



DEVELOPMENT OF APPROPRIATE READING INSTRUCTIONAL MATERIALS IN COMPREHENSIVE RAPID LITERACY ASSESSMENT FOR STRUGGLING READERS IN GRADE 2

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Abstract : This study assessed the development of appropriate reading instructional materials in Comprehensive Rapid Assessment Literacy for struggling readers in Grade 2 in San Jose West District, Schools Division Office of Tarlac Province during the School Year 2023-2024. It determined the profile of the implementation of the Comprehensive Rapid Literacy Assessment for struggling readers in terms of number of non-readers, number of slow readers, and strategies carried out to enhance their reading level; and identified the level of performance of the struggling readers as a result of the strategies applied in the implementation of the Comprehensive Rapid Assessment Literacy. The descriptive-developmental method of research made use of questionnaire in dealing with its research problems. Frequency counts and percentages were used to answer its research problems. The study found out that there are struggling readers. Different strategies are carried out to enhance the reading level of the Grade 2 struggling readers. There is a great improvement in the reading level of the struggling readers after the utilization of the different strategies in improving the reading level of the learners. Different follow-up activities were conducted by the teachers which enhanced the reading level of the struggling readers. The study recommended the provision or procurement of more enrichment materials which could serve as reading materials of the learners in order to improve their reading level; construction of other objectives which suit the reading level of the learners, and similar study should be conducted in other district or division in order to validate the findings of the present study.

Keywords: assesment, appropriate, comprehensive rapid literacy assessment

INTRODUCTION

Every subject is a reading subject. The ability of the learners to think, speak, and write are learned through effective reading instruction. Truly learning other subjects cannot be effectively advanced unless the learner possesses the ability to read, comprehend, and communicate effectively. Without the ability to read, one's world would be circumscribed. For instance, imagine a student trying to understand complex scientific concepts without being able to read the textbooks or research articles. It would be nearly impossible for them to grasp the intricacies of the subject matter without this fundamental skill.

While knowledge of the happenings in the community, the nation, and the world can be obtained through various forms of media like movies, radio, and television, these sources are not always accessible in every home. In contrast, printed materials are more widely available and less expensive, making them a primary source of information for many individuals. Consider a family living in a remote area with limited access to electricity – they may rely heavily on printed materials like newspapers and books to stay informed about current events.

Reading has long been recognized as a crucial medium for learning, thinking, and problem-solving in all areas of

human concern. The development of reading abilities is essential for pupils' learning in all subjects. Without strong reading skills, students may struggle to comprehend complex concepts in math, science, history, and other disciplines. Therefore, educators must prioritize reading instruction to ensure that students have the necessary foundation to succeed academically and in life. Ultimately, reading is not just a skill; it is a gateway to knowledge, understanding, and critical thinking.

Each subject matter in the classroom requires certain specialized patterns of reading abilities. Reading should, therefore, be taught in connection with or as a part of all school activities and in a manner which foster the most effective learning in all phases of the curriculum. It is also true that the kind of reading abilities learned in school depends greatly on the objectives set up for the various subjects and the materials and procedures employed to attain them. Many schools, for example, provide instruction on the types of reading important in out-of-school life, such as the reading of the newspapers, business reports or traffic laws.

The kinds of reading abilities developed in school, in other words, depend not merely on how reading is taught as a subject in a separate reading period, but also upon the character of the school program as a whole. Reading authorities say that the main objective of reading is to make the learners read. Educators especially the elementary grades teachers should provide sufficient opportunities for the pupils to read. They should provide necessary motivation and devices for pupils to get interested in reading. Hence the dictum: "Every teacher, a reading teacher."

Truly the ability of the learner in other academic subjects is dependent upon his ability to read and comprehend. As contained in the Master Plan for Basic Education presented during the 1995 Educators Congress in Baguio City, improving the teaching of English is particularly crucial because it affects performance in science and Mathematics. In addition, English is also the language for international communication.

Reading is an essential tool for obtaining basic education, playing a pivotal role in a child's learning journey. Once a child grasps the skill of reading, it opens up a world of knowledge and opportunities. However, the process of learning to read is intricate and continuous, starting from the early years of a child's development and extending throughout their lifetime. It serves as a fundamental instrument for learning, empowering individuals to reason, think critically, discern, make judgments, evaluate information, and tackle problems effectively.

Reading not only enhances cognitive abilities but also nurtures creativity and imagination. For instance, when a child reads a story, they can visualize the characters, settings, and events, stimulating their creativity. Moreover, reading diverse materials like books, articles, and research papers exposes individuals to different perspectives and ideas, broadening their understanding of the world around them.

Reading is the primary avenue to knowledge. To advance in knowledge, one must forever learn more, study more, reason more. Reading helps to accomplish this. It is one of the most important tasks of learning and all lessons in school need reading.

As one goes up the ladder of education, he has learned to read extensively in order to improve his level of achievement. This gives a better chance to a pupil one who reads well to succeed in school work, over one who cannot. A pupil who has developed the basic skills in reading loves to read well. He is independent, well informed, and eventually becomes a better citizen. Success in reading is success in school and success in future life.

In the elementary grades the development of the basic skills in reading is one phase of language learning. Elementary grades teachers find the teaching of reading as one of the difficult tasks to handle. No one can be relied upon to guarantee success in their aspect, simply because there are innumerable factors that affect the reading ability of the learners. However, research reveals that one of the factors is the inadequate materials in learning the basic skills in reading. In the acquisition of reading skills, the teacher should have varied reading materials for the enhancement of the reading skills.

In the light of effective learning, the teacher has the greatest responsibility to upgrade the quality of education. He should find ways and means to improve the teaching-learning process. He should consider whether a specific learning activity, course or curriculum is planned at a pace pupils can successfully manage. He suits content and methodology to pupils' cognitive structures and styles if they can likely develop concepts rapidly. It is an acceptable fact that learning takes place from simple to complex. If for some reasons, the student has not learned the basics, it is futile to teach him in advanced topics.

The increasing number of non-readers in most public elementary and secondary schools nationwide, it had alerted the Department of Education to issue DepEd Order No. 27 s. 2005 mandating all public elementary/high schools to organize and provide remedial reading instruction programs to increase the chances that all their students complete elementary and high school with sufficient mastery of its coverage.

In the past, reading is simply known as getting meaning from the printed page by way of the receptive phase of written communication. Stress was given to literal meaning to get the message drift on the what, who, where, why and how of information. In this traditional idea of reading, it is enough for the reader to perceive letters and words (Villanueva and Delos Santos, 2008).

Today, there is much advancement on concepts about reading comprehension. The first level of comprehension is the literal level. This refers to recognition of what is simply, directly and explicitly the textual message. The second level of comprehension is the inferential level which goes beyond the direct and explicit statement and adds on by enriching the meaning of the textual message. The third level in reading comprehension is the critical level wherein the reader raises questions and evaluates the printed text for its veracity, style, etc. Another level of comprehension is the creative level in which the reader sees new ideas/insights from the textual material.

Arising from the increased demands of the twenty-first century workplace, concern over student reading performance is at the forefront of national education. The increasing demands have raised the literacy bar for students and subsequently, schools have been forced to accommodate instruction for these increased expectations (Good, Simmons, & Kame'enui, 2001). Specific legislation such as the No Child Left Behind legislation has prioritized establishing instructional practices emphasizing the systematic and explicit teaching of reading in a manner that ensures student success.

Student reading ability became increasingly assessed based on the students' ability to effectively comprehend text read independently and silently. This shift in education began to devalue a student's fluency in oral reading. Consequently, student proficiency in oral reading began to decrease. More recently, teachers have recognized the benefits of accentuating oral reading in a manner formerly utilized in education prior to the twentieth century as being helpful in developing competent readers. Recent educational developments have returned to the mindset that students benefit tremendously from reading text aloud. These competent readers are able to identify words quickly by reading at a rapid rate which simultaneously combines the ability to identify words with the ability to predict upcoming text. Reading aloud allows students to read with appropriate intonation while comprehending the text they encounter. Instructional practices that utilize the principles of oral reading strategies allow students to develop in their abilities to read fluently while thoroughly understanding the text.

Statement of the Problem

This study assessed the development of appropriate reading instructional materials in Comprehensive Rapid Literacy Assessment for struggling readers in Grade 2 in San Jose West Schools Division Office of Tarlac Province during the School Year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the implementation of the Comprehensive Rapid Literacy Assessment for struggling readers in terms of the following:
 - a. number of struggling readers;
 - b. strategies carried out to enhance their reading level?
2. What is the level of performance of the struggling readers as a result of the strategies applied in the implementation of the Comprehensive Rapid Literacy Assessment?
3. Based on the findings, what support instructional materials can be proposed to enhance the reading level of the learners?
4. How acceptable are the proposed support instructional materials in terms of the criteria as evaluated by the Grade 2 teachers?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

The study used descriptive and developmental method. Descriptive design because it will gather information about existing conditions. It describes the situation as it exists at the time of the study and to explore the causes of the phenomenon. It described the implementation of the Comprehensive Rapid Literacy Assessment for struggling readers. The research is also developmental as it will attempt to develop reading comprehension materials which aimed to improve the reading skills of the learners.

Sources of Data

This study was conducted in Comprehensive Rapid Literacy Assessment for struggling readers in Grade 2 in San Jose West Schools Division Office of Tarlac Province during the School Year 2023-2024..

Instrumentation and Data Collection

Two sets of research instruments were used in gathering the data in this study.

The first set was the profile of the implementation of the Functional Comprehensive Rapid Assessment Literacy for struggling readers in terms of number of non-readers, number of slow readers, and strategies carried out to enhance their reading level.

The second set was on the level of performance of the struggling readers as a result of the strategies applied in the implementation of the Comprehensive Rapid Literacy Assessment.

The researcher conducted library research and consulted past studies relevant to the present study to crystallize her own concept of the study.

The questionnaire was formulated, evaluated and validated by the panel members before preparing the final draft.

Approval and permit to conduct the study were obtained by the researcher from the authorities concerned prior to the conduct of the study.

The questionnaire was personally administered by the researcher to the teachers and non-readers and slow readers involved in the survey.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem no. 1, profile of the implementation of the Comprehensive Rapid Literacy Assessment for non-struggling readers in terms of no. of non-readers, no. of slow readers, and strategies carried out to enhance their reading level, frequency counts and percentages were used.

To answer sub-problem 2, the level of performance of the struggling readers as a result of the strategies applied in the implementation of the Comprehensive Rapid Literacy Assessment, frequency counts and percentages were used.

To answer sub-problem 3, the researcher made instructional materials for non-readers and slow readers.

To answer sub-problem 4, the acceptability of the support instructional materials, average weighted mean was used.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Implementation of the Comprehensive Rapid Literacy Assessment for Non-Readers and Slow Readers

Table 1. Profile of the Implementation of the Comprehensive Rapid Literacy Assessment for Non-Readers and Slow Readers

Reading Level	Frequency	Percentage
Non-Readers	9	1.89
Slow Readers	86	18.07

Legend

Outstanding	91-100%
Very Satisfactory	81-90%
Satisfactory	71-80%
Poor	51-70%
Needs Improvement	50 and below

It could be gleaned in Table 1 that there are 9 or 1.89% non-readers and 86 or 18.07% slow readers. This shows that teachers should conduct activities that will enhance learners' reading level. One way to improve the reading level of the learners is having instructional materials and remedial reading activity.

Table 2. Strategies Carried out to Enhance the Reading Level of the Non-Readers and Slow Readers

Strategies	Frequency	Percentage
1. Plans, assigns and supervises the learning activities	12	100
2. Schedules reading for enough instructional time to accomplish mastery of the objectives.	12	100
3. Provides easy enough instructional materials to allow learners to concentrate on the new words or ideas, develops fluency and enjoy reading.	12	100
5. Adjusts pace of instruction to the differences in learning rate groups and individuals.	12	100
6. Sees to it that conditions prevail in the classroom which are conducive to good concentration and sustained attention.	12	100
7. Maintains order while showing warm interest in the children and are generous with praise for their efforts.	12	100
8. Keeps high the proportion of lesson time spent in academically engaged activity.	10	83.33
9. Shows optimism about the learning potentialities of her learners and do not allow their perceptions of individual differences to affect adversely the morale of some pupils.	9	75
10. Pays close attention to individual and group needs, is alert to signs of learners difficulties and provides help promptly.	8	66.67

It is clearly shown in Table 2 that different strategies are carried out to enhance the reading level of the non-readers and slow readers. Number one strategy is planning, assigning and supervising the learning activities.

Another is scheduling reading for enough instructional time to accomplish mastery of the objectives. Providing easy enough instructional materials to allow pupils to concentrate on the new words or ideas, develops fluency and enjoy reading is also being done.

Table 3. Level of Performance of the Non-Readers as a Result of the Strategies Applied in the Implementation of the Comprehensive Rapid Literacy Assessment

Level of Performance	Frequency	Percentage
Very Satisfactory	2	22.22
Satisfactory	7	77.78
Total	9	100

Legend	Equivalent
Outstanding	91-100%
Very Satisfactory	81-90%
Satisfactory	71-80%
Poor	51-70%
Needs Improvement	50 and below

It is shown in Table 3 that out of 9 non-readers, there are already 2 or 22.22% learners who have very satisfactory performance while 7 of them have satisfactory performance. This shows that there is a big improvement on the level of performance of the non-readers after using different strategies to enhance the reading level of the learners. This also means that if these strategies are carried out every day, there is a big assurance that no one will turn non-reader.

Table 4. Level of Performance of the Slow Readers As A Result of the Strategies Applied in the Implementation of the Comprehensive Rapid Literacy Assessment

Level of Performance	Frequency	Percentage
Outstanding	12	13.95
Very Satisfactory	54	62.79
Satisfactory	20	23.25
Total	86	100

Legend	Equivalent
Outstanding	91-100%
Very Satisfactory	81-90%
Satisfactory	71-80%
Poor	51-70%
Needs Improvement	50 and below

It is shown in Table 4 that out of 86 slow readers, there are already 12 or 13.95% learners who have outstanding performance. There are also 54 or 62.79% learners who performed very satisfactory after the using different strategies while 20 or 23.25% have satisfactory performance. This shows that there is a big improvement on the level of performance of the slow readers after using different strategies to enhance the reading level of the learners. Same observation is given if these strategies are carried out every day, there is a big assurance that no one will turn slow reader.

Recommendations

1. Provision or procurement of more enrichment materials which could serve as reading materials of the learners in order to improve their reading level.
2. Construct other objectives which suit the reading level of the learners.
3. Similar study should be conducted in other district or division in order to validate the findings of the present study.

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