

# READING SKILLS OF GRADE 7 STUDENTS OF BASUD NATIONAL HIGH SCHOOL: BASIS FOR STRATEGIC INTERVENTION MATERIAL IN REMEDIAL READING

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## **ABSTRACT**

The action research entitled, **READING SKILLS OF GRADE 7 STUDENTS OF BASUD NATIONAL HIGH SCHOOL: BASIS FOR STRATEGIC INTERVENTION MATERIAL IN REMEDIAL READING** was conducted by Geraldine H. Calleja, Teacher III of Basud National High School, Basud, Camarines Norte from January 10 to June 08, 2022.

The study aimed to developed a strategic intervention material that helped the reading comprehension skills of the students and answered the following questions; 1) What is the current status of the reading skills of Grade 7 students of Basud National High School? (2) What Strategic Intervention Material will be developed to help the students enhance the reading skills of the Grade 7 students? And (3) What are the effects of the intervention material in the development of basic reading skills?

Based from the data gathered, there were 57 Grade 7 struggling readers. Out of 57 G7 students, 3 or 5.27% were under letter level, 7 or 12.28% were under word level, 10 or 17.54% were under paragraph level, 33 or 57.89% were under story level and 4 or 7.01% were under comprehension level. It was reflected that the current status of Grade 7 students of Basud National High School was under story level, where students can decode but cannot comprehend.

The researcher developed a Strategic Intervention Material in Remedial Reading for Grade 7 Students. The proposed material used the higher level of Functional Literacy Assessment Tool (FLAT), which was used during the pre-reading assessment. It was made up of different activities that helped the students developed the basic reading skills such as noting significant details, inferring and prediction.

Before the utilization of the developed material, the number of students with undeveloped phonics skill was 3 out of 57 or 5.26%, noting details, predicting outcomes, inferring, problem solving and relating background knowledge had 53 out of 57 or 92.98%. After using the SIM, the number of students with undeveloped reading skills decreased. After using the SIM, 3 out of 3 or 100% developed phonics, predicting outcomes 5 out of 53 or 9.43% had developed the said skill the same with predicting outcomes, 7 out of 53 or 13.20% had developed inferring, problem solving and relating background knowledge.

Key words:

SIM, Reading, Skills, Struggling Readers, Grade 7

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**The Researcher**

## CONTEXT AND RATIONALE

Reading is a complex task composed of four basic parts: alphabetics, fluency, vocabulary, and comprehension. Alphabetics includes understanding the letters and their sounds (phonics) as recognizing letters (decoding). Fluency involves the ability to read the words correctly and at an appropriate pace. Vocabulary has to do with word knowledge, and comprehension involves the understanding of what is being read. Mastery of these four elements, creates a well-rounded reader. (Addo,Darcey)<sup>i</sup>

Ability to read and comprehend play an important role in students' academic progress. It affects students' performance in all learning areas. and the way we deal our everyday lives. Laurice (2002) <sup>ii</sup>said that reading affects students' performance across several academic content areas, occupational endeavors, and other functional skills that are used in everyday life activities. Students who are referred for academic concerns and/or have been identified as having a specific learning disability, have difficulties in the area of reading. Reading, as Ewing (2016) <sup>iii</sup>claims, is touted as one of the most important academic language skills as it serves as a means for independent learning. It is also regarded as a way to open the door of enlightenment and enjoyment, and a valuable instrument for learning in the content fields. Llego (2018) <sup>iv</sup>also said that Literacy is one of the most fundamental skills a child can learn and reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life.

Majority of students being referred for academic concerns like Students At Risk for Dropping Out (SARDO) are identified as either having a specific learning

disability or have difficulties in the area of reading. As Scott (2010) 'assumes that the learners' ability to use reading strategies is the most critical factor determining their reading comprehension and consequently in their performance in reading assessments. It's this importance of reading that compels parents to ensure that literacy begins at home, to ensure that they teach their children even before they send them to school as Hill (2011) notes in the National Institute for Literacy. Brown (2013) notes; however, that despite this period of language learning, there are still students who are either non-readers or whose level of reading comprehension is poor. As one aspect of communication process, reading is not just a subject but rather an information-gathering and utilization process. This goes to show that reading skills venture all areas of specialization to primarily understand their own context.

Stanford's (2015) research found several key factors that impede a students' reading comprehension. In reading, numerous cognitive processes are used in aid of comprehension. Likewise, strong vocabulary skills aid a student's ability to read proficiently. Unfortunately, as students struggle to read, they often avoid reading. Refusal to read implies a wide range of consequences since reading also influences vocabulary development. Thus, when one's reading is not fluent or a regular habit, then the development of one's vocabulary is also retarded. During reading, students continually process words to create meaning; and without a strong vocabulary, students struggle to understand what they read.

Accordingly, Deped recognized that there are still many Filipino learners that are struggling to meet the learning standards in early language, literacy,



and numeracy, the Department of Education (DepEd) has “strongly encouraged” all elementary and secondary public schools to intensify their advocacy particularly for reading. Deped Secretary stated that, *“to make every learner a “proficient reader,” schools across the country are tasked to “help learners develop” their reading skills”*. In an effort to strengthen the reading proficiency of every learner and help nurture a culture of reading which considered a requisite skill in all content areas, DepEd announced the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative. Education Secretary Leonor Briones, in DepEd memorandum no. 173 s. of 2019, said that the 3Bs initiative will help strengthen the “Every Child a Reader Program” (ECRAP) which primarily aims to “equip learners with reading skills to make them proficient and independent readers in their grade level.”(Colina & Sadongdong, 2019)

Based from the Deped Memorandum No. 173 Series of 2019, the overall result of National assessment revealed that there are still many early grade learners struggling to meet the learning standards in early language, literacy and numeracy, low achievement levels in English, Science and mathematics caused by gaps in learners’ reading comprehension and there are elementary and high school learners who are still deficient in literacy skills. In order to address the gaps, there is a need to strengthen the reading proficiency of every learner and to nurture the culture of reading which is requisite skill in all learning areas.

Meanwhile, Basud National High School gave special consideration to grade 7 students who need necessary interventions in different aspects of

learning and one of those is reading. These students are those who have low academic grades from their previous schools. English teachers in the said also conduct reading assessment upon enrolment and during the first two (2) months of the school year.

To help the learners of Basud National High School develop the reading skills and to increase the GSA of all subject areas, the proponent find ways to intensify the reading proficiency and the need to equip the learners the reading comprehension necessary in all learning areas.

With these, the researcher wishes to develop Strategic Intervention Material in Remedial Reading for Grade 7 students that will help them develop the five basic reading skills.

## **INNOVATION, INTERVENTION AND STRATEGY**

### **Development Process of Reading Materials**

The researcher developed a Strategic Intervention Material in Remedial Reading for Grade 7 Students. The proposed material used the pattern of Functional Literacy Assessment Tool (FLAT), which was used during the pre-reading assessment. It was made up of different activities that helped the students developed the basic reading skills. Part I was about Letters Level, an exercise where students identified and pronounced correctly the letters of their name. If the student was not able to identify 4 letters out of 5, the student is under letter level. Part II, is Word Level. here, the researcher modified the activity by giving illustration. Students identified and wrote the name of the objects that they saw from the picture. If the student cannot write and read at least 4 out of 5 words with ease, he /she is under word level. Part III is Paragraph

Level. Simple sentences were first given in preparation for paragraph reading. To guide the students, the researcher used pictures to complete the sentences and asked questions to exercise students' comprehension. Next, poem and paragraph were given for the students to read. If the child reads the text like a string of words, rather than a sentence or stops very often, the child is under word level. Part IV is Story Reading Level. Instead of going directly to story reading, the researcher made use of different strategies that helped the students develop reading comprehension skills such as noting details, prediction and inferring. Part VI is Comprehension Level. In this stage, the comprehension skills of the students were developed and be able to answer correctly all the given questions. As proof of comprehension, story retelling activity was also given. Here, students used their hand or palm in retelling the story to make sure that they gave all the significant details of the story read. Part VII is Local Material Level. A local material was given for the students to read and comprehend. Comprehending questions were also given. At this point, students were able to read and understand the local material easier than before, thus made them functionally literate,

The proposed material undergone evaluation of the Master Teachers in English and Education Program Supervisor and School Committee in charge for reading material using the LRMDs Assessment and Evaluation Tool for Print Resources.

## **ACTION RESEARCH QUESTIONS**

This study aimed to develop a Strategic Intervention Material (SIM) in Remedial Reading for Grade 7 students. The said material helped the students develop the five basic reading skills essential in all learning areas.

Specifically, it sought to answer the following questions;

1. What is the current status of the reading skills of Grade 7 students of Basud National High School?
2. What Strategic Intervention Materials will be developed to help the students enhance the reading skills of the Grade 7 students?
3. What are the reading skills developed to the grade 7 students after using the SIM?

## **ACTION RESEARCH METHODS**

### **A. Participants and/or other Sources of Data and Information**

After the validation, the proponent oriented the parents/guardians of the identified grade 7 students in the utilization of the said material. After that was the distribution of the materials to all parents/guardians. The proponent administered the said material through home visitation observing the health protocol.

This study used remedial reading material that developed and enhanced the reading comprehension skills of the students.

The participants of this study were the 34 students of Grade 7-Love and 23 students of Grade 7-Prudence. The identified Grade 7 sections were composed of students with low grades from their previous schools, some were repeater, balik – aral, over age and struggling in reading.

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

The researcher utilized descriptive method. According to Manuel & Medel, descriptive research involves description, recording, analysis, and interpretation of data. In this study the researcher ascertained the prevailing reading status of grade 7 students. This prompted the researcher to develop an intervention material and gather pertinent data. The result before and after using the SIM of the participants were analyzed and qualitatively described.

The data were gathered through the administration and answering the tasks of the developed Strategic Intervention Material in Remedial Reading. Each respondent was given SIM in Remedial Reading. Identified Grade 7 students who joined the limited face to face classes were assisted by the teacher researcher and those who were in the modular distance learning were also assisted by the researcher through home visitation. All manner of administration and instruction strictly followed health protocol.

## DISCUSSION OF RESULTS AND REFLECTION

This part is the discussion of results and reflection based from the statement of the problem. There were three (3) research problems that were stated in this action research; 1) What is the current status of the reading skills of Grade 7 students of Basud National High School? (2) What Strategic Intervention Material will be developed to help the students enhance the reading skills of the Grade 7 students? And (3) What are the reading skills developed to Grade 7 students after using the SIM?

### **Current status of the reading skills of Grade 7 students of Basud National High School**

The current status of the reading skills of Grade 7 students of Basud National High School in the school year 2021-2022 was shown on the table below. There were 57 out of 622 or 9% Grade 7 students who were struggling in reading.

The researcher used the Functional Literacy Assessment Tool (FLAT) for reading assessment.

**Table 1**

Current Reading Status of Grade 7 Students of Basud National High School  
(FLAT RATING SCALE)  
(N=57)

READING LEVEL	NUMBER OF STUDENTS
Letter Level	3
Word Level	7
Paragraph Level	10
Story Level	33

Comprehension Level	4
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Table shows the current reading status of Grade 7 student of Basud National High School. Out of 57 students, 3 or 5.27% were under letter level, 7 or 12.28% were under word level, 10 or 17.54% were under paragraph level, 33 or 57.89% were under story level and 4 or 7.01% were under comprehension level. It was reflected that the current status of Grade 7 students of Basud National High School was under story level, where students can decode but cannot comprehend.

With the results reflected from table 1, there were Grade 7 students who had difficulty in recognizing letter. Out of 57 identified students, 3 students failed to recognized 5 letters out of 10 given letters, 7 out of 57 failed to read correctly 5 words out of 10 given words, only 10 out of 57 students can read their chosen paragraph fluently and with ease, even if they read slowly, read rather than a string of words, and with not more than 3 mistakes that made them paragraph level, 33 out of 57 students were under story reading level for they read not more than 3 mistakes and only 4 out of 57 students were under comprehension level for they read the story aloud and got at least 2 of the 3 questions correctly. From these results, it was implied that majority of the identified Grade 7 students can read but cannot comprehend.

In the article of Marshall (2013), it was stated that if a student is struggling with reading, the teacher should take the necessary steps to check for possible learning disabilities. Thus, they need an intervention to be able to developed the reading comprehension skills.

Strategic Intervention Materials (SIMs), according to Bunagan (2012) is an aid in re-teaching the least mastered topics and competencies that were not developed during regular classroom instruction. they should find means to recuperate the least mastered skills committed by pupils so that they can become adequately prepared for national-building (Okobia, 2011).

Strategic intervention material is one of the solutions that solve and treat learning difficulties as how Dy, (2011) defines SIMs as a teaching material acquainted in teaching methods to stimulate students' active participation and thereby increased their level of understanding. These were especially given to students who have not met the standard performance in a certain concept in a regular classroom instruction. Similar to Togonon (2011), SIMs increase and deepens students 'skills in manipulation, knowledge or thinking, understanding and observing the microscopic into macroscopic representation of matter like atoms, molecules and ions which students believe as a discrete representation of the existing matter and other related components of science. This shows that SIMs can be used to aide learning gaps and difficulties not only in reading but also in all learning areas,



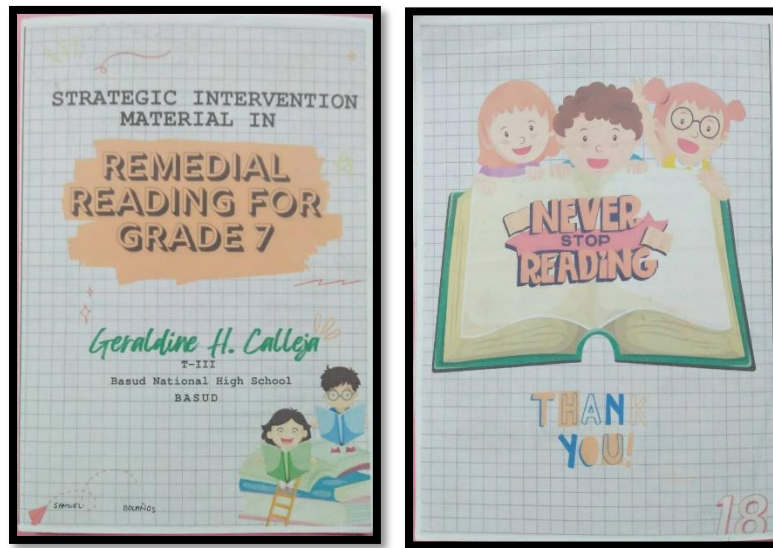


Plate 1:

## Developed Reading Comprehension Skills

**Table 2**

Developed Reading Comprehension Skills of Grade 7 Students  
(N=57)

Reading Skills/Comprehension Skills	BEFORE USING THE SIM		AFTER USING THE SIM	
	No. of Students with undeveloped skills	Percentage (%)	No. of Students with undeveloped skills	Percentage (%)
Phonics	3	5.26%	0	0
Noting details	53	92.98%	5	9.43%
Predicting outcomes	53	92.98%	5	9.43%
Inferring	53	92.98%	7	13.20%
Problem solving	53	92.98%	7	13.20%
Relating background knowledge	53	92.98%	7	13.20%

Table 2 shows the reading skills/comprehension skills before using the SIM and the reading skills developed after using the SIM.

Before the utilization of the developed material, the number of students with undeveloped phonics skill was 3 out of 57 or 5.26%, noting details, predicting outcomes, inferring, problem solving and relating background knowledge had 53 out of 57 or 92.98%. After using the SIM, the number of students with undeveloped reading skills decreased. Phonics with 3 students with undeveloped reading skills, after using the SIM 3 out of 3 or 100% developed phonics, predicting outcomes 5 out of 53 or 9.43% had developed the said skill the same with predicting outcomes. 7 out of 53 or 13.20% had developed inferring, problem solving and relating background knowledge.

This shows that after using the developed Strategic Intervention Material for Remedial Reading had developed the reading skills/comprehension skills such as; phonics, noting details, predicting outcome, inferring, problem solving and relating background knowledge. Similar to the findings of Togonon (2011), SIMs increases and deepens students 'skills in manipulation, knowledge or thinking, understanding and observing the microscopic into macroscopic representation of matter like atoms, molecules and ions which students believe as a discrete representation of the existing matter and other related components of science.

**Table 3**

Comparison of Result before and after the utilization of SIM based from the identified basic reading skills  
(N=57)

Reading Level	BEFORE USING THE SIM		AFTER USING THE SIM	
	No. of Students	Percentage (%)	No. of students	Percentage (%)
Letter Level	3	5.27%	0	0%
Word Level	7	12.28%	0	0%
Paragraph Level	10	17.54%	2	3.50%
Story Level	33	57.89%	5	8.77%
Comprehension Level	4	7.01%	50	87.71%

Table 3 shows the Comparison of Result before and after the utilization of SIM based from the identified reading comprehension level of the 57 Grade 7 students of Basud National High School. It was reflected that before using the developed SIM, out of 57 students, 3 or 5.27% were under letter level but after using the SIM, letter level got 0 or 0%. Word level with 7 out of 57 or 12.28% of students showed improvement in their reading skills and got 0 or 0% after using the said material. Paragraph level had 10 out of 57 or 17.54% but after using the SIM, there were only 2 or 3.50% were under the said level. Story level had 33 out of 57 or 57.89% but after using the SIM, there were only 5 or 8.77% were under the story level. Comprehension level with 4 out of 57 or 7.01% of students before using the developed material, became 50 or 87.71% after using the SIM.

The data showed that letter level and word level showed 100% decreased after using the SIM. Paragraph level decreased 14.04%, story level decreased by 49.12% and comprehension level increased by 80.71%. This shows that the utilization of the developed strategic intervention material for remedial reading helped in the development of reading comprehension skills of the students.

It can be inferred that through the use of SIM, students performed better than without SIM. Findings of this study confirm in the studies conducted by Inyang-Abia (1992), Özdem Yilmaz et al., (2017) and Dy (2011) that strategic intervention materials are highly regarded as tools for remediating poor achievements of the learners. SIM or Strategic Intervention Material refers to a teaching aid introduced into the teaching methods to stimulate the activity of the students and thereby increased their level of understanding. Bunagan (2012) also supported the findings which defined SIM as meant to re-teach the concepts and skills (least mastered). It is a material given to students to help them master competency-based skills which they were not able to develop during a regular classroom teaching.

## REFLECTION

The study, "READING SKILLS OF GRADE 7 STUDENTS OF BASUD NATIONAL HIGH SCHOOL: BASIS FOR STRATEGIC INTERVENTION MATERIAL IN REMEDIAL READING", was inspired by the passion of the researcher to help the struggling readers develop the reading skills and to unlock reading difficulties of the students in all learning areas. Conducting oral reading assessment to students in the new normal was such a big challenge, because students were not allowed to go to school during the first quarter and later part of the second quarter because the province was still in Level 3. It took almost three (3) months for the researcher to assess the reading skills of the identified Grade 7 students. Home visitations, interview and dialog to parents and guardians were conducted. The researcher distributed reading materials to parents/guardians during module distribution and instructed them to let their children read the said text. Constant and regular communication to parents was a big help in the conduct of the said assessment. Parents and guardians gave feedbacks and reports weekly regarding the reading status of their children. Reading materials and exercises depend on the reading level of the students as reported by their parents and guardians. The researcher saw and felt the eagerness of parents to help their children learn how to read.

In the article of Marshall (2013), it is stated that if a student is struggling with reading, the teacher should take the necessary steps to check for possible learning disabilities. This statement was supported by the book written by Cadias (2013) that of the four macro skills, little attention has been paid to reading. This goes true with one of the micro skill under reading, which is comprehension. The

latter was found to be a major challenge for many students, which has qualified the academic weakness of most high school students. Flores (2009) emphasizes that learning to read is one of the most important skills. With the ability to speak effectively and to write in a variety of forms and for a variety purposes, reading competency can open avenues for upward mobility or economic opportunity, improve social status, increase personal pleasure and enhance self-respect. Thus, the ability to read and to comprehend the printed work is a prerequisite to academic success.

Here, the researcher decided and challenged to develop a strategic intervention material that will help the Grade 7 struggling readers develop their reading skills and will help them not just to decode but also to understand what they read.

Having limited face to face classes, helped the researcher in the utilization of the material. Students were excited to use it because it is very different from the modules and activity sheets they received weekly. The material was made up of colorful pictures and different activities. The researcher ensured that the students will not be bored as they perform the activities.

Based from the result of the study, the material was very effective in helping the struggling readers in developing their reading skills. Most of the learners now were visual learners, that's why illustrations were used in all the activities not just to motivate them, but also to guide the readers as they start reading. The researcher, together with the parents and the learning support aides helped and assisted the students in using the material. They found out

that constant reading practice really helped the children develop the reading skills. Parents realized that they have to give time for their children to read short English passages every day and record the time of progress to develop not just the speed of reading but also the five basic reading skills. Based from the testimonies of the parents who assisted their children in using the material, the material helped them too in developing their reading skills. Recording and comparing the time of reading made them excited and motivated to read and read. Another thing was using illustrations in testing their comprehension, really helped them in understanding what they read. The goal of the researcher is to continue helping the struggling readers with utmost consideration that every learner must be a reader.

## **ADVOCACY, UTILIZATION, AND DISSEMINATION**

Knowing the reading status of the identified students, the researcher developed a Strategic Intervention Material for remedial reading to address the reading gaps. It was utilized by the identified 57 Grade 7 students through the assistance of their parents, other family members, relatives who can read and comprehend well, English teachers and the researcher herself. Distribution of reading materials to parents/guardians was conducted during module distribution. The researcher oriented the parents how to utilize the reading materials. Oral feedback and reports from parents and guardians were asked to monitor the reading status of the students. Constant and regular communication to parents was a big help in the utilization of the said material. Reading materials and exercises depend on the reading level of the students as reported by their parents and guardians. The researcher saw and felt the eagerness of parents to help their children learn how to read.

The implementation of limited face to face classes helped the researcher in the utilization of the materials and in the conduct of remedial reading program. Since the school followed the Set A Set B schedule of classes, the utilization of the material was based on the schedule of the identified students from their respective sections.

Based from the findings of the study, an action plan was crafted that solved the challenges and surpassed this action research. It focused on how to help struggling readers develop the five basic reading skills.



The action plan was consisted of the following parts; 1) Specific objectives to determine the target; 2) Projects/Activities to be undertaken in sustaining the effective implementation of the SIM; 3) time frame for efficiently implementation of the SIM; 4) Resources needed to help in the realization of the projects and activities; 5) Responsible persons who will carry out the projects and activities; and 6) Expected outputs to view the target objectives.

#### REMEDIAL READING ACTION PLAN FOR STRUGGLING READERS

General Objective: To help struggling readers in developing the five basic reading skills essential in all learning areas.

OBJECTIVES	ACTIVITIES	TIME FRAME	RESOURCES NEEDED	PERSONS INVOLVED	BUDGETARY REQUIREMENT	EXPECTED OUTPUT
Conduct online or face to face reading assessment or inventory of incoming grade 7 students	Reading Assessment	Sept.20 21-Nov. 2021	Diagnostic Reading Assessment Tool Phil-IRI	Proponent English Teachers Master Teacher in English	500.00	Identified Struggling Readers
Coordinate to the School Principal and to Department of English the result of Reading Assessment	English Department Meeting	Dec. 2021	none	Proponent Remedial reading Coordinator Master Teacher in English	none	Approved Reading Program
Conduct online or face to face parents, LSAs' orientation	Parents' orientation in the conduct of Remedial	Dec. 2021	none	Proponent Remedial reading Coordinator	none	100% participation of concerned parents/guardians

on Remedial Reading	al reading			Master Teacher in English		
Conduct Remedial Reading Program in School	Remedial Reading in English	Jan. 2021-June 2022	Printed materials	Proponent English Teachers Grade 7 Struggling Readers	13,000.00	Zero Non-reader  100% Promotion Rate
Provide additional reading materials for remedial reading activities in school	“Brigada Basa Program of the school.	Sept. 2021-June 2022	Printed materials	Proponent English Teachers Brigada Basa Volunteers	1,500.00	Additional Printed materials for Brigada Basa Reading Kiosks in School
Share the Reading Intervention Material to other Teachers through English Department Meeting	English Department Meeting	October 2021	Printed materials	Proponent Master Teacher Department Head in English and all English Teachers	1,800.00	Zero Non-reader  100% Promotion Rate in all grade level

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## FINANCIAL REPORT

The chart below shows the expenses of the said study. It includes all expenses from pre-implementation, implementation phase and post implementation phase a complete implementation of the research.

ACTIVITIES	CASH OUT	BALANCE
Action Research Facility	Research Fund (BERF) Grant	P15, 000.00
1. Crafting and preparation of research paper proposal	200.00	P14, 800.00
2. Submission for checking of Action research Proposal to the Division Office of Camarines Norte	120.00	P14, 680.00
3. Revision of action research proposal	200.00	P14, 480.00
4. Submission of revised and checked action research proposal to the Division Office	120.00	P14, 360.00
5. Printing of pre- Reading assessment material	60.00	P14, 300.00
6. Crafting of the proposed Strategic Intervention Material for Remedial Reading	1,000.00	P13, 300.00
7. Information dissemination about the parents' orientation on SIM utilization	500.00	P12,800.00
8. Printing of 60 copies of SIM in booklet Type	9,600.00	P3,200.00
9. House to house distribution of SIM for modular students	1,000.00	P2,200.00
10. Preparation of completion report of the action research paper	500.00	P1,700.00
11. Printing of AR completion report	200.00	P1,500.00
12. Submission for checking of AR completion report	200.00	P1,300.00
13. Submission of revised AR completion report	200.00	P1, 100.00
14. Hard binding of AR completion report	1,000.00	P100.00

15. Submission of AR completion report	100.00	P0.00
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*Note: No any amount or kind was solicited from the participants.*

Prepared by:

**GERALDINE H. CALLEJA**  
Researcher