



# READING COMPETENCE AMONG GRADE 8 READERS: BASIS FOR ENHANCED READING PROGRAM IN THE NEW NORMAL EDUCATION

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Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
Division of General Santos City

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**READING COMPETENCE AMONG GRADE 8  
READERS: BASIS FOR ENHANCED  
READING PROGRAM IN THE  
NEW NORMAL EDUCATION**

An Action Research  
Funded Through  
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## II. ABSTRACT

This study described the oral and silent reading competence among the Grade 8 readers of Antonino G. Busano Sr. High School. Twenty-three Grade 8 struggling readers identified through purposive sampling were used as respondents of the study. The said respondents were asked to read passages adopted from the Phil-IRI manual through online platform and through limited face-to-face reading activity. A descriptive method of research was utilized in this study. Mean and percentage were used to measure and describe their oral reading level in terms of word recognition, comprehension, speed, and prosody; and silent reading level in terms of speed and comprehension. The key findings of the study revealed that in terms of oral reading competence, Grade 8 readers are at Frustration Level in both word recognition and comprehension, slow in terms of speed, and non-fluent in terms of prosody. Furthermore, the results also showed that in terms of silent reading competence, the respondents were described to be slow in speed and under frustration level in terms of comprehension. These showed that the students were not reading in their expected reading level. Since the oral and silent reading competence of the respondents were described to be under frustration, slow, and non-fluent level, an enhanced reading program in the new normal education was designed and proposed by the researcher. The reading program aimed to address the problems of the students in both oral and silent reading by providing innovative reading activities using online platforms and mobile phones that suit to the new normal education in light of COVID-19 pandemic where face-to-face interaction is still limited or not possible.

**Keywords:** *Oral and Silent Reading Competence, Enhanced Reading Program, New Normal Education, Grade 8 Readers*

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***The Researcher***

#### IV. CONTEXT AND RATIONALE

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson (1985), reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (Blanton, 2002).

Basically, in one's acquisition of vast knowledge along with his pursuit to education, reading is best known as a vital tool to learn. It is a subtle and complex process through which a learner uses his senses, perceives, comprehends, applies and integrates the printed text he reads (Klosowski, 2013).

Taking into consideration then that the whole reading process in one piece is a complex cognitive procedure, reading allows an individual to understand and perform a task comprehensively. Most educators would agree that the major purpose of reading should be the construction of meaning -- comprehending and actively responding to what is read.

Moreover, reading fluency has been identified as a key component in effective reading instruction and instruction toward reading fluency has been revealed to lead to improvements in children's reading achievement (Rasinski, Samuels, Hiebert, Petscher, & Feller, 2011). The ability to read connected text fluently is one of the essential requirements for successful reading comprehension (NICHD, 2000).

Thus, to help reduce the degree of poor performances in school, it is really essential to determine the reading abilities of the learners, specifically in oral and silent reading. This in particular includes correct speed and prosody, hence, taking also into considerations their abilities to understand or comprehend the text being presented to them.

According to Mudray (2006), it is essential for students to read in English fluently both orally and silently to absorb fundamental knowledge from textbooks and

deepen professional knowledge at their workplace. However, there are still a considerable number of high school students struggling with reading in English (Ward, 2009). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in the technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998).

Luz (2007) mentioned that the Philippines is a nation of non-readers and thus, has insufficient structural supports like reading materials and teachers. These problems were said to be contributing factors, in the long run, to Filipinos in being incompetent workers, locally or globally. Thus, the Philippine education introduced different programs that would cater the needs of the struggling readers. One of the programs include Every Child A Reader Program, which mandates all schools, school divisions, and regions to develop interventions addressing reading in schools based on certain assessment techniques such as the Philippine Informal Reading Inventory (Phil-IRI).

The division of General Santos City adheres to the mandate of the Philippine education for the reading programs by strictly monitoring the number the schools who have number of struggling readers and nonreaders. It also continues to implement reading programs including “I Lead, I Read, I Succeed” and monitors the progress of the students in the field. However, there are still number of students who were identified to be struggling in reading and even identified to be nonreaders.

In Antonino G. Busano Sr. High School, there were thirty five (35) Grade 7 students identified to be struggling readers for the School Year 2019 -2020. This comprises 11.55% of the population of the said Grade level which needs attention from the teachers and the administration. The school has developed a reading program to develop the reading skills of the said students and is still on the process of implementing the said program. During the conduct of the PHIL-IRI post-test at the end

of the school year, there were twenty three (23) or 7.59% of the Grade 7 students who were still identified to be struggling in reading.

It is through this lens, that the researcher became interested in studying the silent and oral reading proficiency of the students to explore if the students identified to be struggling readers have shown improvement and have enhanced their skills in oral and silent reading as they are already in their Grade 8 level. The researcher, as an English teacher, sees the immediacy to improve both the oral and silent reading skills of the students. As COVID-19 pandemic affect the education sector, reading also has been affected as it became difficult for the school and the teachers to implement the existing reading program and to conduct face-to-face reading activities. Thus, with the result, the provision to develop an enhanced reading intervention program will be designed to better address the prevalent problem of the school in terms of reading.

The researcher considers the new normal situation where in COVID-19 pandemic becomes a threat to both the teachers' and the students' health, prompting the Department of Education to not allow or limit the face-to-face interaction including the reading programs or activities in school. Thus, the enhanced reading program would be designed in consideration to the new normal education that the Department is implementing at the moment. The enhanced reading program that would be proposed by the researcher aims also to address the ever-increasing demand of high levels of literary in the technological society where the school is part of.



## V. INNOVATION, INTERVENTION AND STRATEGY

The study explored the possibilities of enhancing silent and oral reading skills of the struggling readers through the locally developed reading intervention activities for the readers. The proposed enhanced reading program in the new normal education aims to elevate their oral and silent reading competence since these are essential in the holistic development of the learners, especially in these trying times where in the Department of Education engages in the new normal education caused by COVID-19 pandemic.

Thus, the ***TechMobRead*** (Technology and Mobile Reading), as the main enhanced reading intervention in this study, seeks to address the situation where learners are expected to learn from a series of sessions for oral and silent reading activities offered in the program while still observing the health protocols and even by staying at their own respective homes. Teachers are also expected to gain ideas and strategies that are applicable in the new normal situations.

The enhanced program is set to be implemented in June 2021 to February 2022. Thus, as one of the innovations of the enhanced program, the use of technology and online platforms such as Google Meet, Zoom and Messenger, and mobile phones for calls and texts, and other forms of communications will be employed as part of the reading activities to be conducted. In order to implement the program, provision of loads for both the teachers and the readers was included in the design.

## **VI. ACTION RESEARCH QUESTIONS**

This study aimed to describe the reading competence and develop an enhanced reading intervention program in oral and silent reading among the struggling readers.

Specifically, this sought to answer the following questions:

1. What is the oral reading level of the Grade 8 readers of Antonino G. Busano Sr. High School in terms of:
  - 1.1. word recognition;
  - 1.2. comprehension;
  - 1.3. speed; and
  - 1.4. prosody?
2. What is the silent reading level of the Grade 8 readers in terms of:
  - 2.1. speed;
  - 2.2. comprehension?
3. Based on the result, what reading intervention program can be designed to improve the oral and silent reading skills of the struggling readers of Antonino G. Busano Sr. High School in the new normal education?

## **VII. ACTION RESEARCH METHODS**

The study utilized the descriptive design. It intended to measure and analyze the oral reading competence of Grade 8 struggling readers in terms of word recognition, comprehension, speed, and prosody, and the silent reading level in terms of speed and comprehension in the literal, inferential, and critical areas. The overall competence level was determined through the sum of the means and the percentages of the said areas.

### **A. Research Respondents/Participants**

The respondents of the study were the twenty three (23) Grade 8 struggling readers of Antonino G. Busano Sr. High School who were identified during the PHIL-IRI post-test in the School Year 2019-2020. The respondents were identified using purposive sampling through the given inclusion criteria: first, that they should be bonafide students of Antonino G. Busano Sr. High School; second, that they should be in the Grade 8 level for School Year 2020 – 2021; third, that should be identified as struggling readers in their Grade 7 Phil-IRI post test; and fourth, that they should be willing to become part of the study.

### **B. Data Gathering Methods**

The study described the oral reading and silent reading competence of the Grade 8 struggling readers through the conducted virtual and limited face-to-face oral and silent reading activities using the adopted passages from the Phil-IRI manual.

Before the conduct of the study, the researcher gathered the information and conducted the profiling of the respondents as to who among them were capable of online reading activity and who were not, in consideration of the COVID-19 pandemic. Thus, 6 respondents did the oral and silent reading through Google Meet, 6 through messenger, 5 through calls, and 6 through limited face-to-face reading observing the IATF protocols.

As soon as the identification of the mode of the conduct of the study was done, an official letter of approval was made and given to the administrator of the school. Upon approval, the letter of consent was prepared and was given to the respondents and their parents to gauge their willingness to participate in the study. The respondents and their parents were also oriented at the beginning, during and ending of the study to ensure that they could not feel tension or any emotional disturbances.

The data were gathered after the oral and silent reading activities. Oral reading competence was identified in terms of word recognition, comprehension, speed, and prosody. Word recognition was delimited to the most common errors or miscues committed by the readers which was the basis of the proposed reading intervention. The researcher utilized the passage adopted from the Phil-IRI manual for the oral reading activity. The researcher also used audio recorder device during the oral reading session to help identify the readers' miscues, speed, and prosody while reading orally the passage.

The silent reading level of the respondents was assessed based on their speed and the number of comprehension questions they correctly answered after reading a passage. The passage and the questions were based on the three comprehension levels as stipulated in the 2018 Phil-IRI Manual, namely: literal, inferential and critical.

From the findings, the researcher developed a reading intervention program and modified reading materials that will be used by the teachers and the students during the reading remediation activities. The proposed enhanced reading program was designed and aligned with the new normal education in light of the COVID-19 pandemic. Thus, the strategies proposed in the program were designed to consider the health risk that the teachers and the readers might face while implementing the program. It was also ensured that the design contains no discrimination, harsh or destructive language, and it is fair considering various genders, races, learning styles, religions, economic status, and cultural background of the readers.

### C. Data Analysis

Data analysis is a method in which data is organized so that one can derive helpful information from it. In other words, the main purpose of data analysis is to look at what the data is trying to tell us (Marshall and Rossman, 1989).

The study utilized the mean and mean percentage in analyzing and interpreting the data. The scores were treated using the mean to find out the overall competence level of the readers in silent and oral reading.

The following guides were used in analyzing the data:

#### Marking and Scoring the Oral Miscues

Types of Miscues	Marking the Miscue	Example	Scoring
Mispronunciation	Underline the text and write the phonetic spelling above it.	<u>slaid</u> slide	Count as 1 error every mispronunciation. (The dialectal variation should not be counted as an error).
Omission	Circle the omitted unit of a language.	The <u>huge</u> elephant	Count as one error a word or a phrase omitted.
Substitution	Underline the text and write the substituted word above it.	<u>monay</u> monkey	Count as one error every substitution.
Insertion	Use a caret to show where the word/s was inserted and write the word above the caret.	<u>lovely</u> the^ flowers in the vase	Count a word or a phrase inserted as one error.
Repetition	Underline the portion of the text that was repeated.	They found it <u>in the</u>	Count as one error every word or phrase repeated.
Transposition	Use a transpositional symbol over and under the letters or words transposed.	The girl <u>is</u> pretty	Count as one error every transposition made.
Reversal	Write the word/ nonword above the correct word.	<u>dash</u> bad	Count as one error every reversal made.
Self -Correction	Write S above the word that was self-corrected.	S hasn't	Don't count self-correction as an error.

#### Computing the Oral Reading Score per Passage

$$\text{Oral Reading Score} = \frac{\text{the number of words} - \text{number of miscues}}{\text{number of words}} \times 100$$

#### Recording the Speed and Rate in Oral Reading

$$\text{Reading speed} = \frac{\text{No. of words read}}{\text{Reading time in seconds}} \times 60$$

#### Analyzing Speed

Word Per Minute (WPM)	Reading Level
170 and above	-----Fast Reader
141- 169	-----Average Reader
140 and below	-----Slow Reader

### Computing the Student's Comprehension of the Passage

$$C = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehension}$$

### Analyzing Comprehension Level

Oral Reading Level	Word Reading Score (in %)	Comprehension Score (in %)
<i>Independent</i>	97-100%	80-100%
<i>Instructional</i>	90-96%	59-79%
<i>Frustration</i>	89% and below	58% and below

To measure the quality of a student's reading prosody, the four-level scale first developed for the 1992 National Assessment of Educational Progress (NAEP) in reading (Daane, Campbell, Grigg, Goodman, and Oranje, 2005) was used.

National Assessment of Educational Progress Fluency Scale-Prosody		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. some or most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. however, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

The scores were interpreted using the benchmark stipulated in the Phil-IRI manual.

### VIII. DISCUSSION OF RESULTS AND REFLECTION

**Table 1**  
***Oral Reading Level of the Grade 8 Readers of Antonino G. Busano Sr. High School***

<b>Oral Reading Skills</b>	<b>Mean (n = 23)</b>	<b>Reading Level</b>
<b><i>Word Recognition</i></b>	82.79%	<b><i>Frustration</i></b>
<b><i>Comprehension</i></b>	50.26%	<b><i>Frustration</i></b>
<b><i>Speed</i></b>	99 WPM	<b><i>Slow</i></b>
<b><i>Prosody</i></b>	Level 2	<b><i>Non-fluent</i></b>

The table shows the oral reading level of the twenty-three (23) Grade 8 readers of Antonino G. Busano Sr. High School in the conducted oral reading activity using the passage adopted from the Phil-IRI manual. The results were gathered from combining the numeric data derived from how the students answered and performed in the oral reading activity conducted by the researcher through limited face-to-face and online platforms including Google Meet and Messenger Call as ways of conducting the oral reading in the new normal.

As shown in the table, Grade 8 readers are at Frustration level in both word recognition and comprehension which attained 82.79% and 50.26% respectively. This means that the students are not reading in their expected level in terms of word recognition and comprehension. This further shows that they committed number of miscues while orally reading the passage. The most common miscue committed by the readers is mispronunciation, followed by omission, substitution, and repetition. The students have only answered few questions correctly from the passage that was read orally. These results were also manifested in the work of Diaz (2004) in which in her study she concluded that the reading skills, particularly in comprehension, of the students in high school were just “fair”. This denotes that the students are putting too much effort in reading the passage orally which interfered their ability to comprehend

what was read. Thus, students need oral reading reinforcement focusing on comprehension and word recognition.

The table also shows that the readers are considered slow readers as reflected in their mean of 99 Word Count per Minute. This was shown also in the study of Trinidad (2011), where students found difficulty in reading the passage orally. One reason he cited was that students used too much of their processing capacity to read individual words. Thus, reader's speed must be given attention in the oral reading intervention program that will be developed by the school.

The mean results also indicate that the respondents are considered non-fluent in terms of reading prosody as they fall under Level 2 during the assessment of their oral reading performance using the National Assessment of Educational Progress Fluency Scale (2005) on reading prosody. This implies that most of the respondents read primarily two-word phrases with some three- or four-word groupings and some word-by-word reading. Little or no expressive interpretation was also observed in the oral reading performance of the students. Thus, students' prosody must also be given attention in the oral reading activities in school.

The results imply that the Grade 8 struggling readers of Antonino G. Busano must be provided with intervention in improving their oral reading skills focusing on comprehension, word recognition, speed and prosody. The oral reading intervention must be adaptive to situations in the normal and especially in the new normal education.



**Table 2**  
***Silent Reading Level of the Grade 8 Readers of Antonino G. Busano Sr. High School***

<b>Silent Reading Skills</b>	<b>Mean (n = 23)</b>	<b>Reading Level</b>
<b>Speed</b>	108 WPM	<b><i>Slow</i></b>
<b>Comprehension</b>	51.74%	<b><i>Frustration</i></b>

Table 2 shows the silent reading level of the 23 Grade 8 readers of Antonino G. Busano in the conducted silent reading activity using the passage adopted from the Phil-IRI manual. The results were gathered from combining the numeric data derived from how the students answered and performed in the oral reading activity conducted by the researcher through limited face-to-face and online platforms including Google Meet and Messenger Call as ways of conducting the oral reading in the new normal.

The table exhibits that the respondents are considered slow readers with an average of 108 word counts per minute. This was manifested also in the work of Casocot (2003) where most of her respondents showed poor performance in reading, particularly in speed. This denotes that the students are reading the words in the passage in a slow phase-manner which makes them finish the whole text passage in a longer time.

The result also shows that the Grade 8 readers are under frustration level with a mean percentage of 51.74%. This implies that the students are not reading silently in their expected level. Thus, have problems in understanding the text as they only answered few questions correctly from the passage that was read silently.

## Conclusions

Based on the results of the study, the following conclusions were made:

1. The oral reading level of the Grade 8 readers of Antonino G. Busano Sr. High School is at Frustration level in both word recognition and comprehension, slow in terms of speed, and non-fluent in terms of prosody. The respondents, therefore, are not reading in their expected level.
2. The silent reading level of the Grade 8 readers is slow in terms of speed and is at frustration level in terms of comprehension. In terms of silent reading, the respondents are not reading in their expected level.
3. The proposed enhanced reading program in the new normal is needed to improve the oral and silent reading skills of the struggling readers of Antonino G. Busano Sr. High School.

## Recommendations

Based on the results and conclusions made in the study, the following are the recommendations:

1. The proposed enhanced reading program suits the new normal education; thus, it is recommended that the program be validated and be implemented by the school to improve the oral and silent reading skills of the struggling readers, especially in the new normal situation in light of COVID-19 pandemic.
2. It is highly recommended that another study be conducted to test the efficacy of the implementation of the enhanced reading program in the new normal and to check the progress of the respondents in the oral and silent reading.
3. This study aims to provide activities and innovations that will help both the teachers and the students to continue to teach and to learn reading in the new

normal; thus, if the efficacy is tested, the enhanced reading program may be adopted by the other schools in the district, and by the division of General Santos City.

### **Reflection**

As a teacher, especially an English teacher, it is one of the researcher's undertaking to help improve both the oral and silent reading skills of the students. Thus, the researcher is willing to take part in designing relevant programs that will be of great help to better address the prevalent problem in terms of reading, not only of the school, but of the community and the country as a whole.

The results entails the researcher should help provide the struggling readers with intervention that will improve their speed and comprehension in terms of silent reading and in word recognition, comprehension, speed, and prosody in terms of oral reading. Thus, an enhanced reading program in the new normal was designed and proposed by the researcher to address the problems of the students in both oral and silent reading as part of the holistic development of the learners, especially in this time where the education sector and the school's implementation of the programs, including the reading program, are greatly affected by COVID-19 pandemic.

**IX. ACTION PLAN**

In lieu of the results of the study, the following initiatives and plans will be conducted in order to maximize the significance and utilization of the study:

**Objectives:**

- a. To disseminate the results of the study;
- b. To validate and evaluate the Enhanced Reading program;
- c. To implement the program.

<b>STAGES</b>	<b>PERSONS INVOLVED</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>	<b>SUCCESS INDICATORS</b>
<b>I. Discuss the results of the study and the proposed Enhanced Reading Program to the School Principal, Academic Head, English Department Head, and Reading Coordinator</b>	Researcher, Principal, Academic Head, English Department Head, Reading Coordinator	May 2021	Copy of the Manuscript, Bond Paper, Reading Program, Amount,	Letter of Permission had been signed and approved  The results have been properly presented and discussed, and the persons involved were properly informed.
<b>II. Discuss the results of the study and the proposed Enhanced Reading Program to the AGBSHS faculty</b>	Researcher, Principal, Academic Head, English Department Head, Reading Coordinator, AGBSHS English Teachers	May 2021	Bond Paper, Internet Load Amount Needed: P500.00	Results of the study were disseminated to the teachers

<b>STAGES</b>	<b>PERSONS INVOLVED</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>	<b>SUCCESS INDICATORS</b>
<b>III. Validate the Enhanced Reading Program</b>	Researcher, Principal, Academic Head, Master Teachers	May 2021	Bond Paper, Copy of the Enhanced Reading Program, Validation Tool	Validated Enhanced Reading Program
<b>IV. Implementation of the Enhanced Reading Program in the New Normal Education</b>	Researcher, Reading Coordinator, AGBSHS English Teachers	June 2021– February 2022	Replicated Reading Program, Internet Load Amount Needed: P500.00	Implemented Enhanced Reading Program
<b>V. Evaluate the Implementation of the Enhanced Reading Program in the New Normal Education</b>	Researcher, Principal, Academic Head, Master Teachers	February - March 2022	Reading Program, Evaluation Tool for the Program, Bond Paper	Evaluated Enhanced Reading Program

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**XI. FINANCIAL REPORT**

The following are the expenditures that have been incurred for the successful conduct of the study:

<b>Nature of Expenses</b>	<b>Means of Verification (MOVs) for Liquidation Purposes</b>	<b>Amount (Php)</b>
<b>Cellular Load/Internet Load for the Researcher and the English Teachers, and the Respondents</b>	<b>Official Receipt</b>	<b>3,000.00</b>
<b>Transportation / Fuel</b>	<b>Official Receipt/Sales Invoice</b>	<b>2,900.00</b>
<b>Assorted Research Materials/ Office Supplies</b> (Bond Paper, pen, folder, and other needed materials)	<b>Official Receipt</b>	<b>4,050.00</b>
<b>Meals and Snacks of the Researcher and the Respondents</b>	<b>Official Receipts pictures</b>	<b>3,502.60</b>
<b>Printing, Photocopy, and Book Binding</b>	<b>Official Receipts</b>	<b>4,550.00</b>
<b>TOTAL</b>		<b>18,002.60</b>

**Prepared by:**



**JORGIE P. HAW**  
Researcher



## ***APPENDICES***

**Appendix A:****SUMMARY OF RESULTS OF THE ORAL AND SILENT READING TEST****Appendix A.1:****ORAL READING COMPETENCE ANALYSIS**

WORD RECOGNITION			COMPREHENSION			OVER-ALL READING PROFILE
Respond ent No.	Rating %	Description/ Reading Level	Respon dent No.	Rating %	Description/ Reading Level	Reading Level
1	85.07	<i>Frustration</i>	1	14	<i>Frustration</i>	<b><i>Frustration</i></b>
2	86.57	<i>Frustration</i>	2	57	<i>Frustration</i>	<b><i>Frustration</i></b>
3	81.34	<i>Frustration</i>	3	43	<i>Frustration</i>	<b><i>Frustration</i></b>
4	88.81	<i>Frustration</i>	4	57	<i>Frustration</i>	<b><i>Frustration</i></b>
5	81.79	<i>Frustration</i>	6	71	<i>Instructional</i>	<b><i>Frustration</i></b>
6	85.76	<i>Frustration</i>	6	51	<i>Frustration</i>	<b><i>Frustration</i></b>
7	82.84	<i>Frustration</i>	7	57	<i>Frustration</i>	<b><i>Frustration</i></b>
8	79.10	<i>Frustration</i>	8	29	<i>Frustration</i>	<b><i>Frustration</i></b>
9	81.80	<i>Frustration</i>	9	43	<i>Frustration</i>	<b><i>Frustration</i></b>
10	72.84	<i>Frustration</i>	10	41	<i>Frustration</i>	<b><i>Frustration</i></b>
11	79.10	<i>Frustration</i>	11	43	<i>Frustration</i>	<b><i>Frustration</i></b>
12	90.34	<i>Instructional</i>	12	71	<i>Instructional</i>	<b><i>Instructional</i></b>
13	70.77	<i>Frustration</i>	13	51	<i>Frustration</i>	<b><i>Frustration</i></b>
14	83.54	<i>Frustration</i>	14	43	<i>Frustration</i>	<b><i>Frustration</i></b>
15	78.50	<i>Frustration</i>	15	29	<i>Frustration</i>	<b><i>Frustration</i></b>
16	80.12	<i>Frustration</i>	16	71	<i>Instructional</i>	<b><i>Frustration</i></b>
17	82.35	<i>Frustration</i>	17	43	<i>Frustration</i>	<b><i>Frustration</i></b>
18	91.83	<i>Instructional</i>	18	71	<i>Instructional</i>	<b><i>Instructional</i></b>
19	80.75	<i>Frustration</i>	19	57	<i>Frustration</i>	<b><i>Frustration</i></b>
20	78.90	<i>Frustration</i>	20	43	<i>Frustration</i>	<b><i>Frustration</i></b>
21	82.46	<i>Frustration</i>	21	29	<i>Frustration</i>	<b><i>Frustration</i></b>
22	90.91	<i>Instructional</i>	22	71	<i>Instructional</i>	<b><i>Instructional</i></b>
23	88.67	<i>Frustration</i>	23	71	<i>Instructional</i>	<b><i>Frustration</i></b>
<b>MEAN</b>	<b>82.79</b>	<b><i>Frustration</i></b>	<b>MEAN</b>	<b>50.26</b>	<b><i>Frustration</i></b>	<b><i>Frustration</i></b>

**Appendix A.2:****ORAL READING COMPETENCE ANALYSIS**

<b>SPEED</b>		
<b>Respondent No.</b>	<b>Reading Speed (Words Per Minute WPM)</b>	<b>Description/ Reading Level</b>
1	112	<i>Slow</i>
2	80	<i>Slow</i>
3	21	<i>Slow</i>
4	101	<i>Slow</i>
5	95	<i>Slow</i>
6	121	<i>Slow</i>
7	112	<i>Slow</i>
8	67	<i>Slow</i>
9	92	<i>Slow</i>
10	101	<i>Slow</i>
11	103	<i>Slow</i>
12	142	<i>Average</i>
13	112	<i>Slow</i>
14	92	<i>Slow</i>
15	87	<i>Slow</i>
16	118	<i>Slow</i>
17	89	<i>Slow</i>
18	142	<i>Average</i>
19	93	<i>Slow</i>
20	88	<i>Slow</i>
21	79	<i>Slow</i>
22	141	<i>Average</i>
23	96	<i>Slow</i>
<b>MEAN</b>	<b>99</b>	<b><i>Slow</i></b>

**Appendix A.3:****ORAL READING COMPETENCE ANALYSIS**

<b>READING PROSODY</b>		
<b>Respondent No.</b>	<b>Reading Level</b>	<b>Reading Level Description</b>
1	2	<i>Non-fluent</i>
2	2	<i>Non-fluent</i>
3	1	<i>Non-fluent</i>
4	2	<i>Non-fluent</i>
5	2	<i>Non-fluent</i>
6	2	<i>Non-fluent</i>
7	2	<i>Non-fluent</i>
8	2	<i>Non-fluent</i>
9	2	<i>Non-fluent</i>
10	2	<i>Non-fluent</i>
11	2	<i>Non-fluent</i>
12	3	<i>Fluent</i>
13	2	<i>Non-fluent</i>
14	1	<i>Non-fluent</i>
15	1	<i>Non-fluent</i>
16	2	<i>Non-fluent</i>
17	2	<i>Non-fluent</i>
18	3	<i>Fluent</i>
19	2	<i>Non-fluent</i>
20	2	<i>Non-fluent</i>
21	1	<i>Non-fluent</i>
22	3	<i>Fluent</i>
23	2	<i>Non-fluent</i>
<b>MEAN</b>	<b>2</b>	<b><i>Non-fluent</i></b>

**Appendix A.4:****SILENT READING COMPETENCE ANALYSIS**

<b>SPEED</b>		
<b>Respondent No.</b>	<b>Reading Speed (Words Per Minute WPM)</b>	<b>Reading Level</b>
1	141	<i>Average</i>
2	95	<i>Slow</i>
3	23	<i>Slow</i>
4	101	<i>Slow</i>
5	122	<i>Slow</i>
6	140	<i>Slow</i>
7	127	<i>Slow</i>
8	70	<i>Slow</i>
9	95	<i>Slow</i>
10	140	<i>Slow</i>
11	132	<i>Slow</i>
12	141	<i>Average</i>
13	121	<i>Slow</i>
14	93	<i>Slow</i>
15	87	<i>Slow</i>
16	131	<i>Slow</i>
17	89	<i>Slow</i>
18	142	<i>Average</i>
19	93	<i>Slow</i>
20	86	<i>Slow</i>
21	80	<i>Slow</i>
22	141	<i>Average</i>
23	98	<i>Slow</i>
<b>MEAN</b>	<b>108</b>	<b><i>Slow</i></b>

**Appendix A.5:****SILENT READING COMPETENCE ANALYSIS**

<b>COMPREHENSION</b>		
<b>Respondent No.</b>	<b>Rating %</b>	<b>Reading Level</b>
1	71	Instructional
2	43	<i>Frustration</i>
3	43	<i>Frustration</i>
4	57	<i>Frustration</i>
5	51	<i>Frustration</i>
6	71	<i>Instructional</i>
7	43	<i>Frustration</i>
8	43	<i>Frustration</i>
9	43	<i>Frustration</i>
10	61	<i>Instructional</i>
11	43	<i>Frustration</i>
12	71	<i>Instructional</i>
13	51	<i>Frustration</i>
14	43	<i>Frustration</i>
15	43	<i>Frustration</i>
16	57	<i>Frustration</i>
17	43	<i>Frustration</i>
18	71	<i>Instructional</i>
19	43	<i>Frustration</i>
20	43	<i>Frustration</i>
21	29	<i>Frustration</i>
22	71	<i>Instructional</i>
23	56	<i>Frustration</i>
<b>MEAN</b>	<b>51.74</b>	<b>Frustration</b>

**Appendix B:**

**PHIL-IRI ORAL READING PROFILE**

Word Reading	Reading Comprehension	Reading Profile per passage
Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

**Appendix C:****PASSAGE USED FOR ORAL AND SILENT READING ACTIVITY/TEST (adopted  
from Phil-IRI Manual)****Appendix C.1:****Oral Reading Test**

Read each selection orally. Then read the questions that follow and write the letter of the correct answer in the answer sheet:

**A. Telling Time**

Humans have used different objects to tell time. In the beginning, they used an hourglass. This is a cylindrical glass with a narrow center which allows sand to flow from its upper to its lower portion. Once all the sand has trickled to the lower portion, one knows that an hour has passed. Using the same idea, water clocks were constructed to measure time by having water flow through a narrow passage from one container to another. On the other hand, sundials allowed people to estimate an hour by looking at the position of the shadow cast by the sun on a plate. At night, people measured time by checking the alignment of the stars in the sky. None of these were accurate, though. The clock was the first accurate instrument for telling time.

**Questions:**

1. Which of the following ways of telling time made use of sand? (Literal)
  - a. a. water clocks
  - b. b. hourglass
  - c. c. sundials
  - d. d. clock
2. None of the clocks used long ago were accurate. Accurate in the sentence means (Inferential)
  - a. a. free from error
  - b. b. comparable
  - c. c. very useful
  - d. d. efficient



3. When men of long ago told time at night, they looked at the \_\_\_\_\_ to tell the time. (Literal)
- cloud formation
  - moon
  - stars
  - sun
4. The sundials may not be useful in telling time \_\_\_\_\_. (Inferential)
- at noontime
  - in the morning
  - during a rainy day
  - when the sun shines brightly
5. How are the hourglass and the water clock similar? (Inferential)
- Both tell time by the hour.
  - Both use water to tell time.
  - Both are used only in the daytime.
  - Both have a narrow center through which something flows.
6. The best title of the selection is \_\_\_\_\_. (Critical)
- The Uses of Clocks
  - Why People Need to Tell Time
  - Ways of Telling Time: Then and Now
  - Comparing the Different Types of Clocks
7. Which of these sentences is a topic sentence? (Critical)
- The invention of the clock 600 years ago was the first accurate measurement of time.
  - Hourglass contained sand that fell through one container to another.
  - Long ago people used simple tools such as the hour glass.
  - Humans have used different objects to tell the time.

**Appendix C.2:****Silent Reading Test**

Read each selection silently. Then read the questions that follow and write the letter of the correct answer in the answer sheet:

**B. Counting the Hours**

When men decided to divide the day into twenty-four hours, they used numbers one through twelve two times. As a result, there was one o'clock during the day and another one o'clock after midnight. This created confusion. If one was told to submit a project at six o'clock, did this mean six o'clock in the morning or at night?

The Romans provided a solution to this problem. They thought that noon time, the time when the sun is at its apex, is an important time. They called noon Meridies and measured time by this. They called the morning ante meridiem, which means "before noon" while "after noon" was called post meridiem. Ante meridiem was shortened to A.M. while post meridiem was shortened to P.M.

**Questions:**

1. When the day was divided into twenty-four hours, what numbers were used to express time? (Literal)
  - a. one to six
  - b. one to twelve
  - c. one to thirty-six
  - d. one to twenty four
2. Having one number to express time twice caused confusion. In this selection confusion may mean \_\_\_\_\_. (Inferential)
  - a. differences
  - b. discussions
  - c. problems
  - d. mistakes
3. The Romans thought of a solution. This means that they provided \_\_\_\_\_. (Inferential)
  - a. an answer to the problem
  - b. a better interpretation
  - c. a new set of numbers
  - d. another clock

4. Meridies means \_\_\_\_\_. (Literal)
- a. apex
  - b. noon
  - c. before
  - d. daylight
5. The early Romans used the position of the sun to tell the time. When the sun was at its apex, it was noon. What does apex mean?
- a. highest point
  - b. lowest point
  - c. farthest point
  - d. nearest point
6. Another good title for this selection is \_\_\_\_\_. (Critical)
- a. Why There Are Twenty-Four Hours in a Day
  - b. Why Noontime is Important to Romans
  - c. How the Romans Told Time
  - d. The Meaning of A.M. and P.M.



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
Division of General Santos City

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**Appendix E: ENHANCED READING PROGRAM IN THE NEW NORMAL EDUCATION ACTIVITY/PROGRAM MATRIX**

Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
Division of General Santos City  
**ANTONINO G. BUSANO SR. HIGH SCHOOL**

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***TechMobRead (Technology and Mobile Reading):***  
**Relevant Oral and Silent Reading Activities for AGBSHS Learners**

**ENHANCED READING PROGRAM IN THE NEW NORMAL EDUCATION  
ACTIVITY/PROGRAM MATRIX**

**The DepEd Vision**

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

**The DepEd Mission**

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner.

**The DepEd Core Values**

*Maka-Diyos, Maka-tao, Makakalikasan, Makabansa*

**The DepEd's Mandate**

The Department of Education was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis a vis the changing administrations and charters. The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

## **RATIONALE OF THE READING PROGRAM/WORKSHOP**

Reading is a dynamic process in which the reader interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate prior knowledge, use reading strategies and adapt to the reading situation (Crudo, 2005). Students have problems reading because they lack specific skills necessary for proficient reading. Thus, effective intervention and remediation program is necessary.

This enhanced reading program matrix is designed to produce the fundamental concepts and techniques in reading with emphasis on problems gleaned from the results of the action research entitled “***Reading Competence Among Grade 8 Readers: Basis for Enhanced Reading Program in the New Normal***” conducted by **Jorgie P. Haw**. The purpose is to guide reading teachers and struggling readers towards the development and enhancement of oral and silent reading skills in the new normal through the strategies and activities proposed in the program. Teachers are expected to gain ideas and strategies that are applicable, especially in the new normal situations where in there is no or limited face-to-face intervention due to COVID-19 pandemic. Learners are also expected to learn from a series of sessions or activities offered in the program while still observing the health protocols and even by staying at home.

This enhanced reading program matrix is divided into several tables emphasizing the different areas to be covered. This includes the subject matter/ content, desired learning outcomes, learning experiences or the suggested strategies, materials, references, forms of assessment, schedule of implementation, persons involved and budgetary components.

It is in the core of this enhanced reading program to gradually eradicate oral and silent reading difficulties through simultaneous strategies supplemented with activities and topics.

**Contact Hours/ Week:**

4 hours/ Week;

(2:00- 4:00; Wednesdays and Fridays)

Schedule is flexible depending on the activities of the school or teachers and on the availability of internet connection and cellular load.

**Objectives:**

At the end of the program, the student is expected to:

1. Produce the vowel and consonant sounds correctly;
2. Pronounce the words correctly through student-oriented reading activities;
3. Read the words, phrases, and sentences orally without committing mispronunciation, omission, substitution, insertion, repetition and other miscues;
4. Read the word orally and silently with comprehension;
5. Make inferences and draw conclusions from the story presented;
6. Enrich vocabulary through context clues;
7. Read the paragraph orally and silently with proper phrasing and prosody;
8. Show confidence in reading simple, compound and complex sentences.

Subject Matter/ Content	Desired Learning Outcomes	Learning Experiences <ul style="list-style-type: none"> <li>Guides and Strategies Allied Modality in the New Normal</li> <li>Materials and References</li> </ul>	Schedule of Implementation	Persons Involved	Budgetary Components
<p><b>Recognizing vowel and consonant sounds</b></p> <p><b> a ,  e ,  i ,  o ,  u </b></p> <p><b> s ,  z ,  p ,  f ,  b ,  v ,  w </b></p> <p><b>Focus:</b></p> <p><b>Word Recognition (Oral)</b></p>	<ol style="list-style-type: none"> <li>To become fluent and proficient in producing the vowel sounds present in words and sentences;</li> <li>To become fluent and proficient in producing consonant sounds;</li> <li>To develop confidence in reading the vowel and consonant sounds.</li> </ol>	<p><b><i>Say It Right (Vowel Sounds)</i></b></p> <p><b><i>Enhancing Word Recognition (Oral)</i></b></p> <ul style="list-style-type: none"> <li>The teacher presents the words emphasizing vowel sounds through Google Meet, Zoom, or Messenger. The students read the words first to practice the vowel sounds. They then read the passage and observe not to commit miscues. The teacher assists the students and guide them in reading. Later the students are asked to independently read the words, phrases, ad sentences taken from the Grade 7 English Self Learning Modules.</li> <li>The students read the passage pronouncing the words with vowel sounds  a ,  e ,  i ,  o   u  correctly and by not committing miscues.</li> </ul> <p>Modality: <i>Online Learning, Modular (Calls and Text), limited face-to-face</i></p>	<p>Week 1-2</p> <p>Day 1 – 4</p> <p>(120minutes per day)</p> <p>June 2 &amp; 4, June 9 &amp; 11</p>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> <li>Reading Coordinator</li> <li>School Administration</li> </ul>	<p>Php 1,000.00</p>



		<p><b>C it Right  p  and  f ,  b   v  and w  sounds</b></p> <ul style="list-style-type: none"> <li>- Reading of the passage by looking into consideration the consonants sounds and the words that are difficult to pronounce. The students should also make sure not to commit miscues. The teacher presents the words emphasizing consonants sounds through Google Meet, Zoom, or Messenger.</li> <li>- The students read the words first to practice the vowel sounds. They then read the passage and observe not to commit miscues. The teacher assists the students and guide them in reading. Later the students are asked to independently read the words, phrases, ad sentences taken from the Grade 7 English Self Learning Modules and other reading materials.</li> </ul> <p><i>Modality: Online Reading/Learning, Modular (Calls and Text), limited face-to-face</i></p>	<p>Week 3-4</p> <p>Day 5 – 8</p> <p>(120 minutes per day)</p> <p>June 16 &amp; 18</p> <p>June 23 &amp; 25</p>		<p>Php 1,000.00</p>
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Subject Matter/ Content	Desired Learning Outcomes	Learning Experiences <ul style="list-style-type: none"> <li>Guides and Strategies Allied Modality in the New Normal</li> <li>Materials and References</li> </ul>	Schedule of Implementatio n	Persons Involved	Budgetary Compone nts
<p><b>Making Inferences</b></p> <p><b>Context Clues</b></p> <p><b>Vocabulary Building</b></p> <p><b>Drawing out Conclusions</b></p> <p><i>Focus:</i></p> <p><i>Comprehension (Oral and Silent)</i></p>	<ol style="list-style-type: none"> <li>To make inference correctly from the passage read;</li> <li>To identify the meaning of the difficult words through context clues;</li> <li>To develop vocabulary;</li> <li>To draw out conclusions appropriate to the passage;</li> </ol>	<p><b><i>The Great Inference</i></b></p> <p><b><i>Enhancing Comprehension (Oral and Silent)</i></b></p> <ul style="list-style-type: none"> <li>The students read short passages and answer the comprehension and inferential questions correctly. The passages are taken from the Grade 7 Self Learning Modules and other available reading materials. The teacher presents the passage through Google Meet, Zoom, or Messenger and show them to students.</li> <li>The teacher assists the students and guide them in reading. Later the students are asked to independently read the words, phrases, ad sentences taken from the Grade 7 English Self Learning Modules and other reading materials.</li> </ul> <p>Modality: <i>Online Reading/Learning, Modular (Calls and Text), limited face-to-face</i></p>	<p>Week 5- Day 9-10 (120 minutes per day)</p> <p>June 30, July 2, 2021</p>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> <li>School Administration</li> </ul>	<p>Php 1,500.00</p>

[illegible]

Subject Matter/ Content	Desired Learning Outcomes	Learning Experiences	Schedule of Implementation	Persons Involved	Budgetary Components
<p>Sounds in English</p> <ul style="list-style-type: none"> <li>- <b>Word Stress</b></li> <li>- <b>Sentence Stress</b></li> <li>- <b>Intonation</b></li> </ul> <p><i>Focus:</i></p> <p><b>Speed and Prosody (Oral and Silent)</b></p>	<ol style="list-style-type: none"> <li>1. To read the words correctly following the proper stress;</li> <li>2. To deliver the lines in the passage with correct expressions;</li> <li>3. To develop prosody in reading;</li> <li>4. To become fluent, proficient and versatile speakers;</li> <li>5. To develop command of the conversation of oral English</li> </ol>	<p><b>Guides and Strategies Allied Modality in the New Normal</b></p> <ul style="list-style-type: none"> <li>• Materials and References</li> </ul> <p><b><i>Enhancing Speed and Prosody (Oral and Silent)</i></b></p> <p><b><i>Stress Me Out</i></b></p> <ul style="list-style-type: none"> <li>- The students in this activity practice pronouncing the words correctly following the correct stress and pronunciation. The students develop prosody in this activity.</li> </ul> <p><b><i>The Proper Stress</i></b></p> <ul style="list-style-type: none"> <li>- In this activity, the students practice reading the passages with correct facial expression and tone, still focusing on word stress and sentence stress.</li> </ul> <p><b>The Changes in Voice</b></p> <ul style="list-style-type: none"> <li>- The students are given time to practice the rise and fall of the voice through intonation patterns.</li> </ul> <p><b>The Rise and Fall of Voice</b></p> <ul style="list-style-type: none"> <li>- The students read the passage by observing the rise and fall of the voice.</li> <li>- The teacher presents the passage through Google Meet, Zoom, or Messenger and show them to students (for online reading)</li> <li>- Modality: <i>Online Reading/Learning, Modular (Calls and Text), limited face-to-face</i></li> </ul>	<p>Week 8 - Day 15 &amp; 16 (120 minutes per day)</p> <p>Week 9- Day 17-18 (120 minutes per day)</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Students</li> <li>- School Administration</li> </ul>	<p>Php 1,000.00</p>

Subject Matter/ Content	Desired Learning Outcomes	Learning Experiences <ul style="list-style-type: none"> <li>Guides and Strategies Allied Modality in the New Normal</li> <li>Materials and References</li> </ul>	Schedule of Implementation	Persons Involved	Budgetary Components
<b>Reading for Speed and Prosody</b>  <i>Focus:</i>  <b>Speed and Prosody (Oral and Silent)</b>	1. To read the passage with the right speed; 2. To develop the proper speed in oral reading; 3. To become fluent, proficient and versatile speakers; 4. To develop command of the conversation of oral English	<b>The Running Records</b> <ul style="list-style-type: none"> <li>The students acquaint themselves with the running records as an important tool in assessing reading.</li> </ul> <b>Speed in Reading</b> <ul style="list-style-type: none"> <li>In this activity, the students read the passage while the teacher records their speed using the running records.</li> <li>The teacher presents the passage through Google Meet, Zoom, or Messenger and show them to students (for online reading)</li> <li>Modality: <i>Online Reading/Learning, Modular (Calls and Text), limited face-to-face</i></li> </ul>	Week 10- Day 19-20 (Flexible Time)  Week 11- Day 21-22 (Flexible Time)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> <li>School Administration</li> </ul>	Php 1,000.00
<div> <div>Prepared by:</div> <div>Noted by:</div> <div>Recommending Approval:</div> <div>Approved by:</div> </div> <div> <div>JORGIE P. HAW</div> <div>HELEN J. RANAN</div> <div>LILIBETH C. LAMBERTE</div> <div>ROMELITO G. FLORES, CESO V</div> </div> <div> <div>Teacher II/Proponent</div> <div>School Head</div> <div>Public Schools District Supervisor</div> <div>Schools Division Superintendent</div> </div>					