE Reading Repeated reading Activity

Reading and Rereading: How Speedy Are You?

Objective:

The students will conduct daily repeated readings of an independent-level reading selection and graph their speed.

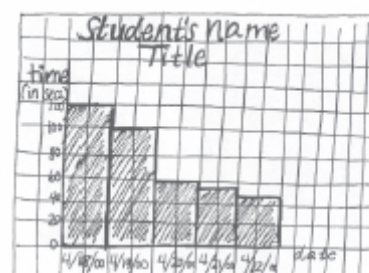
Materials:

- A copy of a reading selection for each student at his or her independent reading level
- Timer
- Graph paper and pencil or marker, one each per student

Lesson:

Remind students of the appropriate rate or speed of fluent reading (give examples). Explain that they will be practicing their reading speed by reading the same book or selection each day for a week and graphing their speed results. Then,

1. To keep the length consistent, determine at what point in the book or material each student will begin and end reading each day.
2. Time the student's reading. Graph the length of time it took the student to read the selection, adding one second per misread word to the total time.
3. Have the student reread the same selection over several days. Mark the student's speed for each day on the graph; reading time should decrease.



Adaptations:

Have the student begin reading from the same point each day, for a prescribed length of time (e.g., one minute), and graph the number of words or sentences the student is able to read correctly in that amount of time (the number should increase).

Have each student evaluate their accuracy and expression in reading by analyzing his or her own recorded reading. At the end of the week, place the student's cassette tape with the most fluent reading of the text in a zipper bag together with the book or reading selection. Make it available to other students as a model of fluent reading.