



March 2015

The Comprehension Level of Grade Four Pupils Vis-A-Vis Text and Test Types in Filipino

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**THE COMPREHENSION LEVEL OF GRADE FOUR PUPILS
VIS-A-VIS TEXT AND TEST TYPES IN FILIPINO**

A THESIS
Presented to
The College of Graduate Studies
And Teacher Education Research
Philippine Normal University

In Partial Fulfillment
of the Requirements for the degree
MASTER OF ARTS IN EDUCATION
with Specialization in Reading Education

by
CHARMANE T. ESPEJO

March 2015

CERTIFICATE OF APPROVAL

This thesis entitled “THE COMPREHENSION LEVEL OF GRADE FOUR PUPILS VIS-A VIS TEXT AND TEST TYPES IN FILIPINO” prepared and submitted by CHARMANE TABIOS-ESPEJO in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION with specialization in Reading Education**, is hereby recommended for approval and acceptance.

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ABSTRACT

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Title : The Comprehension Level of Grade Four
Pupils vis-a vis Text and Test Types in Filipino

Degree : Master of Arts in Education

Specialization: Reading Education

Adviser/s: Dr. Merry Ruth M. Gutierrez
Dr. Heidi B. Macahilig

Key Concept/s: Comprehension level, Narrative and expository texts, informal reading inventory, cloze test, retelling

Critical reading instruction transition from primary to intermediate grades has long been recognized locally and internationally, yet very few studies are conducted to describe how young Filipino learners deal with the transition, especially their comprehension levels given the various text and test types they encounter for academic reading written in Filipino. This study is therefore undertaken to assess the comprehension level of grade four pupils vis-a vis text and test types in Filipino.

Following the descriptive correlational research design, the study administered three test types (PHIL-IRI, Cloze Test, and Retelling) in two text genres in Filipino to grade 4 pupils and determined the graders' comprehension levels. The result of the study revealed that the participants had the same comprehension levels for each test type no matter the genre of texts, although these were of varying levels. Overall, the comprehension levels showed slight correlation between text types, where an increase in narrative comprehension level slightly increased the comprehension level of expository texts.

However, a negative negligible correlation was observed between comprehension level and test types using IRI and cloze test. While high positive correlation was observed between comprehension level and test type using retelling. The study concluded that the text types positively influence readers' comprehension levels in Filipino, but not the test types. Further studies on significant difference in scores among variables may be pursued involving bigger number of participants coming from other grade levels. Also, comprehension levels in English may also be compared to those of Filipino to help in planning appropriate reading instruction in both languages.

ACKNOWLEDGMENT

A research like this is a consolidated effort of people who have been instrumental in completing the study, and to whom the researcher is greatly indebted:

Dr. Merry Ruth M. Gutierrez and **Dr. Heidi B. Macahilig**, advisers, for their consistency and eagerness to follow-up, time, guidance, expertise and wisdom about reading education. The process undergone for this paper helped the researcher gain more insights not only about reading education but also as a teacher and as student as well;

Dr. Zenaida Reyes, Dr. Melchor Tatlonghari, Dr. Mila Arias, Dr. Arsenia Emperado, Prof. Celia Ilanan, and Prof. Judy Bautista for their suggestions on improving the paper from the submission of concept paper to the final copy;

Dr. Lydia Liwanag, Prof. Jomar Empaynado, and Prof. Arjohn Gime, for their expertise in teaching Filipino and their passion in promoting the importance of language not only for nationalism but also for its intellectualization;

Stella Maris College, for the values of Franciscan simplicity and joy; for entrusting the researcher to teach different subjects and grade level every year, which taught her to venture on other possibilities for personal development, and for helping her understand that reading is an essential component in learning all subjects;

Her family, for the love and care, and for allowing and supporting her to pursue her unfinished dreams despite the challenges experienced: family relations, financial and health concerns, among others;

Classmates and friends during high school, college, and masters years;

Aspirant's family and colleagues at Stella Maris, who consistently reminded her to finish her studies to better help her family and future children;

Engr. RP, dearest love, for tender loving care, and for choosing to leave to support her to pursue her unfinished dreams; and above all,

Almighty God, the source of all the graces and blessings received, as He is the great provider of all spiritual, material, and financial needs and gifts like knowledge, time, and opportunity. During difficult times, God has been generous in giving people and circumstances to guide her every day. The challenges met taught her that failure was a triumph because of His grace.

He makes everything beautiful in his timeEcclesiastes 3:11
His precepts are right giving joy to the heartPsalm 19:8
He will renew my strength like a watered garden,
like spring whose water never fails.....Isaiah 59:11
I am not afraid because God is with me.....Isaiah 41:10
I was saved not of myself but a gift of GOD,
not of my work so that I cannot boast.....Ephesians 2:8-9

This paper is for the greater glory of God.

C.T.E.

This paper is dedicated to:

God as the source of all gifts of time, knowledge, and people;

My patron saints St. Francis and St. Claire of Assisi, St. Jude and St. Joseph;

My supportive and loving family;

My Alma Mater since college, Philippine Normal University;

My colleagues, friends and family at Stella Maris College Community;

My pupils at the grade school department at Stella Maris College;

My cheerful friends since high school, college and masters years;

My beloved one, who taught me to continue hoping even when circumstances seem
insurmountable;

CTE

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Reading is an important skill that needs to be learned at an early age because it will make the learning of other skills, content, and knowledge easier owing to the fact that the foundation of almost all learning can be acquired through reading. Yet many children seem to fail in acquiring this skill.

Greany (1996) said that around 1 billion people in the world, who are mostly from the developing countries, cannot read. Without the ability to read, they are deprived of access to information about health, social, and cultural issues, or the simple appreciation that leisure reading brings.

In the Philippines, majority of Filipino students do not possess the ability and motivation to read (Philippine Star, 2010). More so, based on an evaluation of Scholastic Incorporated (2007) cited in Philippine Star (2010), 70% of the nation's learners are incapable of reading within the expected level. The Scholastics explained that one cause of this is a mismatch between the reader's ability and the level of reading materials that students are required to read. Borja (2009) cited Dr. Quijano, former Department of Education (DepEd) administrator, who believed that a decline in the reading comprehension also indicates a decline in many other areas.

Borja (2009) and Luz (2007) stated that reading problems are the main culprit for the poor reading performance of students in National Achievement Test (NAT). Luz (2007)

pointed out that there is a low level of reading comprehension of Filipino elementary graduates. Borja (2009) said that even the results of 66.33% reveal a low score or at the “near mastery level” gained by students in all subject areas. Detamble (2005) added that there was even a decline in Filipino language proficiency based on National Achievement Test results from 61.26% in 2001 sliding down to 42.48% in 2005.

The data just mentioned show that Filipino learners are faced with problems in comprehending academic texts even when they are written in Filipino, a mother tongue for many and a lingua franca for some. Apparently, they perform better in English than in Filipino even though both are considered second languages as explained in the K-12 language curriculum framework.

One significant study is to determine the learners’ comprehension levels when dealing with various text types such as narrative and expository texts, and when answering various test types in Filipino given the two text genres used in content area subjects. Hence, this research is undertaken.

Conceptual Framework

The study is based on concepts and theories in reading and comprehension, particularly on text types and test types as used in assessing the reading levels in Filipino.

Comprehension

Snow (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for

reading. Maria (1990) also explained reading comprehension as a holistic process of constructing meaning from written text through the interaction of the reader's knowledge he brings to the text, like, word recognition ability, world knowledge, and knowledge of linguistic conventions; the reader's interpretation of the language used in meaning making from the text; and the reader's situation while reading the text. Mc Namara and Kendeou (2011) added that reading comprehension is a product of mental representation in reader's memory. This mental representation happens in the process of reading. Failure in the reading process leads to low comprehension product.

It has long been claimed that scores based on types of text and test can be related to the three functional reading levels of learners (Betts, 1946) -- whether independent, instructional, or frustration. Independent level is described in which readers understand a text without assistance from an adult (or a teacher); instructional level is one in which assistance from an adult (or a teacher) to read and understand a text is required; and frustration level is one in which the assistance and guidance given to readers appropriate for their grade level appear to be of no use as manifested by their failure to make sense of the text. The reading levels require assessment in relation to the types of text and test format to determine whether these variables influence the meaning-making process, although the study assumes that a positive correlation exists among them (Gillet and Temple, 1990).

Readers' Developmental Stages

Learners' reading levels need to be understood in relation to their developmental stages in reading, of which Gunning (2003) enumerated and discussed as emergent

literacy, early reading, growing independence, reading to learn, and abstract reading. Since Grade 4 is the target level of the study, the stage of reading to learn (Grade four through six) is the appropriate basis in determining the reading demands at this stage, requiring learners to apply word attack and comprehension skills. At this stage, a greater attention is given on grasping informational texts and vocabulary, thus, conceptual load also increases significantly. Students are required to comprehend numerous concepts which are abstract in form like in physical and social sciences. Children encounter longer and more complex reading materials with more specialized vocabulary. The aim is not only comprehension of the material but also executing directions or forming mental concepts.

Additionally, Chall's (2003) developmental stages point to Stages 2 and 3 running parallel with Gunning's reading to learn stage, the focus of which is on the critical reading transition from Stage 2 to Stage 3. Grade four pupils at this stage (3) begin to encounter texts that contain new words and ideas beyond their own language and their knowledge of the world. The words and concepts of these materials are more demanding that they are asked to read independently, must have fluency, wide range of vocabulary, and critical thinking skills. If grade four pupils fail to do the transition period from learning to read to reading to learn, their performance in academic subjects will suffer because much of what they are required to do involves reading and comprehending.

Schema Theory

As learners transition from primary to intermediate grades, they come in contact with different people and language experiences that widen their understanding of how the

world works, improving their schema. Prior knowledge or schema is a unit of organized idea that represent concepts, relationships, situations, events, sequence and more. It is the building blocks of knowledge which can help the readers to understand the current reading material.

There are two types of schema according to this theory. These are formal schema and content schema. Formal schema relates to the rhetorical structure of different text types- narrative and expository. Narrative texts generally speak of story grammar which consists of character, setting, plot and theme. On the other hand, expository texts are mostly top level pattern where major and minor details are presented in hierarchical order. Unlike the narratives, expository structure is used to tell, describe, explain, enumerate, sequence, compare and contrast, identify cause and effects, and point out problem and solutions, which affect the readers' interaction and comprehension. On the other hand, content schema is the knowledge of the content which includes knowledge about people, culture, and world to help the readers understand the texts.

Chall (2003) used the term *fourth grade slump* referring to the poor academic performance of pupils transitioning from one stage to another attributed to the difficult textual demands of the grade level. Because narratives are present to the knowledge of the world and more apparent in the primary level texts, these are easier for the pupils to understand. On the other hand, as grade level increases there is also an increase demand on reading expositions requiring formal training because of their diverse structure and different organizations, notwithstanding their abstract, academic, specialized and literary words and meaning.

Reading Narrative and Expository Texts

Cooper, Chard, and Kiger (2006) said that text types – narrative and expository, may influence how well a student comprehends, and the manner of attacking them should have been taught as part of regular reading instruction for transitioning purposes from one grade level to the other. As has been discussed earlier, content area reading becomes the demand in higher academic years; hence, learners must cope with the challenges brought by this shift in reading diet.

According to Sanacore and Palumbo (2009), there is an existing gap in students' capability once they enter fourth grade and beyond. This could be because during the primary level, children were too exposed in reading narrative texts. Then in fourth grade, children come unprepared for the expository texts because of word difficulty, less exposure on expository reading materials, and lack of opportunities to prepare for standardized testing using expository texts. Nevertheless, Duke (2003) explained that children can handle and like both narrative and expository texts if teachers expose them to a wide range of genre for interaction and engagement with various text types, especially because they are digital natives of the information age.

Some experts have assumed that the children's ability to understand narrative texts precedes their ability to comprehend expository texts. Anthony, Pearson, and Raphael (1989) claimed that pupils have been expected to comprehend informational text (expository) using content area textbook presented in a narrative form for reading instruction. However, expository text structure may be unfamiliar with the students, and such lack of familiarity may contribute to comprehension difficulties as they enter the intermediate and middle grades where the ability to read informational text is frequently

assumed to be in good standing when knowledge of text structure has been developed over time. As children get older, they are more capable in understanding different types of texts and are more sensitive to text structure.

Assessment

According to Cooper, Chard, and Kiger (2006), assessing and diagnosing a student's performance is the first step in the framework for core instruction. It involves multiple assessments such as standardized testing, informal measures, teacher observations, or a combination of three. Rubin (2011) expressed that teachers do not need to rely on single assessment procedure because for him, multiple assessments can make sound decisions on how instruction should be executed to the diverse needs of the pupils; show a picture of student achievement on his comprehension; and give numerous data on the different dimensions of the child's reading skill. Pinter (2006) referred to this multiple assessments as triangulating data by gathering information from more than one source which can provide teachers with more reliable results as they explore deeply and confirm the findings from various instruments and sources.

Pinter (2006) defined assessment as the process of analyzing data teachers use to get evidence about the learner's performance and progress. Through assessment, teachers can see the gaps between the objectives, the child's performance, and topics needed to be reinforced.

Nowadays, teachers are encouraged to go beyond paper-and-pencil way of assessing children's accomplishment. Pinter (2006) and Rubin (2011) advised to explore alternative assessments which permit children to be more engaged. Rathvon (2004) and

Paris (2007) said that teachers use most frequently informal reading inventory, cloze test, and retelling for assessing comprehension especially for beginning readers. These assessment measures can identify children who need additional instruction for reading and can bridge reading tasks from reading to oral recalls. In addition to that, different types of comprehension assessment pull out different levels of understanding.

The commonly used assessment measures in reading are discussed and presented in the following pages.

Informal Reading Inventory (IRI)

Informal Reading Inventory defined is a series of reading passages that are arranged in order of difficulty, and is accompanied by comprehension questions (Cooper, Chard, & Kiger, 2006), the purpose of which is to determine student's approximate reading levels (independent, instructional and frustration), help the student in appropriate activity grouping, help teachers select reading materials which are appropriate for them, and permit teachers to make observations of children under a variety of reading tasks and levels (Miller, 1995).

However, Rathvon (2004) said that each type of passage comprehension test measures different set of skills involving reasoning skills such as lexical knowledge (vocabulary), semantic knowledge (meaning), and syntactic knowledge (structure of language).

Cain and Oakhill (2006) also explained that using questions-response test or multiple choice (like the informal reading inventory) is limited in their efficiency as it can be difficult to write good comprehension questions and create parallel tests. Moreover,

varying levels of pupil's schema are also taken into account in constructing comprehension questions. Pyrczak (1975) asserted that multiple choice test items open the way to guess the answer without reference to the reading passage.

Cloze Tests

Cloze test, as defined by Harris and Smith (1986), is derived from “closure” which refers to filling in or completing pictures, sentences, or stimuli. It is based on the psychology theory of closure where a person likes to finish incomplete pattern based on predictions. It determines how well students can read a particular text as a result of the interaction between the reader's prior knowledge and language competence. It is used to measure and improve comprehension and to assess language competence.

Alderson (1979) enumerated the advantages of using cloze test. First, it is easily created and administered. In constructing cloze test, teachers can use materials for instructional purposes that do not require writing specific questions. It is also based on silent reading, the natural form of reading by completing a text. Pikulski and Tobin (1982) suggested that most researchers are using cloze test with exact replacements to establish functional reading levels (independent, instructional, frustration), and to determine the grade level or difficulty of texts and evaluate content materials. Additionally, checking the exact replacements for cloze test is quick and efficient since only one answer is considered correct; hence, inter-reliability is already guaranteed.

However, Rathvon (2004) explained that pupils will not be able to supply correct responses unless they can fully understand the meaning of the text, use and retrieve vocabulary knowledge, language, and text structure.

Retelling

Retelling, according to Miller (1995), is not only recalling a list of events but also selecting the most important information, making personal connections, and representing the information in logical sequence.

Morrow (1989) emphasized that retelling can help a child develop language, story structures, and comprehension. It allows individualized thinking as readers integrate the content or topic into their own life experiences. Oakley (2006) believed that oral retelling is educative as it encourages children to think about how the story goes and inferring characters' actions. Pupils also think about text structure, the main idea, and supporting details. Another advantage is that it can improve a child's oral language skills.

Roller (1998) said that retelling assessment has its limitations, like the readers' propensity to memorize the text content. Also, the rule to provide precise words during the retelling activity can affect comprehension and may not mean good comprehension. Furthermore, some children have limited language skills which may cause them to fail to retell important details of the text. The child may assume that the listener (the teacher) already knows the story and that a real audience who really do not know the story is better. Another limitation is that some children do well in writing rather than in speaking. Moreover, Rathvon (2004) said that retelling as measure of comprehension tends to be less reliable than other kinds of reading comprehension measures. Inter-examiner and inter-scorer variables can affect the scoring of retelling assessment. Even though there is a required verbatim scoring, it cannot guarantee accuracy in scoring and recording of the retelling texts for the reason that the scorer's schema and level of expertise can affect the scoring procedure.

Based on the key concepts and the theories discussed, the study illustrates its conceptual framework as shown in Figure 1.

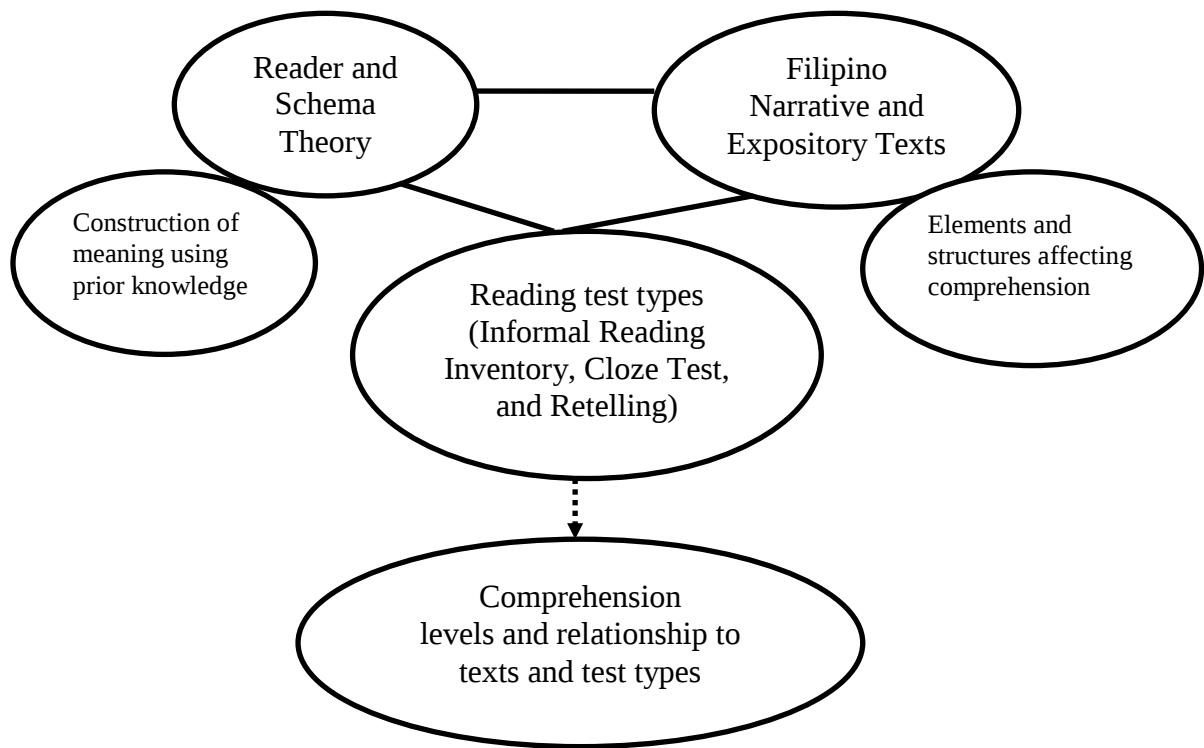


Figure 1: The Conceptual Paradigm

As shown in the paradigm, the reader attempts to construct meaning using background knowledge facilitated by the schema developed through world and word experiences, including one's formal schemata, which refers to conventions in writing and knowledge about text structure. Likewise, word experiences cover familiarity with one's language, which in this case is Filipino as the medium of various text and test formats for assessing reading levels of grade 4 pupils using informal reading inventory, cloze test, and retelling.

Statement of Purpose

The study aimed to assess the comprehension level of grade four pupils' vis-à-vis text and test types in Filipino.

Specifically, it aimed to:

1. Identify the comprehension levels of grade four pupils based on text types as to narrative and expository texts;
2. Determine the comprehension levels of grade four pupils in reading Filipino narrative texts based on test types: informal reading inventory, cloze test and retelling;
3. Find out the comprehension levels of grade four pupils in reading Filipino expository texts based on test types: informal reading inventory, cloze test, and retelling;
4. Identify the relationship between comprehension levels and text types;
5. Discover the relationship of comprehension levels and test types.

Hypothesis

1. There is a significant relationship between the comprehension levels based on text types as to narrative and expository texts.
2. There is significant relationship between the comprehension levels and test types.

Significance of the Study

The study is deemed beneficial to the following:

1. **To students**, the study could show that no single assessment can identify their comprehension level. Varying degrees of comprehension level in different text types – narrative and expository texts, using numerous test types – informal reading inventory, cloze test formats and retelling, shows different dimensions of comprehension as one reads.
2. **To teachers**, the study could help them identify the comprehension level of pupils using multiple assessment instruments. Consequently, this knowledge will guide their instructional planning.
3. **To administrators / supervisors**, the study can serve as a tool in planning instruction and assessment in Filipino texts anchored on the needs of pupils in the classroom and on the demands of Filipino national examinations.
4. **To future researcher**, this could lead them to conduct similar studies with other grade levels and bigger population to look into other variables influencing the comprehension level in reading Filipino narrative and expository texts.

Scope and Delimitation

The study aimed to assess the comprehension levels of grade four pupils vis-à-vis text and test types in Filipino. Respondents were grade four pupils of Stella Maris College in Cubao, Quezon City enrolled during the second trimester of school year 2012-2013. Stratified random sampling was used for the study since the pupils belonged to

heterogeneous section. A limited number of participants, twenty grade four pupils initially, were gathered for the study to allow for more time in transcribing and rating the retelling of narrative and expository texts. However, only the data from thirteen pupils who were able to complete the six (6) tests due to absences and incomplete responses were included in the final report of the study.

Reading passages for the informal reading inventory were extracted from the standardized grade level passages of DepEd Phil- Informal Reading Inventory, as were the Retelling passages, but deleting the eight (8) comprehension questions following each passage. Meanwhile, cloze tests were obtained from grade four Filipino basal text whose readability was assumed to be appropriate for the target level as indicated in the book.

The study was delimited on the scores obtained from Filipino narrative and expository reading passages and the reading assessment tools just mentioned in an attempt to establish their relationship to grade 4 pupils' comprehension levels in Filipino.

Definition of Terms

The following terms are operationally defined in the study.

Assessment. It refers to the process of gathering information for the purpose of understanding learners' performance. As used in the study, it refers to the six day period of administering reading tools to get the comprehension level using Filipino narrative and expository text and test types.

Comprehension Level. It refers to the degree of understanding that readers attain given a passage, the interpretation of which is based on the correct responses supplied, and categorized as:

Frustration Level. A comprehension score that is below 58% in informal reading inventory; 43% in cloze test; and 32% in retelling.

Independent Level. A comprehension score that is above 80% in informal reading inventory; 57% in cloze test; and 51% in retelling.

Instructional Level. A comprehension score that is between 59 - 79% in informal reading inventory; 44 - 56% in cloze test; and 33 - 50% in retelling.

Test Type. It refers to a test format encountered in various subjects and content areas in academic setting, categorized in this study as:

Cloze Test. It refers to an assessment tool that requires learners to fill in the blank with exact words deleted from the passage.

IRI or Informal Reading Inventory. It refers to a test type consisting of graded passages followed by comprehension questions.

Retelling. It refers to a test type that requires readers to tell aloud what they have understood from reading.

Text Type. It refers to a genre of written discourse read in textbooks and other academic sources of information, categorized as:

Expository Text. It is a type of text embedded with information whose purpose is to inform, explain, describe, and compare and contrast.

Narrative Text. It refers to a text type whose purpose is to tell a story.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews local and foreign studies that contribute to the investigation of the comprehension level of grade four pupils in reading texts and test types in Filipino.

Several assessment tools are used to determine the comprehension level readers have with respect to language and test formats. To understand these tools in reading assessment, they are described and discussed relative to their function in the study.

A few studies are conducted regarding comprehension levels of students in reading Filipino passages and selections. Most of the studies focus on English as a second language (ESL) whose findings and results are considered applicable in another language, like Filipino, spoken as *lingua franca* if not mother tongue among most learners in the country.

Elementary Pupils' Reading Interest as to Text Types

According to Luz (2007), Filipinos are said to be good story tellers rather than readers. In situations like gossips or *kuwentong barbero* o *kuwentong kutsero*, Filipinos like to tell stories of their neighborhood and others. In this case, they are able not only to retell what might happen, predict possible consequence, and give insights about drama shows, but also share about the issues faced by the country.

Likewise, Dacara (2003) studied the vocabulary knowledge of grade 6 children. It reveals that children like to talk about topics pertaining to family members and other relatives; friends and playmates; school and teachers; events like parties, picnics and outings; places like playground, shopping mall and churches. They also interested on topics they read about and television shows they watch. They enjoy talking about this matter during their free time. It shows that children like to tell stories of any topic not only related to school matters but also their everyday encounter with other people. This will enrich their schema of the world.

Gilakjani & Ahmandi (2011) conducted a study on the relationship between L2 reading comprehension and schema theory. The study shows that the ability to understand a text is based not only on the reader's linguistic knowledge but also the general knowledge of the world, world schema. Familiarity of content has an effect on reading comprehension and must be a criterion in selecting materials for instruction and evaluation. It reveals that even pupils are well versed on a certain language; they cannot read in that language with good comprehension if they have little knowledge on the content.

Novilunio (2006) conducted a study about the reading interest of grades five and six students in Lourdes School of Quezon City. The instruments used were a questionnaire consisting of eight (8) items which focused on finding their interest in relation to the type of reading materials, topic, literary genre, language medium and length of materials. The study reveals that pupils were interested in reading various materials such as textbooks and encyclopedia for academic purpose; magazines like K-Zones, broadsheet newspapers reading headlines, sports and comics section. Textbooks,

magazines, newspapers are expository text in nature aiming information. They also enjoy narratives like legends, myths, fables and short stories. The study shows that intermediate grades like both narrative and expository texts for academic and leisure reading. They also devote time in reading depends on the type and complexity of reading materials. They get benefits from both academic and leisure reading to sharpen their imagination and providing information.

Ray & Meyer (2011) studied about the individual differences in children's knowledge of expository text structures. It reveals that knowledge of text structure may help younger reader to overcome the difficulties of reading expository texts. Yet, in order to gain competency in recognizing and using expository structures, it requires explicit instruction taking into account the needs of individual readers. However, readers' individual needs may not always be clear given the complex nature of the reading process - reader, text and context. This study shows that younger children were able to handle expository texts provided that teachers give explicit instruction. Teachers may employ different comprehension strategies using expository texts to improve comprehension.

Kendeou & Van Den Broek (2007) investigated about the effects of prior knowledge and text structure on cognitive processes during comprehension of science texts of undergraduate college students. It uses think aloud and reading time method to measure comprehension and individual differences in working memory and need for cognition. The study reveals that readers adjust their processing as it interacts between prior knowledge and text structure. Adjustment happened when readers erroneous prior knowledge was refute from the knowledge gained while reading the text. In addition to

that, readers' memory is affected by differences in prior knowledge and not on text structure.

Peralta (2013) also studied the relative effect of awareness of text structure on comprehension. The study uses English texts for grade 5 pupils. The study reveals that regardless of text structure and whether the pupils are aware or not, their comprehension level was not affected at all. Text structure has no significant relationship between the readers' awareness of text structure and their comprehension level.

McMackin (1998) conducted a study using narrative picture books to build awareness of expository text structure. It introduces expository text structure through the use of narrative picture books. The study reveals that it prepared the children for the task of independent comprehension of a more complex exposition details. However, it needs systematic instruction so that pupils were properly guided in understanding expository details. In this way, students are empowered by enhancing their reading and writing skills in content area.

Basadre (2006) conducted a study about the reading interest, confidence with texts, and reading performance of grade four public school pupils. The reading performance test consisted of nine (9) items for each of the six (6) selected Filipino and English narrative and expository texts that covered different areas of comprehension such as noting details, vocabulary, cause and effect, among others. The respondents were from five heterogeneous classes in 30 public school pupils in Bulacan. The study aimed to identify the difference in reading interest and reading performance in terms of text structure and language of the text, with results revealing that the subjects performed better in reading narrative texts than expository texts.

Elementary Pupils' Reading Comprehension as to Test Types

No single assessment can identify the reading comprehension level of a reader. Various assessment tools shows different dimension of the reader.

Castillo (2012) conducted a study about the effects of ABRC module utilization on the comprehension level of grade 3 pupils. It uses Phil-IRI (informal reading inventory) as pre-test and post-test for the implementation of the ABRC module. The initial comprehension level of the grade 3 pupils was in the frustration level. Then Activities for Better Reading Comprehension (ABRC) module was given to the respondents for three (3) months. It was observed that there is a tremendous improvement on the pupils' ability to read and a remarkable difference between the results of the pretest and post test using Phil-IRI. This study shows that informal reading inventories can be used as an assessment instrument to identify the initial level of comprehension of pupils that help teachers to plan for instruction to improve their comprehension.

Columna (2013) also conducted a study about the grade 3 comprehension levels in Filipino and English reading tests. It uses informal reading inventories and cloze tests with narrative and expository content to assess the comprehension level in Filipino. The study reveals that a greater number of pupils in the third grade possess the ability to comprehend Filipino texts. Their knowledge of the language helps them activate their schema during reading. This is also a natural occurrence since Filipino is their first language.

Similarly, Pamo (2007) conducted a study about the reading abilities in first language (L1) and second language (L2) narrative and expository texts of 27 grade six pupils using cloze tests, which concluded that the respondents' knowledge of the

language helped them activate and access their schema while reading. It was noted that between the two types of L1 texts, the respondents were more proficient in reading expository text than narrative text. Also, similarity in the language used in L1 narrative and expository texts allowed the respondents to comprehend both types of text with almost the same proficiency.

Givera (2011) conducted a study about the effect of developmental retelling technique instruction on comprehension of kindergarten pupils. The study uses narrative text for retelling. The study shows that children in the kindergarten were capable to retell story even though it was their initial exposure. A slight improvement in their comprehension was manifested after they are thought using retelling technique. The study presents that even before children gone to formal schooling they are exposed with the retelling technique. Although slight improvement was manifested in their comprehension, it reflected that children were good in comprehending Filipino narrative texts at a very young age.

Duke (2003) cited Moss' work in examining the retelling of first grade readers using informational texts. From the 20 participants of the study, 18 of them produced retelling scores of 3 or higher. The study presents that even young children or early graders showed good scores in retelling informational texts. Although no particular relationship was established between narrative and expository texts, it was noted that children were able to produce good retellings of narrative texts.

Zhang (2008) investigated the effects of formal schema on reading comprehension of Chinese EFL readers through case study. They were asked to recall the text and finish a cloze test after reading the passage with identical content but different

formal schemata (descriptive, comparison – contrast and problem – solution). Reading comprehension is determined by comparing the reading scores of three schematically different texts. The study reveals that there is significant difference exist among text types both in quantity and quality of the recall protocols. Yet no significant differences are found in the cloze test.

Keenan, Betjemann & Olson (2008) studied the reading comprehension tests vary in the skills they assess. It examines the most popular reading comprehension measures used in research and clinical practices in United States which are Gray Oral Reading Test, retellings and comprehension questions from the Qualitative Reading Inventory, Woodcock-Johnson Passage Comprehension Subtest and the Reading Comprehension Test from the Peabody Individual Achievement Test. It reveals that different comprehension tests measure different skills. Moreover, having the same test can also assess different skills depending on the developmental level of the reader.

Martinez (2013) also studied the use of various assessment tasks in the analysis of the effect of prior knowledge and interest on L2 reading comprehension. Assessment tools used are written recall, sentence completion and multiple choice. The study shows that there is a significant effect – perceived interest and prior knowledge on L2 reading comprehension. It also reveals that comprehension is assessed via written recall and multiple choice questions is enhanced when readers read texts related to their interest. Prior knowledge (schema) has a positive effect on the reader's comprehension based on the assessment method used. It considers the differences among assessment method and how it may affect the reading comprehension as to interest and prior knowledge.

McNamara, Ozuru & Floyd (2011) examined the reading comprehension of grade 4 as a function of text genre (narrative, expository- science), text cohesion and readers' ability to understand the fourth grade slump. Comprehension was assessed with 12 multiple choice questions and free and cued recall. The study reveals that the fourth grade slump is partially attributable to the emergence of complex dependencies between the nature of the text (narrative and expository) to the readers' prior knowledge. The study shows that comprehension problems will occur to fourth grade and beyond if children do not gain sufficient knowledge about the world. Thus, schema is important at this grade level. Readers can make inferences and text calls for those inferences depend on the depth of knowledge that contributes to comprehension processing.

Estacio (2003) also conducted a study about the bilingual readers' metacognitive strategies as predictors of reading comprehension. It uses Metacognitive Awareness Reading Strategies Inventory, two type of reading comprehension tests (multiple choice and unaided recall) based on four reading materials (two narratives and two expository). It reveals that participants use three major types of metacognitive reading strategies - problem solving, global reading and support reading strategies. Yet results have not been conclusive as to what strategy affects reading comprehension because there was no single predictor of the good reading test scores. Reading tests, test effect and familiarity of the test may affect the comprehension of the respondents. This study encourages in using other assessment tools such as observation, thinking aloud to describe the type of strategies used when reading and to see if test factor affects comprehension.

Filipino Language

Language is also an essential component in reading comprehension. Studies conducted supports Filipino instruction for children to read effectively.

Briones (2007) studied the effects of using first language (Filipino) illustrative text on the comprehension of beginning readers. It uses five sets of L1 instructional materials from grade one Filipino textbook. Five comprehension tests and an oral retelling of each passages were used after the experimentation of illustrative texts. The findings showed that L1 illustrative texts positively reflect children's identity, home language, and culture as part of daily experiences. It provides the foundation for learning alphabetic principles, language structure and content in everyday lives (e.g. the religions, the manners and customs of various groups). It is easier for them to explain difficult grammatical concepts in L1 and it ensures understanding of what have been taught.

Resuma and Ocampo (2000) measured the effectiveness in using Filipino as medium of instruction in all subjects except English in UP Integrated School (UPIS) in accordance with the UP Language Policy mandating the use of Filipino language as medium of instruction in all courses of the undergraduate level of UP system. The study was able to prove that the academic performance of students taught in Filipino was higher than those in English in grades 3 and 4 of the following subjects: Science, Filipino, and Health. In the case of Social Science and Mathematics, the performance of said students was consistently higher even up to Grade 5. Evidently, using Filipino language as medium of instruction for most subjects except English can produce positive results in learning. They are able to show that subjects like Social Science, Mathematics and Science and Health can be better learned in Filipino. Information is better explained in

the language known to the pupils. Thus, it gains high performance because Filipino language is used as medium of instruction.

Baetiong (2004) also conducted a study about the cognitive threshold level skills in written Filipino and cross lingual transfer. It uses a research-made CALP (Cognitive Academic Language Proficiency) writing test in Filipino and English. The findings of the study reveal that the CALP threshold in Filipino is demonstrated in unity and cohesion of written ideas. Children are able to express main ideas and supporting ideas and used links such as keywords, synonyms and pronouns. CALP threshold level in written Filipino is approximately reached at grade 6. More than 2/3 or a great majority of the subjects manifested problems with the use of Filipino as an academic language because they fail to reach at least the minimum level of proficiency. This study shows that language used in everyday life is not the same language used in the academe. Although language plays an important role in reading comprehension, cognitive and academic use of Filipino language is different especially in explaining facts about Science and Health, Mathematics in Filipino. Language may not only be viewed as per communication but also for intellectualization. It is not enough that Filipinos speak the language to show nationalism but also know and speak the language academically.

The studies reviewed in this paper show that schema - world and word schema, formal and content schema plays an important role in reading comprehension. In depth schema facilitates comprehension. Furthermore, if a reader has an erroneous schema it may be corrected or modified as one reads.

The studies reviewed in this paper also show that informal reading inventory, cloze test and retelling are the most frequently used assessment tool for assessing

comprehension not only for beginning readers but across readers. In addition to that, different types of comprehension assessment pull out different levels of understanding. Thus, no single assessment can clearly identify the strengths and weaknesses of a child. Each type of assessment instrument measures different skills. Comprehension is also influenced not only test types.

In addition to that, studies about Filipino language shows that concept in Science and Health, Social Sciences and Mathematics using Filipino as medium of instruction can aid comprehension also learning. This is in support with the K – 12 curriculum where in the mother-tongue (Tagalog, Filipino for some) is used to explain concepts up to third grade. This will help them develop reasoning skills and to academically used their own language.

The studies cited in the study reflect the complexity of reading research among young learners in Filipino processing written text in L1 and L2 contexts. Those included guided the researcher as regards text types to use in assessing grade four pupils' comprehension levels, and test types to administer for scoring and analyzing data. The study, however, focuses only in one language which is Filipino as the medium of the passages selected as instruments for assessing the participants.

The findings of studies offered assistance in understanding readers' comprehension levels in Filipinos as influenced by text and text factors, which were also the same variables considered in the study. Moreover, that Filipino children performed as good in both languages and in various types of test and text were deemed useful in evaluating the respondents' answers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, sampling technique, research procedure, and the statistics needed to treat and analyze the data.

Research Design

The study used descriptive and correlation design focused on the comprehension level of grade four pupils vis-à-vis text and test types in Filipino. A simple descriptive research design is used when data are collected to describe the characteristics of persons, organizations, settings, or phenomena.

Correlation design was also utilized to determine the degree of relationship between two variables (Oriondo & Antonio, 1984). Measure of correlation indicates magnitude or size of the relationship and the direction of the relationship in a way that positive and negative signs determine the direction of the relationship of the variables, while the computed correlation indicates magnitude or degree of relationship.

There were four sections in grade four level. Students were heterogeneously grouped because the school believes in receiving similar instructions for academic and non-academic performers of the class. Grouping of students were done through ranking their general average grade at the end of the year and distributing them equally to the four sections. Behavior of the pupils was also given attention in sectioning. Two teachers were assigned to teach in the level. Each teacher handled two sections which comprised of 40 pupils.

Sampling Technique

For a heterogeneous class, the study used stratified random sampling technique because the simple random sampling, according to Monzon-Ybanes (1993), will not give good results for a heterogeneous group as it may also generate incorrect proportions of the characteristics of the group.

In doing the stratified random sampling, the group was categorized into homogenous group (called strata) according to classifications. The desired number in the sample is allocated in proportion to the number of elements in each; then, a random sampling is used to select the target participants.

There were 80 pupils in two sections of grade four. The pupils were grouped into above average, average, and below average done to eliminate different characteristics that may affect the study. The categories were based on their Filipino grades which components included quizzes, seat works, theme writing, participation, and first trimestral examination. Consequently, twenty pupils were grouped in above average, and another 20 for below average, while forty pupils were in average group. Then, random sampling was done to get 20 potential subjects of the study.

Only those who were able to complete the tests were included in the report of the study. This means that the pupils who were absent during the assessment week and who were not able to finish the test items were excluded. All in all, a total of only 13 out of the intended 20 participants were used in the study.

Research Instruments

The study made use of narrative and expository texts in three kinds of tests - informal reading inventory, cloze test, and retelling- to measure the comprehension level of target respondents.

Phil-Informal Reading Inventory (IRI). It is a national reading assessment tool prepared by DepEd under the initiative of the Bureau of Elementary Education (BEE) anchored on the program “Every Child A Reader Program”, created so that pupils can communicate both in English and Filipino through effective reading instruction.

The Phil-IRI silent reading test aims to measure the speed and comprehension level in Filipino and English within a specific time frame. As per guidelines set by BEE, both narrative and expository texts were carefully written to ensure that the characters, setting, and plot appeal to the children. They were value-laden, culture-neutral, gender-free and without biases against religion, ethnicity/race, and socio-economic status.

In this study, the PHIL-IRI silent reading passages were used as they were deemed standardized; hence, the validity of this instrument has been established. *May Bagong Katulong* is a narrative text about Lita who helps in the household chores because their helper, Ana, got sick. *Iwas Sunog* is an expository text on ways the government help the people in preventing fire disaster. Eight questions of varying levels and difficulty followed after reading the passage.

Cloze test. It refers to a fill-in-the-blank type of test administered to measure children's competence in language use and comprehension when reading whole texts with missing words.

In this study, it refers to the 25 test items coming from the reading passages in Filipino narrative and expository texts randomly picked from the basal text and which have not been read by the pupils. In constructing the narrative and expository cloze tests, every 7th word was deleted from the text. Deletions started from the second paragraph and leaving the first and the last paragraph intact and complete without deletion. The test was type written together with all the deletions made.

Expert validations for the cloze test were utilized. Reading passages for cloze test were *Ang Kuwento ng Manok at Agila*, a narrative text about an eaglet that grew together with the hen and its chick after the farmer found it when it was still an egg on his way to the farm. After such days of living as a chick, the farmer set it free when he felt he had already prepared the eaglet to live free and on its own. *Ang Pag-init ng Mundo* is an expository text that explains the cause and effect of climate change and global warming.

Retelling. It was extracted from the grade four Phil-IRI (informal reading inventory) passages without the eight (8) comprehension questions after. *Naku Sayang* is a narrative text about friends Myra, Leah, Perwin, and Ramon who had a wonderful time by the seashore. *Kaya Mong Kumita* is an expository text on ways how children can earn for a living during their free time.

Teodoro's (2007) Narrative Retelling Rubric and Morrow's Informational Text Retelling Summary Sheet (2007) were used to rate the retelling responses of the pupils.

These rubrics were translated into Filipino where the content and language translation of the rubric was validated by experts.

Data Gathering Procedures

The study had three phases in the conduct of the study.

Preparation of Assessment Instruments

Informal Reading Inventory. The Informal Reading Inventory including the comprehension questions were taken from the Phil-IRI passages. A table of specification was made by the researcher and evaluated by experts. (Please see Appendix D).

Cloze Test. In constructing the narrative and expository cloze tests, every 7th word was deleted from the text. Deletions started from the second paragraph, but the first and the last paragraph remained complete as per guidelines set in cloze test preparation. The test was type written reflecting all the deletions made. Expert validations for the cloze test were utilized. Exact answer only was considered the accepted response to lessen subjectivity in checking responses.

Retelling. The retelling passages were taken from the Phil-IRI (informal reading inventory). Narrative Retelling Rubric of Teodoro (2007) and Informational Text Retelling Technique Summary Sheet of Morrow (1989) were adapted and translated into Filipino. Language and content translations of the retelling rubric were evaluated.

Criteria for expert evaluators were the following: teachers who have minimum of three years' experience in teaching Filipino and have units in Filipino and Reading Education. Once the instruments were revised based on the suggestions given by the evaluators, pilot testing was conducted to the other class for 6 days so as to help improve the procedures for the actual data gathering as to instructions given, time allotment for answering the tests, and anticipating possible concerns of the participants.

Three experts evaluated the instruments that provided insights for the improvement of the instruments and data gathering procedures in the actual administration of tests. One of the experts recommended to translate the terms narrative and expository in Filipino as *pasalaysay* and *palahad*. Another one modified the set of objectives and instructions of IRI and also improved the questions by rephrasing, deleting the word *raw*, correcting the spelling e.g. *gawaing-bahay*, *kaniyang*, *ahensiya* and giving emphasis for vocabulary question e.g. *hudyat*. Options were enhanced by rephrasing and removing repeated word *dahil*, *siya ay*, and *mga*.

The experts improved the set of objectives and instructions of the cloze test and suggested to reduce the number of test item from 40 to 25.

As regards retelling, they modified the objectives, instructions, and motivation questions, and checked the language and content translation of Teodoro's Narrative Retelling Rubric and Morrow's Informational Text Retelling Rubrics to give appropriate translation for story elements and exposition details.

Administering the Tests

The feedback obtained from the pilot testing was used to improve the instruments and the administration procedures with the actual participants. A maximum of 40 minutes one day at a time for each type of assessment was given, the schedule of which is shown in Table 1.

Table 1

Schedule of Test Administration

<i>Day</i>	<i>Assessment Instrument</i>	<i>Text Type</i>	<i>Text Title</i>	<i>Procedure</i>
1	Phil-IRI	Narrative	May Bagong Katulong	Silent reading and answering
2	Cloze Test	Expository	Iwas Sunog	Silent Reading and answering
3		Narrative	Ang Kuwento ng Manok at Agila	
4		Expository	Ang Pag-init ng Mundo	
5	Retelling	Narrative	Naku Sayang!	Silent reading and recorded oral retelling
6		Expository	Kaya Mong Kumita	

No aid was given to the pupils as they answered the IRI and cloze tests. For the retelling, each pupil was scheduled for individual retelling. Every pupil was asked to read the passages for retelling first before answering, and when each was done with retelling, he/she was requested not to talk about the story with classmates until all were done with the test. While each pupil was individually working on the retelling, others continued with the usual classroom activities.

During the test taking proper, pupils were allowed to ask vocabulary questions. Table 2 presents the words frequently asked words during the test, although they were not answered during the test.

Table 2

Frequently Asked Words

<i>Assessment Instrument</i>	<i>Text Type</i>	<i>Text Title</i>	<i>Vocabulary</i>	<i>Frequency</i>
Phil-IRI	Narrative	May Bagong Katulong	katungkulan	2
			iskawting	3
			plantsadora	1
	Expository	Iwas Sunog	programa	1
			upos	2
			hudyat	2
			madaling	2
			iwasan	1
Cloze Test	Narrative	Ang Kuwento ng	sumisiyapsiyap	2
		Manok at Agila	dagitin	4
	Expository	Ang Pag-init ng Mundo	carbon dioxide	1
			petrolyo	2
			buhawi	1
Retelling	Narrative	Naku Sayang!	kabibe	3

Papers were retrieved and the pupils were dismissed after each test was taken.

Data Analysis

The following were done in analyzing each test:

Informal reading inventory. One point per correct answer was given with a total of eight (8) points. Rating was obtained by getting its percentage.

Cloze test. One point per correct answer was given with a total of twenty five (25) points. Rating was obtained by converting the scores into percent accuracy rates. Exact answers were accepted to lessen the subjectivity and time for checking and analyzing the cloze test responses. Moreover, accepting synonyms may affect the reliability of the comprehension level criteria since these were established on exact word replacements.

Retelling. Analysis for retelling was done by transcribing the texts. Maximum of four (4) points was given depending on the depth of retelling each story element, and a total of thirty six (36) points was the perfect score. Using Filipino translation of Morrow's Informational Text Retelling Technique, the researcher gave a maximum of four (4) points on main and supporting details retold by pupils, totaling to twenty (20) points as perfect score. To lessen the subjectivity of scoring, inter-rater scoring was established by orienting the raters on the purpose and nature of retelling and by working together on a sample case and practicing how to rate each given response; however, only one of the experts requested as inter-rater was able to make the inter-scoring of the retelling. The scores given by the inter-scorer and the researcher were computed for the average of scores.

Mean percentage of scores was used to determine the comprehension level of grade four pupils. To determine the comprehension level of grade four pupils in reading Filipino text and tests types, the guide for interpreting scores shown below was used. Table 3 shows the guide for the interpretation of scores for each test type.

Table 3
Mapping Scores between Test Types and Comprehension Level

<i>Comprehension Level</i>	<i>IRI (Phil – IRI, 2011)</i>	<i>Cloze Test (Gunning, 2003)</i>	<i>Retelling (Clark, 1982)</i>
Independent	80% - 100%	57% - 100%	51% - 100%
Instructional	59% - 79%	44% - 56%	33%- - 50%
Frustration	below 58%	below 43%	below 32%

Rubin’s (2011) composite score range on identifying the comprehension level from various sources guided the computation of overall score. Accordingly, the mapping of scores was determined by assigning the following values: 1 for frustration; 2 for instructional; and 3 for independent. The composite score for each pupil is calculated by averaging the reading-level indications, as shown in Table 4.

Table 4

***Mapping the Composite Score Range of Comprehension Levels
(Rubin, 2011)***

<i>Comprehension Levels</i>	<i>Range</i>
Independent	2.33 – 3
Instructional	1.67 – 2.32
Frustration	1 -1.66

Pearson r correlation was used to determine the relationship of comprehension level of grade four pupils vis-a-vis text and test types using the SPSS program.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered to address the objectives of the study.

The first objective was to determine the participants' comprehension levels given the two text types.

Comprehension Levels and Text Types

Table 5 conveys the comprehension level of grade 4 pupils in reading narrative texts in Filipino whose composite score was based on the three test types administered.

Table 5
Comprehension Level of Grade Four Pupils in Reading Filipino Narrative Texts

<i>Respodents</i>	<i>Average Score in Filipino Narrative Texts</i>	<i>Composite score</i>	<i>Comphrension Level</i>
A	61.33%	2.33	Independent
B	67.67%	2.33	Independent
C	50.67%	2.00	Instructional
D	56.77%	2.00	Instructional
E	46.33%	1.67	Instructional
F	46.33%	1.67	Instructional
G	64.67%	2.33	Independent
H	59.00%	2.33	Independent
I	66.67%	2.33	Independent
J	47.33%	2.00	Instructional
K	44.00%	1.67	Instructional
L	72.00%	2.67	Independent
M	44.00%	1.33	Frustration
Mean Percentage	55.90%	2.05	Instructional

Table 5 shows that composite score for the comprehension level of grade four pupils in reading Filipino narrative texts is 2.05 interpreted as instructional level, with a mean percentage of 55.90%.

From the table could be seen that six (6) pupils had independent reading level, and another (6) pupils in instructional level when they read and answered the narrative texts. However, one pupil was in frustration level perhaps because of the difficulty experienced in comprehending Filipino the texts.

Looking at the mean percentage and composite scores of grade four pupils as a group, they were in instructional level in reading Filipino narrative texts, indicating that the pupils can handle the texts in narrative structure with teacher assistance. Although having this level as grade 4 was not bad, it was also not good in a sense that they should have attained the highest level since their mastery in dealing with such text type was supposedly developed even prior to their present grade level.

The comprehension levels attained by the pupils can be explained by Gillet and Temple's (1990) idea that pupils are reading within their comfortable level with good comprehension and accuracy in word recognition when they reach this level of comprehending. It supported the fact that students are able to comprehend narrative texts on their grade level and they stand to benefit from regular instruction ably facilitated by teachers.

The next table gives the data on comprehension level in reading and answering expository texts in Filipino.

Table 6
Comprehension Level of Grade Four Pupils in Reading Filipino Expository Texts

<i>Respodents</i>	<i>Average Score in Filipino Expository Texts</i>	<i>Composite scores</i>	<i>Comprehension Level</i>
A	40.67%	1.67	Instructional
B	55.33%	2.00	Instructional
C	54.67%	2.00	Instructional
D	45.33%	1.67	Instructional
E	45.33%	1.67	Instructional
F	48.33%	2.00	Instructional
G	61.33%	2.33	Independent
H	44.44%	1.33	Instructional
I	63.00%	2.00	Instructional
J	61.00%	2.33	Independent
K	47.67%	1.67	Instructional
L	59.33%	2.00	Instructional
M	49.33%	1.67	Instructional
Mean Percentage	51.97%	1.87	Instructional

Table 6 shows that composite scores for the comprehension level of grade four pupils in reading Filipino expository texts is 1.87, instructional level, with a mean percentage of 51.97%.

Two (2) pupils comprehended Filipino expository texts with independent level and the rest of the pupils were in instructional level. Surprisingly, none of the pupils seemed to experience difficulty comprehending this text type.

Looking at the mean percentage and composite scores of grade four pupils as a group, they were in instructional level in reading Filipino expository texts.

The data show that pupils could also comprehend expository texts as well as they did the narrative texts. They likewise read them within their comfortable level with good comprehension and accuracy in word recognition in reference to the functional reading levels of Gillet and Temple (1990).

However, this is in contrast with the claim of Chall (2002), Sanacore and Palumbo (2009) that pupils in the intermediate level are experiencing difficulty in comprehending expository texts. The result of the study supported Duke (2003) that children can like and handle both narrative and expository texts when exposed to a wide range of genre; hence, they are able to interact and engage with them.

Comprehension Level and Test Types

The comprehension level of grade four pupils in reading Filipino narrative texts using informal reading inventory, cloze test and retelling is seen on Table 7.

Table 7

Comprehension Levels and Narrative Test Types

<i>Respodents</i>	<i>Informal Reading Inventory</i>		<i>Cloze Test</i>		<i>Retelling</i>	
	<i>Scores</i>	<i>Rdg Level</i>	<i>Scores</i>	<i>Rdg Level</i>	<i>Scores</i>	<i>Rdg Level</i>
A	88%	3	52%	2	44%	2
B	88%	3	40%	1	75%	3
C	63%	2	20%	1	69%	3
D	88%	3	36%	1	46%	2
E	63%	2	32%	1	44%	2
F	75%	2	20%	1	44%	2
G	75%	2	48%	2	71%	3
H	88%	3	56%	2	33%	2
I	100%	3	40%	1	60%	3
J	63%	2	28%	1	51%	3
K	63%	2	36%	1	33%	2
L	100%	3	56%	2	60%	3
M	63%	2	36%	1	33%	2
Mean						
Percentage	78.23%	2.00	38.46%	1.31	51.00%	2.46

Table 7 shows the mean percentage of grade four pupils at 78.23% with a composite score of 2.00 when reading Filipino narrative texts using informal reading inventory, interpreted as instructional level. Six (6) pupils could answer IRI Filipino

narrative texts independently, while the rest were in instructional level. No pupils got frustration level in this test type.

The data above show that pupils comprehended narrative IRI with good comprehension level and good accuracy in word recognition. This also indicated that they would benefit from a regular classroom instruction with teacher assistance to interact with texts and construct their meaning.

Third column of Table7 presents the mean percentage of grade four pupils in reading Filipino narrative cloze test. Mean percentage in this test was 38.46% with a composite score of 1.31, indicating a frustration level in reading.

The table shows that four (4) pupils are in the instructional level and the rest of the pupils are in the frustration level in reading Filipino narrative cloze test. This reveals that they performed better in IRI than in cloze test as can be attested by the fact that no one had an independent level in this test. On the contrary, some were still experiencing difficulty in comprehension despite the apparent familiar text type. Their score could be characterized as struggling for comprehension perhaps because of the nature and structure of the test requiring exact replacements to fill in the blanks, Pikulski and Tobin (1982) recommended to establish functional reading levels of students. Vacca and Vacca (1989) also explained that the criteria for the cloze test were established from the purview of exact word replacements.

Apparently, grade four pupils were not able to supply exact replacement because semantically acceptable responses (like synonyms) in the narrative cloze test were not considered. Perhaps when these were accepted, the pupils could have scored better and higher.

However, fourth column of Table 7 shows that grade four pupils were in independent level in retelling Filipino narrative text with a mean percentage of 51% and a composite score of 2.46. Seven pupils (7) pupils were in the instructional level and six (6) were in independent level. No one was in frustration level in this test type, perhaps because the pupils were excellent story tellers as manifested by their scores (Luz, 2007).

Meanwhile, the comprehension level of grade four pupils in reading Filipino expository texts using informal reading inventory, cloze test and retelling is seen on Table 8.

Informal Reading Inventory

Second column of Table 8 shows the mean percentage of grade four pupils in reading Filipino expository texts using informal reading inventory. It shows that pupils are within the instructional level with a mean percentage of 65.62% and a composite score of 1.85.

Only one was in independent level, nine (9) in instructional level, and three (3) in frustration level in this test type, but the average level was instructional.

Column 2 of Table 8 shows that pupils are in instructional level in reading expository texts using informal reading inventory. They manifest good comprehension with good accuracy in word recognition, and they can read expository texts under guided reading instruction in the classroom.

Table 8***Comprehension Levels and Expository Test Types***

<i>Respodents</i>	<i>Informal Reading Inventory</i>		<i>Cloze Test</i>		<i>Retelling</i>	
	<i>Scores</i>	<i>Rdg Level</i>	<i>Scores</i>	<i>Rdg Level</i>	<i>Scores</i>	<i>Rdg Level</i>
A	38%	1	24%	1	60%	3
B	75%	2	28%	1	63%	3
C	63%	2	28%	1	73%	3
D	50%	1	48%	2	38%	2
E	63%	2	28%	1	45%	2
F	38%	1	44%	2	63%	3
G	63%	2	48%	2	73%	3
H	75%	2	28%	1	30%	1
I	75%	2	36%	1	78%	3
J	88%	3	32%	1	63%	3
K	75%	2	28%	1	40%	2
L	75%	2	40%	1	63%	3
M	75%	2	28%	1	45%	2
Mean						
Percentage	65.62%	1.85	33.85%	1.23	56.46%	2.54

Cloze Test

Third column of Table 8 exhibits the mean percentage of grade four pupils in reading Filipino expository cloze test. Mean percentage of cloze test is 33.85% with a composite score of 1.23, interpreted as frustration level.

The table shows that three (3) pupils are in the instructional level and the rest of the pupils are in the frustration level in reading Filipino expository cloze test, perhaps because they experienced difficulty in answering the cloze test using exact replacement, requiring them to work on word analysis to be bale to comprehend the content of the test. Perhaps semantically acceptable responses, when considered, could have increased the scores of the pupils.

Retelling

The fourth column of Table 8 shows that grade four pupils were in independent level in retelling Filipino expository text with a mean percentage of 56.46% and a composite score of 2.54.

Eight pupils (8) pupils were in the independent level and four (4) were in instructional level. However, one was in frustration level. This result affirms Duke's (2003) finding citing Moss that even young pupils are able to manifest acceptable or higher score in retelling expository texts. It appears that the pupils can handle the test and text well, contrary to the belief that the nature of exposition poses challenges to the readers. In this case, it could be that L1 reading is not comparable with L2 reading as far as the results in this study are concerned.

Comprehension Level of Grade Four Pupils in Relation to Text and Test Types

This part of research presents the correlation between the comprehension level of grade four pupils and text and test types using Pearson product-moment correlation. The correlation coefficients are interpreted based on the given coefficients by Calmorin & Calmorin (2004).

If r is:

- | | | |
|---|--------------------------|----------------------------------|
| = | 0.00 to ± 0.20 | - negligible correlation |
| = | ± 0.21 to ± 0.40 | - low or slight correlation |
| = | ± 0.41 to ± 0.70 | - marked or moderate correlation |
| = | ± 0.71 to ± 0.90 | - high correlation |

=	± 0.91 to ± 0.99	- very high correlation
=	± 1.00	- perfect correlation

The correlation coefficient of the grade four pupils' comprehension level in relation to text and test types and their corresponding interpretations are summarized in Table 9 and Table 10. The data used in computing the coefficients using the Pearson product-correlation are shown in Appendix X.

Table 9

Comprehension Level of Grade Four Pupils in Relation to Text Types

<i>Text Types</i>	<i>Pearson r</i>	<i>Magnitude</i>	<i>Direction</i>
Narrative and Expository Texts	+0.398	low or slight	positive

Table 9 shows the comprehension level of grade four pupils in relation to text types, narrative and expository. The computed correlation coefficient of the mean percentage in the comprehension level is 0.398 which reveals low or slight correlation. Positive sign tells the direction of the correlation between narrative and expository texts.

Based on the correlation done, comprehension level gained from reading narrative texts is slightly correlated to comprehension level in reading expository texts, meaning that the comprehension level in Filipino narrative texts slightly increases as the comprehension level in Filipino expository text slightly increases or vice versa.

This might account to the assumption that children's ability to understand narrative texts preceded the ability to comprehend expository texts. This frequent

assumption is true perhaps only when the reading instruction of expository texts is aided by content subjects in narrative form (Anderson, Pearson, & Raphael, 1989). Particular in this style is Filipino author, Dr. Gatmaitan, who write children's story book in narrative form but with Science content such as *Naku! May Bukbok ang Ngipin ko*, *Mapula ang Mata ko!* and alike. Delivering science content implied or directly stated in narration form helps in improving comprehension of exposition which is one nature of content area reading.

Therefore the hypothesis which states that there is significant relationship in the comprehension level of grade four pupils based on text types as to narrative and expository is to be accepted.

Comprehension Level of Grade Four Pupils in Relation to Test Types

Table 10

Comprehension Level of Grade Four Pupils in Relation to Test Types

<i>Variable</i>	<i>Pearson r</i>	<i>Magnitude</i>	<i>Direction</i>
N & E IRI	- 0.098	negligible	negative
N & E Cloze	- 0.022	negligible	negative
N & E Retelling	+0.794	high	positive

Table 10 shows the comprehension level of grade four pupils in relation to test types.

Informal Reading Inventory

Row 1 of Table 10 shows the relationship of narrative and expository texts informal reading inventories. The computed correlation coefficient of the mean percentage is 0.098 which reveals negligible and negative correlation between IRIs.

Row 1 of Table 10 shows that narrative and expository texts IRIs have negligible or no significant relationship in their comprehension level. Moreover, a negative direction means that high comprehension level in narrative IRI does not mean high comprehension level in expository IRI or vice versa.

This negligible relationship between the two informal reading inventories could be that each type of passage comprehension test may measure different set of skills involving lexical, semantic, and syntactic knowledge (Rathvon, 2004). Moreover, even when test types are the same, Cain and Oakhill (2006) believe that multiple choice response can be difficult to use in assessing comprehension since the act of writing the questions already poses great challenges. especially in considering varying levels of pupil's schema. Moreover, Pyczak (1975) said that multiple choice response opens the avenue for pupils to guess the answer without reading the passage comprehension test. It might be true that selecting one of the options is like a force response to the test.

Thus, negligible relationship and negative direction is observed comprehension level and IRI as test format. Consequently, the hypothesis which states that there is significant relationship in the comprehension level of grade four pupils in reading narrative texts based on informal reading inventory was rejected.

Cloze Test

Row 2 of Table 10 shows the relationship of comprehension level to cloze test type. The computed correlation coefficient of the mean percentage was 0.022 which also revealed negligible and negative correlation between the two; meaning that high comprehension level in narrative cloze test does not translate to high comprehension level in expository cloze test or vice versa.

This negligible relationship between the two cloze tests can be due to their characteristics that require the use of their background knowledge and language competence. Maybe grade four pupils have limited background knowledge, especially retrieveing vocabulary knowledge in two different content, although with the same test formats. Moreover, Rathvon (2004) explained that pupils would not be able to supply correct responses unless they fully understand the meaning of the text, use and retrieve vocabulary knowledge, language, and text structure.

Thus, negligible negative relationship was observed between comprehension level and cloze test format. Consequently, the hypothesis which states that there is significant relationship in the comprehension level of grade four pupils in reading narrative texts based on cloze test is to be rejected.

Retelling

Row 3 of Table 10 presents the relationship between comprehension level and retelling test type, which indicated a computed correlation coefficient of the mean percentage at 0.794 revealing high positive correlation.

Surprisingly, retelling of narrative texts and expository texts was highly correlated with positive direction. It may be construed that pupils can identify and select both important information needed to understand both types of text. Aweiss (1993) says that there is a consensus in the L1 and L2 reading research communities that recall of texts (retell) is the best research method to obtain reading performance in inferring the process of comprehension. Analyzing recall of a text can give a fair approximation of the way text has been processed by readers; and Johnson (1970) averred that recall of texts (retelling) is the most straight forward assessment of text-reader interaction. This might be true that pupils are able to demonstrate excellent comprehension levels in retelling as they integrate what they read into their background knowledge and express what they have understood and how relevant it is to their life. Unlike with multiple choice reponse test of informal reading inventory, background knowledge and text relevance to one's life can be seen by choosing one answer from the options of the comprehension questions. For cloze test, the pupils seemed to focus more on what word would best fit in the sentence because relevance and elaboration cannot be easily attributed in these type of texts. Thus retelling as a test type showed high positive correlations between narrative and expository text comprehension levels. As a result, the hypothesis that there is significant relationship in the comprehension level of grade four pupils in reading narrative texts based on retelling was accepted.

Referring to the theories, the data shows that grade 4 pupils use their schema, world and word knowledge to construct meaning to interact with the Filipino narrative and expository texts with elements and structures to facilitate comprehension. Thus, they are able to manifest good comprehension level in both type of texts.

Moreover, the study shows that grade 4 pupils has good comprehension in both type of texts, narrative and expository contradicting fourth grade slump of Chall (2003) and gaps in students' capability during fourth grade of Sanacore and Palumbo (2009) where difficulty of expository is experienced. The data supports Duke (2003) that pupils can handle both narrative and expository texts if teachers expose them to a wide range of genre for interaction and engagements.

Using various test formats – informal reading inventory, cloze test, and retelling for assessing reading levels reveal that their comprehension adjust based on test formats. This supports Rubin (2011) that teachers do not need to rely on single assessment procedure to make sound decisions on pupils' performance.

According to Johnson (1970) retelling, among the three test type, can be used to show pupils' best performance when comprehending and processing of both narrative and expository texts. Pupils' integrate what they read to their back ground knowledge and infer its relevance to their life as they retell. This is in support with Aweiss (1993) that retelling both in L1 and L2, and in narrative and expository is the best method to assess comprehension. Thus, a high positive relationship exists between the comprehension levels and retelling.

Test type using informal reading inventory in narrative and expository texts shows good comprehension. However, this type of test according to Pyrczak (1975) does not clearly manifest their comprehension because they have tendency to guess the answer from the multiple choice items without reading the comprehension passages. In addition to that parallel questios can be difficult to write taking into considereation the schema of pupils. Thus, a negligible negative relationship exists between the comprehension

levels and informal reading inventory. As a result, no relationship is established between comprehension level and informal reading inventory.

Furthermore, test type using cloze test with exact replacements does not show good comprehension of pupils both in narrative and expository texts. Rathvon (2004) explained that pupils will not be able to supply correct responses unless they can fully comprehend the meaning of the text; retrieve vocabulary knowledge, language and text structure. Possibly, their world and word schema; writing conventions, text structure knowledge, and familiarity of language are not enough to fill in the gaps of the cloze test with exact replacements. Hence, no relationship exists between comprehension level and test type using cloze test.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of overall execution of the study, the conclusions, and the recommendations for future research.

Summary of Findings

Based on the data presented, the major findings are as follows:

1. Overall, the comprehension level based on text types as to narrative and expository is both in instructional level. Grade 4 pupils use their schema to construct meaning to interact with the Filipino narrative and expository texts.
2. Overall, the comprehension levels based on test types for both narrative and expository text are as follows: frustration level in cloze test; instructional level in IRI; and independent level in retelling. Comprehension levels of pupils do not rely on single assessment procedure to make sound decisions on their performance.
3. Slight positive correlation exists between comprehension level and text types. Pupils can handle both narrative and expository texts if teachers expose them to a wide range of genre for interaction and engagements.
4. Negligible negative relationship is established between comprehension level and IRI and cloze test formats. The test format of informal reading inventories choosing one answer from the multiple choice test and cloze test formats of filling

in the gaps does not fully manifest the comprehension level of the pupils. However, there is high positive correlation between comprehension level and retelling. The oral recall of texts shows how children comprehended, process and integrate what they read to what they know (background knowledge) and how to relate it into their life (application).

Conclusions

The following are the conclusions drawn from the findings:

1. Pupils tend to reflect good comprehension of selections written in both genres- narrative and expository. It shows that one's comprehension level seems not related to the text type read as the former remains the same for both narrative and expository texts in each type of tests.
2. Comprehension levels of grade four pupils are of varying degrees, not because of text types but test types. Pupils do not do well in cloze test requiring exact responses for both narrative and expository texts. Comprehension level revealed good comprehension in Filipino informal reading inventories both in narrative and expository texts. Retelling is one test type where the pupils are at their best as regards comprehension level.
3. Good comprehension level in reading Filipino narrative texts is slightly related to good comprehension levels in expository texts.
4. Comprehension levels are not linked as much to the text type but to the test types.

Recommendations

Given the conclusions as supported by the findings, the following are the recommendations:

1. Teachers may continue giving instruction and assessment materials both in narrative and expository texts.
2. Teachers need not rely on single type of test in assessing comprehension levels in the classroom. Numerous test types may pull out different levels of understanding and different dimensions of comprehension as one reads.
3. Exact replacement for the cloze test may be modified to semantically acceptable responses to see more clearly how pupils process the comprehension of cloze tests using narrative and expository texts.
4. Teachers may maximize the advantages of retelling procedure so that pupils can show their best comprehension level as excellent readers both in narrative and expository texts.
5. School Administration may encourage their teachers to increase research about instruction and assessment in Filipino.
6. Test item developers may construct standardized cloze test and additional retelling passages to have alternative means for assessing comprehension.

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Appendix A
Letter of Approval

Philippine Normal University
Taft Avenue, Manila

Septyembre 22, 2012

Sr. Teresita P. Elevera, FMM
Direktora / Punong-guro
Stella Maris College

Sa pamamagitan ni:

Gng. Cherry S. Dela Cruz
Academic Chairperson
Stella Maris College

Mahal na Sr. Teresita Elevera, FMM:

Mapagpalang araw!

Ako po ay mag-aaral sa Master sa Sining sa Edukasyon sa Pagbasa (MAEd in Reading) na kasalukuyang nagsasagawa ng pag-aaral na may pamagat na *Assessing Comprehension Among Grade Four Pupils in Reading Filipino Narrative and Expository Texts: A Comparative Study* bilang bahagi ng aking pangangailangan sa Thesis Writing. Layunin ng pag-aaral na ito na sukatin ang pag-unawa sa pagbasa ng mga mag-aaral sa ikaapat na baitang gamit ang mga tekstong pasalaysay at palahad sa Filipino.

Kaugnay nito, hinihiling ko pong maging bahagi ng pag-aaral na ito ang Baitang 4- Mapagmahal sa pagkuha ng pagsusulit sa IRI, Cloze test, at Retelling sa ika-28 ng Septyembre hanggang ika-5 ng Oktubre 2012 sa oras ng 12:15-1:10 ng hapon. Ang resulta ng pagsusulit na isinagawa ay hindi makakaapekto sa markahang grado ng mga mag-aaral.

Ang inyong maagap na pagsagot ay malaki pong tulong sa ikatatagumpay ng nasabing pananaliksik.

Marami pong salamat.

Lubos na gumagalang,

Charmane Espejo
Mananaliksik

Binigyang-pansin:

Dr. Heidi Barcelo Macahilig
Tagapayo

Prop. Merry Ruth Gutierrez
Tagapayo

Inaprubahan:

Sr. Teresita Elevera, FMM
Direktora / Punong-guro

Gng. Cherry Dela Cruz
Academic Chairperson

Philippine Normal University
Taft Avenue, Manila

Septyembre 22, 2012

Gng. Abigail N. Balquin
Subject Area Lead Teacher
Filipino
Grade School Unit
Stella Maris College

Mahal na Gng. Abigail N. Balquin:

Mapagpalang araw!

Ako po ay mag-aaral sa Master sa Sining sa Edukasyon sa Pagbasa (MAEd in Reading) na kasalukuyang nagsasagawa ng pag-aaral na may pamagat na *Assessing Comprehension Among Grade Four Pupils in Reading Filipino Narrative and Expository Texts: A Comparative Study* bilang bahagi ng aking pangangailangan sa Thesis Writing. Layunin ng pag-aaral na ito na sukatin ang pag-unawa sa pagbasa ng mga mag-aaral sa ikaapat na baitang gamit ang mga tekstong pasalaysay at palahad sa Filipino.

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Lubos na gumagalang,

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Binigyang-pansin:

Dr. Heidi Barcelo Macahilig
Tagapayo

Prop. Merry Ruth Gutierrez
Tagapayo

Inaprubahan:

Gng. Cherry Dela Cruz
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Philippine Normal University
Taft Avenue, Manila

Septyembre 22, 2012

Bb. Alyss Mae Dela Cruz
Tagapayo
4C Mapagmahal
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Mahal na Alyss Mae Dela Cruz:

Mapagpalang araw!

Ako po ay mag-aaral sa Master sa Sining sa Edukasyon sa Pagbasa (MAEd in Reading) na kasalukuyang nagsasagawa ng pag-aaral na may pamagat na *Assessing Comprehension Among Grade Four Pupils in Reading Filipino Narrative and Expository Texts: A Comparative Study* bilang bahagi ng aking pangangailangan sa Thesis Writing. Layunin ng pag-aaral na ito na sukatin ang pag-unawa sa pagbasa ng mga mag-aaral sa ikaapat na baitang gamit ang mga tekstong pasalaysay at palahad sa Filipino.

Kaugnay nito, hinihiling ko pong maging bahagi ng pag-aaral na ito ang Baitang 4- Mapagmahal sa pagkuha ng pagsusulit sa IRI, Cloze test, at Retelling sa ika-28 ng Septyembre hanggang ika-5 ng Oktubre 2012 sa oras ng 12:15-1:10 ng hapon. Ang resulta ng pagsusulit na isinagawa ay hindi makakaapekto sa markahang grado ng mga mag-aaral.

Ang inyong maagap na pagsagot ay malaki pong tulong sa ikatatagumpay ng nasabing pananaliksik.

Marami pong salamat.

Lubos na gumagalang,

Charmane Espejo
Mananaliksik

Binigyang-pansin:

Dr. Heidi Barcelo Macahilig
Tagapayo

Prop. Merry Ruth Gutierrez
Tagapayo

Inaprubahan:

Gng. Abigail Balquin
Subject Area Lead Teacher

Bb. Alyss Dela Cruz
4C Mapagmahal Tagapayo

Appendix B
Letter of Request for Instrument Evaluation

Stella Maris Compound Cambridge St.
Cubao, Quezon City

Mahal na _____ ,

Mapagpalang araw!

Ako po ay kasalukuyang nagsasagawa ng pag-aaral sa aking Master sa Sining sa Edukasyon sa Pagbasa (MA Ed. In Reading) na may pamagat na *Assessing Comprehension Among Grade Four Pupils in Reading Filipino Narrative and Expository Texts* bilang bahagi ng aking pangangailangan sa Thesis Writing. Layunin ng pag-aaral na ito na sukatin ang pag-unawa sa pagbasa ng mga mag-aaral sa ikaapat na baitang gamit ang mga tekstong pasalaysay at palahad sa Filipino.

Kaugnay nito, hinihiling ko pong maging bahagi kayo ng pag-aaral na ito bilang tagapagtaya ng isinagawang pagsasalin sa Filipino ng *narrative at expository retelling rubric*. Nais ko rin pong ipataya ang *PHIL-IRI at cloze test*.

Ang inyong maagap na pagsagot sa talatanungan at pagbibigay ng suhestiyon ay malaki pong tulong sa ikatatagumpay ng pananaliksik na ito.

Marami pong salamat.

Lubos na gumagalang,

Charmane Espejo
Mananaliksik

Binigyang-pansin:

Dr. Heidi Barcelo Macahilig
Tagapayo

Prop. Merry Ruth Gutierrez
Tagapayo

Stella Maris Compound Cambridge St.
Cubao, Quezon City

Mahal na _____ ,

Mapagpalang araw!

Ako po ay kasalukuyang nagsasagawa ng pag-aaral sa aking Master sa Sining sa Edukasyon sa Pagbasa (MA Ed. In Reading) na may pamagat na *Assessing Comprehension Among Grade Four Pupils in Reading Filipino Narrative and Expository Texts* bilang bahagi ng aking pangangailangan sa Thesis Writing. Layunin ng pag-aaral na ito na sukatin ang pag-unawa sa pagbasa ng mga mag-aaral sa ikaapat na baitang gamit ang mga tekstong pasalaysay at palahad sa Filipino.

Kaugnay nito, hinihiling ko pong maging bahagi kayo ng pag-aaral na ito bilang tagapagtaya ng isinagawang pagsusulit ng mga mag-aaral sa muling pagsasalaysay (narrative retelling) at muling paglalahad (expository retelling). Ipapasuri ko rin ang mga kasagutan ng mga mag-aaral sa isinagawang pagsusulit sa cloze.

Ang inyong maagap na pagsagot sa talatanungan at pagbibigay ng suhestiyon ay malaki pong tulong sa ikatatagumpay ng pananaliksik na ito.

Marami pong salamat.

Lubos na gumagalang,

Charmane Espejo
Mananaliksik

Binigyang-pansin:

Dr. Heidi Barcelo Macahilig
Tagapayo

Prop. Merry Ruth Gutierrez
Tagapayo

Appendix C

Assessment Proper and Schedule

1. Kalagayan habang kinukuha ang pagsusulit

Ang mananaliksik ay maghahanda ng kalagayan ng mga mag-aaral sa pamamagitan ng pagsasabi ng mga inaasahang gawain para sa lingguhang pagsusulit:

- a. Hindi ito makakapekto sa markahang grado ng bata
- b. Ipapaalam ang tagal ng panahong gugugulin para sa pagsusulit at ang inaaasahang pag-uugali habang kumukuha nito.

2. Pagpapaliwang sa informal reading inventory, cloze test at muling pagkukwento at muling paglalahad

a. Ano ang informal reading inventory?

Ito ay pagsusulit mula sa Kagawaran ng Edukasyon na may layuning sukatin ang inyong pag-unawa sa pagbasa.

b. Ano ang cloze test?

Ang pagsusulit na cloze ay halaw sa kaisipang pagbubuo ng nawawalang bahagi upang mabuo ang kabuuang larawan o konsepto nito. Maaaring gamitin ang larawan o salita upang maipakita ang kabuuang konsepto.

c. Ano ang muling pagkukuwento / paglalahad?

Ito ay muling pagkukwento o paglalahad ng mga detalye o bahagi ng teksto na naalala matapos mabasa o mapakinggan ang mga ito. Ang pagkukwento at paglalahad ay sa pamamagitan ng pagguhit, pasalita o pasulat.

3. Pamamaraan ng pagsusulit

a. Informal reading inventory

Narito ang isang teksto na inyong baabsahin. Matapos basahin, sagutin ang mga tanong sa kasunod na pahina. Isulat lamang ang titik ng pinakatamang sagot bago ang bilang.

b. Pagsusulit na Cloze

Inyong bubuuin ang isang kuwento / sanaysay sa araw na ito. Babasahin ninyo ng buo ang teksto bago ito sagutan. Matapos basahin, inyong pupunan ng tamang salita ang bawat patlang ayon sa inyong hula. Tandaan isang salita lamang ang maaaring ilagay sa bawat patlang.

Maaari ninyong balikan ang mga aytem kung saan kayo nahirapan. Ang maling baybay o ispelang ng salita ay hindi makakapekto sa inyong iskor.

c. Pagkukwento at Paglalahad

Babasahin mo ang tekstong ito ng tahimik at ng pasalita. Matapos nito, iyong ikukwento / ilalahad ang mga bagay na iyong naalala at naunawaan sa harap ng video tape.

1. Para sa maikling kuwento, sabihing “Ipagpalagay nating hindi ko pa narining ang kuwentong ito. Ikuwento mo sa akin ang lahat nang nangyari dito.”
2. Para sa tekstong palahad, sabihing “Ilahad mong muli ang lahat ng mga detalyeng iyong maaalala matapos mong basahin ang tekstong ito.”
3. Kung magbibigay ang bata ng kulang na detalye, palawakin ito sa pamamagitan ng pagsasabi ng “May gusto ka pang ikuwento / ilahad?” “Mayroon pa ba?”
4. Sa mga mag-aaral na lumiban sa linggo ng pagsusulit, hindi na bibigyan ng pagkakataon na muli itong makuha. Tangi lamang mga bata na nakabuo sa anim na pagsusulit ang gagamitin sa pag-aaral.

Mahahalagang Petsa para sa Pag-aaral

Hulyo 12, 13, 14, 16 at 17	1. Pagbibigay ng pilot try out sa sampung mag-aaral ng 4D- Mapitagan.
Septyembre 24 at 25.	2. Pagbibigay ng sulat sa direktor, academic chairperson, subject area lead teacher at sa adviser ng klaseng gagamitin.
Septyembre 28, Oktubre 1 – 5.	3. Linggo ng pagsusulit para sa 4C Mapagmahal

Appendix D
Talaan ng Ispisipikasyon para sa IRI

Paraan ng Pagsusulit: IRI - Maramihang pagpili

Antas ng Komprehensyon ayon kay Herber (1978, in Vacca and Vacca, 1989)	Kasanayan sa pagbasa	Aytem	Saang Bilang Matatagpuan	Saang Bilang Matatagpuan
			MAY BAGONG KATULONG (pasalaysay)	IWAS SUNOG (palahad)
Literal na pag-unawa	Nasagot ang mga tanong batay sa detalye ng binasa	4	1, 2, 3	1
	Naibibigay ang kahulugan ng salita	2	X	2, 3
	Napag-uugnay ang sanhi at bunga ng mga pangyayari	1	4	X
Interpretativ	Naibibigay ang katangian ng tauhan	1	5	X
	Natutukoy o naibibigay ang mga pantulong na detalye sa pangunahing ideya	2	X	4, 5
Kritikal na analisis, aplikasyon	Naibibigay ang kahulugan ng matalinhagang salita	1	6	X
	Nakapaghuusga sa nangyari o resulta	1	7	X
	Naiuugnay ang pangyayari sa teksto sa tunay na buhay	2	8	6
	Naibibigay ang pananaw sa binasa	2	X	7, 8

Appendix E Narrative IRI

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Nasusukat ang kakayahan sa pag-unawa ng tekstong pasalaysay gamit ang iba't ibang antas ng mga tanong.

Panuto: Basahin nang tahimik ang seleksiyon. Piliin ang letra ng pinakatamang sagot.
Isulat sa bawat bilang / aytem.

MAY BAGONG KATULONG

Gumising nang maaga ang Nanay upang maghanda ng almusal. Maaga ring gumising si Lita.

“Tutulungan ko kayo, Nanay” wika ni Lita.

“Ano bang tulong ang gagawin mo?” tanong ng Nanay.

“E di maghahain po at maghuhugas ng pinggan” sagot ni Lita.

“Sana ay magawa mo iyan araw-araw hanggang sa gumaling ang katulong natin na si Ana. Mahirap ang maysakit siya.” Nasisiyahang wika ng Nanay.

“Kahit po magaling na siya, tutulungan ko pa rin kayo.” wika ni Lita.

Pagkatapos na isagawa ang paghuhugas ng pinnggan, nilaro ni Lita ang kapatid na bunso upang makapaglaba si Nanay. Mahigit dalawang oras din siyang nag-alaga.

Sa gabi, tinutulungan niya ang dalawang kapatid na gumawa ng takdang-aralin. Maraming mga katanungan ang matiyagang sinagot ni Lita.

“Mayroon tayong bagong katulong, Miguel,” wika sa asawa. “Talaga ba?” napamanghang tugon ni Mang Miguel.

“Oo, si Lita napakamatulungin niya.” Masayang wika ni Nanay. “Ipinagmamalaki ko siya” dugtong niya.

Niyakap ni Lita ang kanyang ina't ama.

Bilang ng mga salita 149

Mga Tanong:

_____ 1. Sino ang tumulong kay Nanay?

- | | |
|---------|----------|
| A. Ana | C. Tatay |
| B. Lita | D. Kuya |

_____ 2. Paano niya tinulungan ang Nanay?

- A. Nagwalis si Lita ng bakuran, naglinis ng bahay at nagluto ng ulam.
- B. Naglaba si Lita ng damit, nagsaing ng kanin at naghugas ng pinggan.
- C. Naglaba si Lita ng damit, naghugas ng pinggan at nag-alaga ng kapatid.
- D. Naghugas si Lita ng pinggan, nag-alaga ng kapatid at tinuruan ang mga ito sa paggawa ng kanilang takdang-aralin.

_____ 3. Ano ang katungkulan ni Ana sa bahay nina Lita?

- | | |
|--------------|----------------|
| A. Hardinero | C. Labandera |
| B. Katulong | D. Plantsadora |

_____ 4. Bakit tinulungan ni Lita ang Nanay sa gawaing-bahay? Dahil --

- A. Namasyal si Ana.
- B. Nagkasakit si Ana.
- C. May ginagawa si Ana.
- D. Nagpatulong si Nanay.

_____ 5. Ano ang katangian ni Lita nang sabihin niyang “Kahit po magaling na siya, tutulungan ko pa rin kayo,”

- A. Magalang at mabait
- B. Masunurin at matipid
- C. Matulungin at masipag
- D. Mapagmahal at magalang

- _____ 6. Bakit sinabi ng Nanay na may bago silang katulong? Dahil --
- A. Tumulong si Lita sa mga gawain ng nanay.
 - B. Ginawa na ni Lita ang gawain ng katulong nila.
 - C. Ang mga gamit at ugali ng katulong ay taglay ni Lita.
 - D. Pumasok si Lita bilang katulong ng kaniyang pamilya.
- _____ 7. Ano kaya ang mangyayari kung hindi tinulungan ni Lita ang kaniyang ina?
- A. Magiging magagalitin at mapapagod ang nanay.
 - B. Magiging magulo at madumi ang kanilang bahay.
 - C. Magagawa ng lahat ng Nanay ang mga gawain sa oras.
 - D. Mahihirapan ang Nanay at hindi matatapos ang mga gawaing-bahay.
- _____ 8. Bilang isang mag-aaral, paano mo tutulungan ang inyong paaralan kung may sakit ang inyong janitor o katulong ng paaralan?
- A. Makiisa sa gawaing iskawting.
 - B. Mamitas ng mga bulaklak at ialay sa guro
 - C. Magpulot ng kalat at magwalis ng silid-aralan.
 - D. Manghuli ng mga batang umaalis sa klase na wala sa oras.

Appendix F Expository IRI

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Nasusukat ang kakayahan sa pag-unawa ng tekstong palahad gamit ang iba't ibang antas ng mga tanong.

Panuto: Basahin nang tahimik ang seleksiyon. Piliin ang letra ng pinakatamang sagot.
Isulat sa tabi ng bawat bilang o aytem.

IWAS – SUNOG

Tuwing Marso ay ipinagdiriwang natin ang Buwan ng Pag-iwas sa Sunog. Tulad din ng mga nakaraang gawain, muling binibigyang-babala ang mga mamamayan upang makaiwas sa panganib na dulot ng apoy. Ang nasabing programa ay ipinatutupad ng *Bureau of Fire and Protection (BFP)* sa ilalim ng pamamahala ng *Department of Interior and Local Government (DILG)*.

Sa pagsapit ng nasabing buwan, naglulunsad ng prgrama ang iba't ibang bayan. Nagdaraos ng parada bilang **hudyat** sa pagsisimula ng pagdiriwang. Nagkakaroon ng mga panayam sa mga bumbero at mga mamamayan. Nagdaraos din ang mga paaralan at ibang tanggapan ng mga pagsasanay at kampanya sa pag-iwas sa sunog bilang pakikibahagi sa programa.

Sa pamamagitan nito ay inaasahan na makikita ng bawat isa ang kahalagahan ng pag-iingat lalo na sa panahon ng tag-init. Ang pagbibigay-halaga at proteksiyon sa ating mga ari-arian at buhay ay pag-iwas sa pinsalang maaaring dala ng apoy sa mga mamamayan at sa kabuhayan.

Bilang ng mga salita 150

Mga Tanong:

- _____1. Anong ahensiya ng pamahalaan ang nangangasiwa sa programang pag-iwas sa sunog?
- A. Bureau of Fire Protection
 - B. Bureau of Fire Prevention
 - C. Department of Interior ang Local Government
 - D. Department of International and Local Governrment
- _____2. Ano ang ibig sabihin ng salitang **hudyat** sa ikalawang talata ng seleksyon?
- A. Pagtatapos
 - B. Paghahanda
 - C. Pasimula
 - D. Paalala
- _____3. Anong gawain ang nagbibigay-hudyat sa pagsisimula ng pagdiriwang?
- A. Pag-aawitan sa bayan
 - B. Paghahanda ng programa
 - C. Pagtitipon ng mga mamamayan
 - D. Pagpaparada ng mga tao at trak ng bumbero
- _____4. Sino-sino ang tumutulong sa atin kapag may sunog?
- A. Pulis
 - B. Guro
 - C. Bumbero
 - D. Karpintero
- _____5. Maliban sa mga bumbero, sino pa ang maaari nating hingan ng tulong kung may sunog?
- A. Kapitbahay
 - B. Mga pulis
 - C. Nars
 - D. Kapitan ng barangay

- _____ 6. Bakit sa buwan ng Marso ipinagdiriwang ang buwan ng Pag-iwas sa Sunog (Fire Prevention Month)? Dahil --
- A. ito ang napili ng mga tao sa lungsod.
 - B. Ito ang gusto ng Bureau of Fire Protection.
 - C. Nagsisimula na ang tag-init at tagtuyot sa buwang ito.
 - D. Ito ang buwan na itinakda para sa Pag-iwas sa Sunog.
- _____ 7. Bilang isang mag-aaral, ano ang kahalagahan ng programang ito para sa iyo?
- A. Proteksiyon sa ating mga ari-arian at buhay.
 - B. Pagbibigay-impormasyon tungkol sa pag-iingat.
 - C. Paglulunsad ng mga kawanggawa sa mga mahihirap.
 - D. Pagtulong sa ating mamamayan upang makaiwas sa sunog.
- _____ 8. Alin sa mga sumusunod ang mabuting gawin upang makaiwas sa sunog?
- A. Itapon ang upos ng sigarilyo sa basurahan.
 - B. Iwanang nakasindi ang kandila kahit matutulog na.
 - C. Isara ang kalan at tangke ng gas matapos gamitin.
 - D. Ilagay ang posporo sa lugar na medaling maabot ng bata.

Appendix G
Mga Susi sa Pagwawasto para sa IRI

MAY BAGONG KATULONG (Tekstong Pasalaysay)

1. B
2. D
3. B
4. B
5. C
6. A
7. D
8. C

IWAS SUNOG (Tekstong Palahad)

1. A
2. C
3. D
4. C
5. A
6. C
7. B
8. C

Appendix H Narrative Cloze Test

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Nasusukat ang kaalaman sa pag-unawa ng tekstong pasalaysay sa pamamagitan ng paglalagay ng mga salita gamit ang iba't ibang bahagi ng pananalita.

Panuto: Basahin ang teksto. Punan ng salita ang bawat patlang upang mabuo ang diwa ng seleksiyon.

ANG KUWENTO NG MANOK AT AGILA

Isang magsasaka ang patungo sa bukid nang makakita siya ng itlog sa damuhan. Naghahanap ang magsasaka ng maaaring pinanggalingan ng itlog na ito. Walang pugad na napansin ang magsasaka kaya nagpasya siyang iuwi at palilimliman ito sa kaniyang inahing manok.

Lumipas ang ilang mga araw at (1) _____ na ang paglilimlim ng inahin sa (2) _____ itlog. Napisa ang mga itlog. Unti-unti

(3) _____ lumalaki ang mga sisiw. May napansin

(4) _____ magsasaka.

“Agila pala ang itlog na (5) _____ ko sa bukid. Kung ibabalik ko (6) _____ sa bukid, baka dagitin ng malalaking

(7) _____. Maaari ring kainin ito ng mga (8) _____ doon. Palalakiin ko muna ang agilang (9) _____ bago ibalik sa kagubatan.” sabi ng (10) _____.

Lumalaki ang batang agila na katulad (11) _____ mga sisiw. Sumisiyap-siyap, nagkakahig sa paghahanap (12) _____ pagkain at bumubuka ang mga pakpak. (13) _____ rin ang agila sa paniniwala na (14) _____ ay isang

tandang.

Minsan...

“Ina, ano (15) _____ ibong iyon? Napakataas lumipad, parang hari,” (16) _____ ng agila.

“Iyon ang agila, ang (17) _____ ng mga ibon.” sagot ng inahin.

“(18) _____ kaya ako nang ganoon?” tanong ng (19) _____.

“Hindi ka agila. Paano ka makakalipad (20) _____ ganoon kataas? Hindi mo kaya,” sabi (21) _____ inahin.

Pagkarinig sa inahing manok, hindi (22) _____ nagsumikap lumipad nang mataas ang agila.

(23) _____ ang araw, kailangan nang ibalik ng (24) _____ sa kagubatan ang agila.

“Dapat na (25) _____ ibalik kung saan ka nararapat. Para ka sa kalawakan at hindi sa lupa gaya ng manok. Ibuka mo ang iyong mga pakpak, ikampay, hanggang sa matuto kang lumipad nang mataas,” sabi ng magsasaka.

Nalilito at natatakot lumipad ang agila. Sinubukan nito ngunit bumagsak ito sa lupa. Hindi sumuko ang magsasaka. Tinuruan din niya itong maghanap ng sariling pagkain. Nang lumaon, maayos nang nakakalipad ang agila at nagpaalam na ang magsasaka.

Mula noon, makikita na sa kalawakan ang agila. Magkaganoon man, hindi nalilimutan ng agila ang kinagisnang pamilya. Paminsan-minsan, dinadalaw niya ang inahing manok at ang magsasaka. Masaya silang nagkakasama-sama katulad ng dati.

Bilang ng salita 317

Halaw mula sa Ugnayan 4

Appendix I

Expository Cloze Test

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Nasusukat ang kaalaman sa pag-unawa ng tekstong palahad sa
pamamagitan ng paglalagay ng mga salita gamit ang iba't ibang
bahagi ng pananalita.

Panuto: Basahin ang teksto. Punan ng salita ang bawat patlang upang mabuo
ang diwa ng seleksiyon.

Ang Pag-init ng Mundo

Ang pag-init ng mundo o *global warming* ay ang nararanasang pagtaas ng
katamtamang temperatura ng himpapawid at mga karagatan nitong mga nagdaang
dekada.

Ang pag-init ng mundo ay bunga (1) _____ pagtaas ng antas ng
carbon dioxide (CO₂) (2) _____ iba pang *greenhouse gases* na resulta (3)
_____ pagsunog ng produkto mula sa petrolyong
(4) _____, pagkakalbo ng kagubatan at pagsasaka. Ipinakikita
(5) _____ mga pag-aaral na madodoble ang antas
(6) _____ CO₂ kapag tumataas ng 1.5 hanggang 4.5⁰C ang katamtamang (7)
_____. Tinataya ng *International Panel on Climate* (8) _____
na ang pandaigdigang temperatura ay tataas

(9) _____ 1.4 hanggang 5.8°C mula 1990 hanggang 2010. Pinangangambahang magdudulot ito (10) _____ malaking pagbabago sa panahon. Tataas ang (11) _____ lebel ng dagat at dadami ang (12) _____ pag-ulan. Dahil dito, mapadadalas ang pagbaha, (13) _____, pagbugso ng init (*heat waves*), at (14) _____ ng bagyo at buhawi.

Ang pag-init ng mundo ay tiyak (15) _____ bunga ng pagbabago sa klima na (16) _____ rin sa paglamig tulad ng nangyari (17) _____ Panahon ng Yelo. Sa pagbabagong ito, (18) _____ malaki ang bahagi ng tao. Samakatuwid, (19) _____ tao ang isa sa mga dahilan (20) _____ pag-init ng mundo, tao rin ang (21) _____ ng solusyon upang maiwasan ang paglala (22) _____.

Ang taglamig naman ay tuwing Disyembre (23) _____ dahil sa hanging-amihan na nagmumula (24) _____ hilagang-silangan na naghahatid ng tuyo (25) _____ malamig na simoy ng hangin. Bunga nito, ang buwan ng Disyembre hanggang Pebrero ang itinuturing na pinakamalamig na panahon ng taglamig sa Pilipinas.

Bilang ng Salita 221

Halaw mula sa Komunikasyon 4

Appendix J
Mga Susi sa Pagwawasto para sa Cloze Test

Ang Kuwento ng Manok at ang Agila

- | | | |
|------------|-----------------|----------------|
| 1. natapos | 10. magsasaka | 19. agila |
| 2. mga | 11. ng | 20. nang |
| 3. nang | 12. ng | 21. ng |
| 4. ang | 13. lumaki | 22. na |
| 5. napulot | 14. siya | 23. dumating |
| 6. iyan | 15. po (-ng) | 24. magsasaka |
| 7. ibon | 16. sabi | 25. kita (-ng) |
| 8. hayop | 17. hari | |
| 9. ito | 18. makakalipad | |

Ang Pag-init ng Mundo

- | | | |
|----------------|----------------|----------------|
| 1. ng | 10. ng | 19. kung |
| 2. at | 11. karaniwang | 20. ng |
| 3. ng | 12. mga | 21. makagagawa |
| 4. langis | 13. tagtuyot | 22. nito |
| 5. sa | 14. pagdating | 23. dumarating |
| 6. ng | 15. na | 24. sa |
| 7. temperatura | 16. tumutukoy | 25. ngunit |
| 8. change | 17. noong | |
| 9. ng | 18. sinsabing | |

Appendix K Narrative Retelling

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Naisasalaysay muli ang tekstong binasa.

Nailalahad ang tema, kasukdulan at resolusyon ng isang kuwento.

Panuto: Basahin nang tahimik ang seleksyon. Matapos basahin, ikuwento o isalaysay muli ang seleksyon nang pasalita.

Pagganyak: Nakapamasyal ka na ba sa tabi ng baybayin? Anu-anong gawain ang maaari mong gawin habang naroon ka?

NAKU SAYANG!

Nasa baybayin si Myra. Tahimik siyang namumulot ng mga kabibe. Napapasigaw siya sa tuwa kapag inaabutan ng paghampas ng alon.

“Hoy! Naririto na kami. Bakit hindi mo kami hinintay? Ang daya-daya mo!” ang masiglang sigaw mula sa kanyang likuran.

“Ang tagal kasi ninyo. Marami na akong napulot na mga kabibe. Ang gaganda!” sabi ni Myra habang ipinapakita ang mga kabibe sa kanila.

“Naku, ha? Iniinggit mo kami. Mamulot na rin nga tayo ng mga kabibe,” sabi ni Leah sabay takbo sa dalampasigan.

“Wow! Kay gandang kabibe! Ang laki pa. Tingnan ninyo!” pagmamalaking sabi ni Ramon.

“Ano ito? Gumagalaw siya at may sipit. Parang alimasag. Alimasag nga. Ang laki. Ha! Ha! Ha! Nagtatatalon sa tuwa si Perwin.

Halos sabay-sabay na lumapit ang magkakaibigan kay Perwin.

“Damputin mo! Huwag, baka kagatin ka.” “Paluin mo na lang kaya. Hindi! Pabaya mo na lang,” ang sigaw ng mga bata.

Biglang humampas ang malakas na alon sa dalampasigan.

Bilang ng mga salita 153

Appendix L
Narrative Retelling Rubric
Teodoro (2007)

Name: _____ Grade: _____ Age: _____

Title of the selection: _____
Language used in Retelling: _____

For the teacher: Write on the Teacher's rating column the rate appropriate to the quality of the child's retelling and use the teacher's comment column for important notes.

Criteria Indicators	Degree of comprehension				Teacher's rating	Teacher's comments
	4 high	3 moderately high	2 moderately low	1 low		
1. Characters and problems 1.1. Identified the major characters and their problems. 1.2. identified minor characters and their significance / relationship to the major characters	Both indicators were satisfied.	Either one of the two indicators are satisfied.	Identified major and minor characters but failed to include the problem.	Failed to identify any of the indicators		
2. Setting Identify 2.1. time 2.2. place 2.3. mood of the story	All indicators were identified.	Only two indicators were identified.	Only one indicator was identified.	Failed to identify any of the indicators.		
3. Plot 3.1. Identified important events 3.2. Gave details of events 3.3. Sequenced or linked events	All indicators were evident.	Only two indicators were evident.	Only one indicator was identified.	Failed to identify any of the indicators.		
4. Resolution Identified 4.1. major conflict and its resolution 4.2. story ending	Both were identified.	Only the resolution of the major conflict was identified.	Only the story ending was identified.	None of the indicators was identified.		

5. Theme 5.1. Central theme/message 5.2. How the theme was emphasized in the selection	Both indicators were identified.	The central theme was identified.	One of the themes/messages of the selection was identified.	Failed to identify the theme.		
B. Vocabulary use 1. Utilized 1.1. own words 1.2. words / lines from the selection	Both were utilized.	Utilized one's own words more.	Utilized words/lines from the selection more.	No attempt to retell.		
C. Reader response 1. Affective involvement 1.1. Revealed personal feelings elicited by the story. 1.2. Imparted impressions and reactions to the story. 1.3. Retold the story animatedly.	All indicators were evident.	Only two indicators were evident.	Only one indicator was evident.	None of the indicators was evident.		
2. Inference 2.1. Linked ideas found within the text. 2.2. Showed coherent linkages among ideas.	All indicators were evident.	Only two indicators were evident.	Only one indicator was evident.	None of the indicators was evident.		
3. Independent reflection and application 3.1. Related prior knowledge with some particulars in the story. 3.2. Shared personal experience related to the story. 3.3. Imparted primary message of the story and its implications to one's life.	All indicators were evident.	Only two indicators were evident.	Only one indicator was evident.	None of the indicators was evident.		
TOTAL SCORE						

Appendix M
Pagsasalin para sa Rubrik ng Muling Pagsasalaysay
Teodoro (2007)

Pangalan: _____
 Baitang at Seksyon: _____ Gulang: _____

Pamagat ng Seleksiyon: _____
 Wikang ginamit sa muling pagkukwento: _____

Para sa guro: Isulat ang angkop na marka (1-4) sa kolum batay sa deskriptors na tumutugon sa isinagawang muling pagkukwento o pagsasalaysay (retelling) ng mga mag-aaral. Ilagay rin sa komento ang mungkahi sa bawat markang ibinigay.

	4 Napakahusay	3 Mahusay	2 Katamtamang husay	1 Mapaghuusay pa	Iskor ng Guro	Mungkahi ng Guro
1. Tauhan at suliranin 1.1. Natutukoy ang pangunahing tauhan at ang suliraning kinakaharap nito sa kuwento 1.2. Nakilala ang iba pang tauhan at ang ugnayan nito sa pangunahing tauhan.	Lahat ng tugunan ay naisagawa.	Isa lamang ang natugunan.	Nakilala ang pangunahin at iba pang tauhan ngunit hindi nailahad ang suliranin.	Nabigong tukuyin ang alinmang tugunan.		
2. Tagpuan Natutukoy ang: 2.1. oras o panahon 2.2. lugar 2.3. kalagayan ng kuwento	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.		

3. Banghay 3.1. Naisa-isa ang mahahalagang pangyayari sa kuwento. 3.2. Naisasalaysay ang mga bahagi ng kuwento. 3.3. Naikukwento ng may pagkasunod-sunod ang mga pangyayari sa kuwento.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.		
4. Resolusyon Naikukwento ang 4.1. pangunahing suliranin at resolusyon dito. 4.2. <u>wakas</u> ng kuwento.	Naisa-isa ang mga tugunan	Naikuwento lamang ang resolusyon at pangunahing suliranin.	Ang katapusan lamang ng kuwento ang naibanggit.	Walang nabanggit sa mga tugunan.		
5. Tema Nakikilala ang 5.1. Pangunahing tema / mensahe ng kuwento 5.2. paraan upang bigyang diin ang tema o mensahe ng kuwento	Naisa-isa ang mga tuguna.	Nasasabi ang pangunahing tema.	Kulang sa pagkukwento ng tema.	Walang nabanggit sa mga tugunan.		
B. Salitang ginamit 1. Nagagamit nang wasto ang mga 1.1. sariling salita 1.2. <u>salita</u> / pangungusap na ginamit sa kuwento.	Kapawa nagamit.	Nagamit ang sariling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nagpahayag ng pagkukwento.		
C. Tugon ng mambabasa 1. Kasakupang pandamdamin 1.1. Naiaangkop ang sariling damdamin mula sa	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.		

3. Banghay 3.1. Naisa-isa ang mahahalagang pangyayari sa kuwento. 3.2. Naisasalaysay ang mga bahagi ng kuwento. 3.3. Naikukwento ng may pagkasunod-sunod ang mga pangyayari sa kuwento.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	
4. Resolusyon Naikukwento ang 4.1. pangunahing suliranin at resolusyon dito. 4.2. <u>wakas</u> ng kuwento.	Naisa-isa ang mga tugunan	Naikukwento lamang ang resolusyon at pangunahing suliranin.	Ang katapusan lamang ng kuwento ang naibanggit.	Walang nabanggit sa mga tugunan.	
5. Tema Nakikilala ang 5.1. Pangunahing tema / mensahe ng kuwento 5.2. paraan upang bigyang diin ang tema o mensahe ng kuwento	Naisa-isa ang mga tuguna.	Nasasabi ang pangunahing tema.	Kulang sa pagkukwento ng tema.	Walang nabanggit sa mga tugunan.	
B. Salitang ginamit 1. Nagagamit nangg wasto ang mga 1.1. sariling salita 1.2. <u>salita</u> / pangungusap na ginamit sa kuwento.	Kapawa nagamit.	Nagamit ang sariling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nagpahayag ng pagkukwento.	
C. Tugon ng mambabasa 1. Kasakupang pandamdamin 1.1. Naiaangkop ang sariling damdamin mula sa	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	

inihahavag ng kuwento. 1.2. Nakapagbibigay ng sariling impresyon/ reaksyon sa kuwento. 1.3 Nakapagkuwento muli nang may pagkilos / sigla.		tugunan.				
2. Paghinuha 2.1. Napag-uugnay ang mga bahagi sa kuwento. 2.2. Naipapakita ang maayos na pagkakaugnay- ugnay ng mga bahagi.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.		
3. Malayang pagsusuri / repleksiyon at paglalapat. 3.1. Naiuugnay ang sanligang kaalaman sa ilang bahagi ng kuwento. 3.2. Nakapagbabahagi ng sariling karanasan kaugnay ng kuwento. 3.3. Naibibigay ang pangunahing mensahe ng kuwento at ang implikasyon / ugnayan nito sa buhay.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.		
KABUANG ISKOR (36 puntos)						

Appendix N
Mga Susi sa Pagwawasto para sa Rubrik ng Muling Pagsasalaysay
Teodoro (2007)

Pangalan: _____
 Baitang at Seksiyon: _____ Gulang: _____

Pamagat ng Seleksiyon: **NAKU SAYANG** Wikang ginamit sa muling pagkukwento: **FILIPINO**

Para sa guro: Isulat ang angkop na marka (1-4) sa kolum batay sa deskriptors na tumutugon sa isinagawang muling pagkukwento o pagsasalaysay (retelling) ng mga mag-aaral. Ilagay rin sa komento ang mungkahi sa bawat markang ibinigay.

	Susi sa pagwawasto			
	4	3	2	1
	Napakahusay	Mahusay	Katamtamang husay	Mapaghuhusay pa
1. Tauhan at suliranin 1.1. Natutukoy ang pangunahing tauhan at ang suliraning kinakaharap nito sa kuwento 1.2. Nakilala ang iba pang tauhan at ang ugnayan nito sa pangunahing tauhan.	Lahat ng tugunan ay naisagawa.	Isa lamang ang natugunan.	Nakilala ang pangunahin at iba pang tauhan ngunit hindi nailalahad ang suliranin.	Nabigong tukuyin ang alinmang tugunan. Myra – nauna sa dalampasigan at namumulot ng kabibe. Leah - kaibigan ni Myra Ramon - nakakita ng malaking kabibe Perwin – nakakita ng alimasag
2. Tagpuan Natutukoy ang: 2.1. oras o panahon 2.2. lugar 2.3. kalagayan ng kuwento	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan. Nauna si Myra na pumunta sa dalampasigan at nagpupulot ng kabibe. Dumating ang kanyang mga kaibigan.

3. Banghay 3.1. Naisa-isa ang mahahalagang pangyayari sa kuwento. 3.2. Naisasalaysay ang mga bahagi ng kuwento. 3.3. Naikukwento ng may pagkasunod-sunod ang mga pangyayari sa kuwento.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	Nagpunta si Myra sa dalampasigan. Sumunod na dumating ang kanyang mga kaibigan. Namulot ng kabibe sina Myra, Leah at Ramon. Nakakita si Perwin ng alimasag.
	Naisa-isa ang mga tugunan	Naikuwento lamang ang resolusyon at pangunahing suliranin.	Ang katapusan lamang ng kuwento ang naibanggit.	Walang nabanggit sa mga tugunan.	Nakakita si Perwin ng alimasag. Nais damputin ng mga bata ang alimasag. Ilan sa kanila ang nagsabi na paluin ito. Pinabayaan na lamang ng mga bata ang alimasag.
5. Tema Nakikilala ang mensahe ng kuwento 5.1. Pangunahing tema / 5.2. paraan upang bigyang diin ang tema o mensahe ng kuwento	Naisa-isa ang mga tuguna.	Nasasabi ang pangunahing tema.	Kulang sa pagkukwento ng tema.	Walang nabanggit sa mga tugunan.	Pag-iingat sa mga yamang-dagat. Igalang ang mga nilikha ng Diyos.
	Naisa-isa ang mga tuguna.	Nasasabi ang pangunahing tema.	Kulang sa pagkukwento ng tema.	Walang nabanggit sa mga tugunan.	Pag-iingat sa mga yamang-dagat. Igalang ang mga nilikha ng Diyos.
B. Salitang ginamit Nagagamit nang wasto ang mga 1.1. sariling salita 1.2. salita / pangungusap na ginamit sa kuwento.	Kapawa nagamit.	Nagamit ang sariling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nagpahayag ng pagkukwento.	
	Kapawa nagamit.	Nagamit ang sariling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nagpahayag ng pagkukwento.	

C. Tugon ng mambabasa 1. Kasakupang pandamdamin 1.1. Naiangkop ang sariling damdamin mula sa inihahayag ng kuwento. 1.2. Nakapagbibigay ng sariling impresyon/reaksyon sa kuwento. 1.3. Nakapagkuwento muli nang may pagkilos / sigla.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	
2. Paghinuha 2.1. Napag-uugnay ang mga bahagi sa kuwento. 2.2. Naiipapakita ang maayos na pagkakaugnay- ugnay ng mga bahagi.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	
3. Malayang pagsusuri / repleksyon at paglalapat. 3.1. Naiuugnay ang sanligang kaalaman sa ilang bahagi ng kuwento. 3.2. Nakapagbabahagi ng sariling karanasan kaugnay ng kuwento. 3.3. Naibibigay ang pangunahing mensahe ng kuwento at ang implikasyon / ugnayan nito sa buhay.	Naisa-isa ang mga tugunan.	Dalawa lamang ang naisalaysay sa mga tugunan.	Isa lamang ang naisalaysay sa mga tugunan.	Walang nabanggit sa mga tugunan.	
KABUUANG ISKOR (36 puntos)					

Appendix O
Transcription ng Naku Sayang
Muling Pagsasalaysay

Respondent	Transcription
A	Si Myra ay namumulot ng kabibe sa dalamapasigan. At, At pati rin ang mga kaibigan niya. At si Perwin ay may nakitang alimasag sa dalamapasigan at may humapas na malakas na alon. (May idadagdag ka pa?) (May nais ka pa bang sabihan?) (Mayroon pa ba?)
B	Nasa dalamapasigan po si Myra. Tapos hindi po, hindi niya hinintay ang mga kaibigan niya. Sinabihan po siya ng madaya. ‘Tapos ipinakita niya ‘yung mga kabibe. Naiinggit po ‘yung mga kaibigan niya. Sabi po ni Leah, dumampot, ay kumuha na rin sila ng kabibe. May nakitang kabibe si Perwin, Sinabi niya malaki, may sipit pa, parang alimasag daw. ‘Cher, alimasag nga. Sinabi ng isa niyang kaibigan niya, pulutin niya. Sabi ni Perwin, huwag baka daw makagat. Paluin mo na lang kaya sabi ni Lea. Huwag pabayaang mo na lang diyan sabi ng mga bata.
C	Nasa dalamapasigan si Myra. Nagpupulot sila ng kabibe. Nauna siya sa kaibigan niya. At nang-iingit, At nang-iingit siya kasi marami siyang napulot na kabibe. Ahmm... sinasabi ng, nakapulot ‘yung mga kaibigan niya ng malaking kabibe. Kala nila kabibe ‘yun pala alimasag. Sabi ng isang kaibigan, damputin daw niya Sabi nila, huwag baka kagatin kayo. ‘Tapos, sabi ng isang kaibigan naman, paluin ninyo na lang. Huwag pabayaang mo na lang kaya.
D	May isang batang pangalan ay Perwin. Namumulot siya ng kabibe. ‘Tapos may kasama siya. Ininggit, Iniinggit niya kasi na ano, Sabi ng kasama niya, ininggit mo kami mamulot ng kabibe ngayon. ‘Tapos sumama sila kay Myra na mamulot. Yun lang. (Mayroon ka pang gustong sabihin?) (Mayroon pa ba?) Tapos, nagtanong si ano, ano ba ito? Mukhang alimasag. Tapos sabi alimasag nga. Iyun lang

E	May..., nanghuli po sila ng kabibe. Tapos yung huli po ano, yung kukuha po dapat sila ng kabibe sabi ng kaibigan niya huwag pabayaang na lang po tapos biglang humampas yung malakas na alon. (Mayroon pa ba?) Wala na akong maisip. (Ano pa?) Nagtatalon po ang kaibigan niya sa tuwa at tumawa. (Ano pa?) Tapos, sinigaw niya po ang daya daya mo. (Ano pa?) Ahm...wala na akong maisip guro. (May idadagdag ka pa?) Wala na.
F	Nasa dalampasigan sina... Pumupulot sila ng kabibe. Ang mga kaibigan ni Myra..... Bakit hindi mo kami hinintay, ang daya daya mo.
G	Namumulot ng kabibe si Myra sa dalampasigan. At sabi ng kanyang mga kaibigan, madaya si Myra at hindi hinintay ang mga ito. At sinabi ni Myra, nakadami na siya ng kabibe. At sinabi ng kaibigan na mamulot na rin sila ng kabibe. Humampas na ang malaking alon. Nakakuha si, nakakuha yung isang bata ng malaking kabibe. At si Perwin ay nakakita ng isang, ng isang alimasag. At sabi ng kanyang mga kaibigan, huwag niyang kunin baka siya ay kagatin. At huwag paluin at pabayaang na lang.
H	‘Yung huwag hawakan ni Perwin po yung alimasag. Baka po sispitin siya. (mayroon pa ba?) (ano pa ang gusto mong sabihin?) (May idadagdag ka pa?)
I	May isang bata siya si Myra. Pumunta siya sa dalampasigan. Nanghuli siya ng kabibe. At tuwang-tuwa siya dahil lumakas ang alon. At dumaan si Lea at ang sabi niya ang daya daya mo. Bakit hindi mo ako sinama? Sabi naman ni Myra, Sabi naman ni Myra, kasi ang tagal tagal mo. (May idadagdag ka pa?) At tumakbo sila sa dalampasigan. At nakita nila, ang sabi nila, ang gaganda ng bibe.

J	May...isang babae pangalan niya si Myra. At madami siyang nakuhang kabibe, magaganda. Tapos biglang dumating ang kanyang mga kaibigan. At sinabi sa kanya, ang daya daya mo. Tapos.. (May gusto ka pang sabihin?) (mayroon pa?) Tapos, si Perwi, si Perwin, si Perwin. May nakitang malaking parang kabibe na may sipit. Tapos.. Wala na po.. (May idadagdag ka pa?) wala na po.
K	Namumulot sila ng kabibe. Namumulot sila sa dalampasigan para kumuha ng kabibe. Tapos...anu ba yun.
L	Sa dalampasigan si Myra. Tapos inunahan niya yung mga kaibigan niya. Namumulot sila ng kabibe. Tsaka marami silang nakita. Si Ramon may nakitang malaki, si Perwin may nakitang alimasag. Tapos biglang humampas ang isang malaking alon. (May idadagdag ka pa?) Wala na po. Iyon po ang naaalala ko. (Meron pa ba?) Wala na po. (Meron pa ba?) Wala na po.
M	Si Perwin daw po, pumunta po sila sa dalampasigan. Tapos, may nakita siyang alimasag. Si Myra may nakuhang kabibe. (May idadagdag ka pa?) (Ano pa?) (Mayroon pa ba?)

Appendix P Expository Retelling

Pangalan: _____ Baitang: _____ Petsa: _____

Layunin: Nailalahad muli ang tekstong binasa.

Nakikilala ang pangunahing diwa ng isang talata at ang mga suportang detalye.

Panuto: Basahin nang tahimik ang seleksyon. Matapos basahin, ilahad nang muli ang seleksyon nang pasalita.

Pagganyak: Alam mo ba na kahit bata ay maaaring kumita? Sa paanong paraan ba natin matutularan ang pagiging masipag at masikap ng mga bata?

KAYA MONG KUMITA

Alam mo bang saan mang panig ng mundo ang mga bata ay nagtatrabaho para kumita ng pera? Nagtatrabaho sila anak man sila ng mayaman o mahirap.
--

Maliliit pa ay tinuturuan na sila ng halaga ng pagtatrabaho upang kumita ng pera. Hindi sila palaboy-laboy lalo na kung bakasyon at walang pasok sa paaralan.
--

Sa Hapon kahit na may pasok, sa libreng oras nila maliban sa pagtulong sa magulang sila ay gumagawa ng laruang computer.

Sa Amerika, ang mga bata ay nag-aalok ng serbisyong paggapas ng damo o ipaglinis ng bakuran ang kanilang mga kapitbahay upang kumita. Isa pang paraan ng pag-ipon ng pera ng mga kabataan dito ay ang pagbabantay ng maliliit na mga bata habang ang mga magulang ng mga ito ay nasa trabaho.
--

Dito sa ating bansa, may mga batang nagtitinda ng pandesal, diyaryo at sampaguita upang makatulong sa paghahanapbuhay tuwing Sabado at bakasyon.

Ikaw, maaari mo silang tularan kahit mga bata pa'y masipag at masikap na sa buhay.

<i>Bilang ng mga salita 159</i>

Appendix Q **Informational Text Retelling Technique** **Summary sheet**

Name _____ Date _____
 Title _____

Scores

Unprompted Prompted

Introduction

Identifies topic (1pt)	_____	_____
Gives some purpose or focus (1pt)	_____	_____

Main ideas

Number given _____	_____	_____
Actual number _____		

(6 pts = all correct,

4 pts = 2/3 correct,

2 pts = 1/3 correct,

0 pts = none correct)

**Shows logical understanding of how ideas
 are related; explain ideas**

	_____	_____
--	-------	-------

(2 pts = relate all ideas,

1 pt = relates some ideas,

0 pt = no relationship of ideas)

TOTAL SCORE (10 pts possible)	_____	_____
-------------------------------	-------	-------

Observation
Analysis
Source: Adapted from L.M. Morrow, <i>Using retelling to develop comprehension</i> in K.D. Muth ed., <i>Children's comprehension of text: Research into practice</i> pp 37-58 Copyright @ 1989 International Reading Association.

Appendix S
Pagsasalin para sa Rubrik ng Muling Paglalahad
Morrow 1989

Pangalan _____ Pamagat ng Seleksiyon _____		Petsa _____ Wikang ginamit sa muling pagkukwento: _____				
	4 Napakahusay	3 Mahusay	2 Katamtamang husay	1 Mapaghiusa y pa	Iskor ng Guro	Mungkahi ng Guro
1. Panimula						
1.1. Natutukoy ang pangunahing diwa ng seleksiyon.	Kapwa natugunan.	Nasasabi ang pangunahing diwa ng seleksiyon.	Naibigay lamang ang pokus sa tekstong binasa.	Walang nabanggit sa mga tugunan.		
1.2. Naibigay ang pokus sa pagbasa.						
2. Paksang pangungusap	Nailalahad lahat.	Dalawa sa mga paksa ang nailalahad.	Isa lamang sa paksa ang nailalahad.	Walang nailalahad.		
3. Nailalahad ng maayos ang mga ugnayan ng mga ideya.	Magkakaugnay ang mga ideyang nailalahad.	Ilan lamang sa mga ideya ang magkakaugnay.	Walang ugnayan ang mga ideya.	Walang nailalahad.		
4. Pagsusuri / repleksiyon at paglalapat.						
4.1. Naibigay ang aral na nais iparating ng teksto.	Naisa-isa ang mga tugunan.	Dalawa lamang ang nailalahad sa mga tugunan.	Isa lamang ang nailalahad sa mga tugunan.	Walang nabanggit sa mga tugunan.		
4.2. Naiugnay ang sanling karanasan sa halagang nais iparating ng teksto.						
4.3. Nagpapahayag ng sanling pananaw tungkol sa tekstong binasa.						
5. Nagagamit ang salita sa paglalahad.						
5.1. Sanling salita	Kapawa nagamit.	Nagamit ang sanling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nailalahad.		
5.2. Salita / pangungusap mula sa tekstong binasa						
KABUANG ISKOR (20 puntos)						

Appendix T
Mga Susi sa Pagwawasto para sa Rubrik ng Muling Paglalahad
Morrow 1989

Pangalan _____ Petsa _____
Pamagat ng Seleksiyon: **KAYA MONG KUMITA** Wikang ginamit sa muling paglalahad: **FILIPINO**

	4 Napakahusay	3 Mahusay	2 Katamtamang husay	1 Mapaghuhusay pa	Susi sa Pagwawasto
1. Panimula 1.1. Natutukoy ang pangunahing diwa ng seleksiyon. 1.2. Naibibigay ang pokus sa pagbasa.	Kapwa natugunan.	Nasasabi ang pangunahing diwa ng seleksiyon.	Naibigay lamang ang pokus sa tekstong binasa.	Walang nabanggit sa mga tugunan.	Saan mang panig ng mundo ang mga bata ay nagtrabaho para kumita ng pera.
2. Paksang pangungusap	Nailahad lahat.	Dalawa sa mga paksa ang nailahad.	Isa lamang sa paksa ang nailahad.	Walang nailahad.	Ang mga bata sa Hapon ay gumagawa ng laruang kompyuter. Ang mga bata sa Amerika ay nag-aalok ng serbisyong paggapas ng damo o ipaglinis ng bakuran, at pagbabantay ng maliliit na mga bata. Ang mga bata sa Pilipinas ay nagtinda ng pandesal, diyaryo at sampaguita.

3. Nailalahad ng maayos ang mga ugnayan ng mga ideya.	Magkakaugnay ang mga ideyang nailahad.	Ilan lamang sa mga ideya ang magkakaugnay.	Walang ugnayan ang mga ideya.	Walang nailahad.		
4. Pagsusuri / repleksyon at paglalapat. 4.1. Naibibigay ang aral na nais iparating ng teksto. 4.2. Naiugnay ang sariling karanasan sa halagang nais iparating ng teksto. 4.3. Nagpapahayag ng sariling pananaw tungkol sa tekstong binasa.	Naisa-isa ang mga tugunan.	Dalawa lamang ang nailahad sa mga tugunan.	Isa lamang ang nailahad sa mga tugunan.	Walang nabanggit sa mga tugunan.		
5. Nagagamit ang salita sa paglalalahad. 5.1. Sariling salita 5.2. Salita / pangungusap mula sa tekstong binasa	Kapawa nagamit.	Nagamit ang sariling salita.	Gumamit ng mga salita mula sa teksto.	Hindi nailahad.		
KABUANG ISKOR (20 puntos)						

Appendix T
Transcription ng Kaya Mong Kumita
Muling Paglalahad

Respondents	Transcription
A	Ang mga bata...ahmm... Kailangan nating tularan ang mga bata na nag., na nagsisikap at naghihirap para lang kumita. Ang mga halimbawa nilang tinitinda ay mga sampaguita, diyaryo at mga, Ano ba yun, mga sampaguita, diyaryo para lang kumita. (May idadagdag ka pa?) (Mayroon pa ba?)
B	May mga bata po na masipag kahit anak sila ng mayaman o mahirap. Tuwing hapon, imbis na tumulong sila sa nanay nila, naglalaro sila ng computer. Sa Amerika, nagtrabaho ang mga anak nila habang nasa trabaho ‘yung nanay nila. Sa bansa natin, may mga bata na nagbebenta ng pandesal, diyaryo at sampaguita. ‘Yun lang po. (May idadagdag ka pa?) Wala po.
C	‘Yung mga, ang mga bata ay nagtatrabaho at sila ay tumutulong sila mga magulang nila para kumita ng pera. ‘Yung mga bata sa Amerika, naghahanapbuhay sa paglili, sa pag, sa paglilinis ng damo, paglilinis ng bakuran ng kapitbahay nila. Tapos dito sa atin sa Pilipinas, nagbebenta sila ng pandesal, diyaryo, at sampaguita..., ahmm. Ayun lang po ang naaalala ko. (Mayroon pa ba?) Wala na po.
D	Nung, kahit bata naghahanapbuhay na sila, at saka ‘yung pagtatrabaho nila, ano, ano.. ay mali. Nagtitinda sila ano, nakakatulong sila sa magulang nila. At ano, tuwing, ano, ‘pag walang pasok at kahit may pasok, kahit libreng oras nila, nagtitinda pa rin sila. At saka gumagawa ng ano, ng mabuti para, para matulungan ang kanilang magulang. (May idadagdag ka pa?) Wala na.
E	‘Cher, nagtatrabaho sila. Nagbebenta ng sampaguita, diyaryo, at pandesal. Ahmm, tapos, ‘cher ano mga kina-Amerika daw, pinaglilinis po ng bakuran. ‘Cher ‘yun lang. (Mayroon pa ba?) (May idadagdag ka pa?) Wala na po

F	Alam mo saang panig ng mundo ang mga bata ay nagtatrabaho para kumita ng pera. Kahit maliliit sila, nagtatrabaho sila upang kumita ng pera. Ahmm.. Sa Hapon, sa Hapon, ay nagtatrabaho sa, sa libreng oras nila upang kumita ng pera. Sa Amerika, nagtatrabaho sila... Ahmm.. nagtatrabaho sila... (May idadagdag ka pa?) Upang kumita ng pera... Ahmm.. Dito sa ating bansa, Ahmm.. Dito sa ating bansa.... Naglilinis sila, ang mga.., naglilinis sila ng bakuran upang kumita ng pera. (May gusto ka pang sabihin?) Nagtatrabaho sila, nagbabantay ng maliliit na bata upang kumita ng pera. Ikaw maaari mo ba silang tularan? Ikaw maaari mo ba silang tularan? (Mayroon pa ba?) Wala na po.
G	Kahit bata pa lang ang mga bata ay pwede nang magtatrabaho kahit sila ay anak, kahit sila ay anak ng mayaman at mahirap. Ang mga bata sa Amerika, ang kanilang masipag na pagtatrabaho ay paggapas o pag, pag, paggupit ng damo sa mga bakuran ng kanilang kapitbahay. At dito na sa Pilipinas, pwede na mang, ang mga bata ay nagtitinda ng pandesal, diyaryo at sampaguita. At nag-aalaga sila, nag-aalaga sila ng kanilang nakakabatang kapatid kung wala ang kani, ang mga magulang nito.
H	Ah...Mmm, naghahanapuhay kahit bata pa. (Ano pa?) (Ano pa?) (Mayroon pa ba?) ('Yun lang.)
I	Ang natutunan ko ay... ang mga bata kaya na nilang magtatrabaho. At sa Amerika, ang mga bata ay tumutulong sa kanilang magulang. Upang kumita sila, inaalagan, binabantayan nila ang mga bata 'pag wala pa ang mga magulang. Ika'y maari ng tularan, tularan mo sila para, kasi masisipag sila at masipag na bata. (Mayroon pa?) (May idadagdag ka pa?)
J	'Yung mga bata, mga magulang para, ano...tinuturuan nila ang kanilang anak sa mga trabaho. Saka hindi sila palaboy-laboy kahit saan. 'Yung iba naman nagtatrabaho sa pagawaan ng computer sa Amerika. 'Yung iba naman, nagtitinda ng pandesal, sampaguita o kahit anong. At nag-aanu sila sa mga bakuran, nag-aano sila ng mga damo. (May idadagdag ka pa?) Wala na po. (May sasabihin ka pa?) Wala na po.

K	Nagtatrabaho sila para sa pamilya nila. (Mayroon pa?) (May idadagdag ka pa?) Nagtatrabaho sila para may pera para sa pamilya. (Mayroon pa ba?)
L	Ahh... Mga bata man sila, tumutulong na sila sa magulang nila, nagtatrabaho sila anak mahirap o mayaman. Nagtitinda sila, dito sa Pilipinas, nagtitinda ng pandesal, diyaryo o sampaguita. Sa Amerika naman po, paglilinis ng bakuran ng mga kapitbahay, o pag-aasikaso o pag baby-sitting ng mga bata, ang pinagkikitaan ng mga bata. Wala na po akong ibang naaalala. (Mayroon pa ba?) Ewan ko lang po kung mayroon pa po. (May idadagdag ka pa?) Wala na po.
M	‘Yung mga bata daw, nagtatrabaho daw kahit bata pa sila. Imbis na tulungan nila ang mgulang nila nagtatrabaho sila sa (Saan?) Libre nilang oras sa paaralan. (Mayroon pa?) (May idadagdag ka pa?) (Mayroon pa ba?)

Appendix U

SSPS Workout on Correlation

Paired Samples Statistics					
		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pair 1	N-IRI	6.231	13	1.1658	.3233
	E-IRI	5.231	13	1.2352	.3426
Pair 2	N-CT	9.615	13	3.0149	.8362
	E-CT	8.462	13	2.1062	.5841
Pair 3	N-R	18.385	13	5.3039	1.4710
	E-R	11.192	13	3.0382	.8427

Paired Samples Correlations				
		<i>N</i>	<i>Correlation</i>	<i>Interpretation</i>
Pair 1	N-IRI & E-IRI	13	-.098	Negligible
Pair 2	N-CT & E-CT	13	-.022	Negligible
Pair 3	N-R & E-R	13	.794	High correlation
Pair 4	N- (IRI, CT, R) & E- (IRI, CT, R)	13	.398	Slight correlation

Appendix V
Certificate of Editing

CERTIFICATION

This certifies that I have edited the thesis titled “Assessing Comprehension of Grade Four Pupils in Reading Filipino Narrative and Expository Texts - A Comparative Study” by Charmane Espejo, Master of Arts in Education with Specialization in Reading Education student.

Merry Ruth M. Gutierrez, Ph. D
Faculty, PNU

Appendix W

Anti-Plagiarism Certification

Appendix X

List of Evaluators

Lydia B. Liwanag, Ph. D (Filipino Area)
College Professor, Philippine Normal University-Manila

Jomar Empaynado

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Place of Birth Manila

Educational Attainment

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Collegiate Bachelor of Elementary Education
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Philippine Normal University, 2007

Certificate in Reading Specialization
Philippine Normal University, 2007



Awards Received

Cum Laude, Philippine Normal University, 2007

Professional Licenses

Licensure Examination for Teachers
Rating Passed (86.20)
2007

Civil Service Examination
Rating: Professional (Granted)
2007

Work Experiences

2008 – Present	Grade School Teacher (Teaching Filipino, Science, Araling Panlipunan, MAPE) Stella Maris College Cubao, Quezon City
2007 – 2008	Grade School Teacher Apostle's Creed Learning School Sto. Nino, Meycauayan, Bulacan

Affiliations

2014 – Present	Member, Philippine Arts Education Association
2012 – Present	Member, Reading Association of the Philippines
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Research Conducted

Assessing Comprehension of Grade Four Pupils In Reading Filipino Narrative and Expository Texts - A Comparative Study