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Development and Validation of Supplementary Reading Materials for Grade Three Pupils

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Philippine Normal University

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**DEVELOPMENT AND VALIDATION OF SUPPLEMENTARY READING
MATERIALS FOR GRADE THREE PUPILS**

**A Seminar Paper
Presented to
The Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University, Manila**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching
English Language Arts**

ALMA PEREZ SIBANGAN

October 2013

APPROVAL SHEET

The seminar paper entitled “**Development and Validation of Supplementary Reading Materials for Grade Three Pupils**” prepared by **Alma P. Sibangan** in partial fulfillment of the requirements for the degree of Master of Arts in Teaching in English Language Arts is hereby recommended for approval.

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And above all, to God, for being the ultimate source of my knowledge, wisdom, perseverance and strength that helped me to pursue this study.

A.P.S.

ABSTRACT

Name : Alma Perez Sibangan

Degree : Master of Arts in Teaching English Language Arts

Title : Development and Validation of Supplementary
Reading Materials for Grade Three Pupils

Key Concepts : Reading Comprehension
Reading Competencies
Instructional Materials Development
Supplementary Materials

Adviser : Alice M. Karaan

STATEMENT OF THE PURPOSE

The main objective of the study was to provide supplementary materials for Grade Three designed to improve their reading skills.

Specifically, it aimed to attain the following:

1. Identify the reading comprehension competencies in Grade III English where teachers need to be provided with supplementary materials
2. Develop supplementary materials which can be utilized for the improvement of pupil's reading performance
3. Evaluate and validate the developed supplementary materials

METHODOLOGY

The study employed a descriptive method of research. Instructional materials development was patterned after a modified Johnson's model of materials preparation (Areta, 2010 & Querubin, 2006). The procedure was divided into four phases: (1) design phase; (2) development phase; (3) evaluation phase; and (4) revision and finalization phase. It also made use of a survey questionnaire as an evaluation tool to validate the developed materials.

The materials were designed to focus on seven competencies based on the least mastered skills in reading that were revealed by the result of the Division Achievement Test 2011-2012, and the reading competencies evaluated by the National Achievement Test for Grade Three. Lessons were designed to enhance pupils' reading skills using meaningful texts and practice exercises.

The materials were subjected to evaluation for suitability involving teacher peers and experts in English/Reading. Results indicated that the judges found the materials to be "highly favorable" in terms of readability, content, language, physical aspects including illustrations, and exercise and activities.

Based on a thorough analysis of the suggestions and comments of the respondents, revisions were made in the reading materials.

RESULTS AND CONCLUSIONS

In all evaluated aspects, the supplementary reading materials that were developed in this study were rated an overall means of **4.94** and **4.65** as judged

by the peer evaluators the experts, respectively. They are interpreted as “**highly favorable**” in terms of the validity and full potential of the materials.

Based on the results of the evaluation, the following conclusions were drawn:

- Needs analysis is an indispensable step in determining appropriately the foci of instructional materials to be developed.
- It is important to consider the readability of the texts to ensure their appropriateness and suitability to the target users or grade level.
- Teachers, if properly guided, can play a vital role in the development of suitable and readily available instructional materials.
- The participation of peers in the materials development process is valuable. Their involvement should be sought especially during the planning and evaluation phases.

RECOMMENDATIONS

Based on the results and conclusions made, it is recommended that:

- the developed materials be further assessed by more representative grade three teachers.
- the developed materials should be tried and used to supplement regular instruction. Teachers’ comments and feedback based on actual use should be gathered for further refinement of the materials.

- teachers of reading should continue to develop other supplementary materials as an intervention for other least mastered reading skills noted in the needs analysis of this research.

ABSTRAK

Pangalan	:	Alma Perez Sibangan
Antas	:	<i>Master of Arts in Teaching English Language</i>
Pamagat	:	Pagbuo at Pagpapatotoo ng mga Karagdagang Kagamitan sa Pagbasa para sa mga Mag- aaral sa Ikatlong Baitang
Mga Pangunahing Konsepto	:	Maunawaang Pagbabasa Batayang Pagbabasa Pagbuo ng mga Kagamitang Pampagtuturo Karagdagang Kagamitan
Tagapayo	:	Alice M. Karaan

PAHAYAG NG LAYUNIN

Ang pangunahing layunin ng pag-aaral na ito ay makapaglaan ng mga karagdagang kagamitan para sa mga mag-aaral sa Ikatlong baitang upang lalong mapabuti ng kanilang kakayahan sa pagbabasa.

Nilayon nito na matamo ang mga sumusunod:

1. Matukoy ang mga batayan sa kakayahan sa pagbabasa na may pang-unawa sa asignaturang *English* ng Ikatlong Baitang kung saan ang mga guro ay kinakailangang mabigyan ng karagdagang kagamitan sa pagpapabasa.

2. Bumuo ng mga karagdagang kagamitan na magiging kapaki- pakinabang para sa pagpapabuti ng kakayahan sa pagbasa ng mga mag- aaral
3. Suriin ang binuong karagdagang kagamitan sa pagbasa

PAMAMARAAN

Ang pag-aaral na ito ay gumamit ng deskriptibong paraan ng pananaliksik. Ang pagbuo ng kagamitang pampagtuturo ay alinsunod sa pinag-angkop na Modelo ni Johnson (Areta, 2010 at Querubin, 2006). Ang pagsasagawang ito ay may apat na hakbang: (1) hakbang sa pagsasaayos; (2) hakbang sa pagbubuo; (3) hakbang sa pagtataya; at (4) hakbang sa pagbabago at pagyari ng maayos na kopya. Gumamit din ng sarbey bilang gamit sa pagtataya upang patotohanan ang binuong kagamitan sa pagbasa.

Ang mga kagamitan sa pagbasa ay isinaayos upang bigyang pansin ang pitong kasanayan na hango sa may pinakamababang porsiyento na natamo batay sa naging resulta ng *Division Achievement test* 2011- 2012, at sa pagtatayang ginawa sa *National Achievement Test* partikular sa batayang pagbabasa para sa Ikatlong Baitang. Ang mga aralin ay isinaayos upang mapaunlad ang kakayahan sa pagbabasa ng mga mag-aaral gamit ang makabuluhang babasahin at mga pagsasanay.

Ang mga kagamitan sa pagbasa ay isinailalim sa pagtataya ng mga kasamahang guro at mga itinuring na bihasa sa *English/Pagbasa*. Nakita sa resulta na ang mga kagamitan ay “lubhang angkop” sa mga sumusunod na

aspeto: kakayahan nitong mabasa, nilalaman, wika, panlabas na kaanyuan kabilang ang mga larawan, mga pagsasanay, at kaugnay na gawain nito.

Mula sa masusing pagsusuri sa mga mungkahi at puna ng mga tumugon, naisagawa ang pagbabago sa mga kagamitan sa pagbasa.

MGA RESULTA AT KONKLUSYON

Sa pangkalahatang pagtataya, ang karagdagang kagamitan sa pagbasa na nabuo sa pag-aaral na ito ay nakapagtamo ng pangkalahatang *mean* na **4.94** at **4.65** bilang hatol ng sumuring mga kasamahang guro at itinuring na mga bihasa. Binigyang kahulugan ito na “**lubhang angkop**” pagdating sa pagkamakatotohanan at potensyal ng mga karagdagang kagamitan.

Mula sa resulta ng pagtataya, ang mga sumusunod na konklusyon ay nabalangkas:

- Ang pangangailangan sa pagsusuri ay lubhang mahalaga upang malaman ang mga pagtutuunan ng bubuuing mga kagamitang pampagtuturo.
- Mahalagang isaalang-alang ang *readability* ng mga teksto upang matiyak ang kaangkupan nito sa antas ng mga gagamit nito.
- Kung maayos na magabayan ang mga guro, may magagawa sila upang bumuo ng mga kagamitang pampagtuturo.
- Mahalaga ang pakikilahok ng mga kasamahang guro sa pagbuo ng mga kagamitang pampagtuturo. Nararapat silang maging bahagi lalo na sa hakbang na paghahanda at pagtataya.

REKOMENDASYON

Mula sa mga resulta at konklusyon, inirerekomenda na:

- ang binuong mga kagamitan sa pagbasa ay kailangan pang suriin ng iba pang mga guro sa Ikatlong baitang.
- ang binuong mga kagamitan sa pagbasa ay nararapat na subukan at gamitin bilang pandagdag sa nakagawiang pagtuturo. Ang mga puna ng mga guro hango sa mismong paggamit ay dapat na tipunin para sa susunod na pagbabago ng mga kagamitan.
- ang mga guro ng pagbasa ay nararapat na magpatuloy sa pagbuo ng iba pang karagdagang mga kagamitang pampagtuturo bilang interbensyon sa iba pang kasanayan na may pinakamababang porsiyentong kakayahan sa pagbabasa na nabanggit sa pananaliksik na ito.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
ABSTRACT	v
ABSTRAK	ix
LIST OF FIGURES	xvii
LIST OF TABLES	xviii
CHAPTER	
I. THE PROBLEM AND ITS BACKGROUND	
INTRODUCTION	1
THEORETICAL BASES	2
CONCEPTUAL FRAMEWORK	4
STATEMENT OF THE PURPOSE	7
SIGNIFICANCE OF THE STUDY	7
SCOPE AND DELIMITATION	8
DEFINITION OF TERMS	8
II. RELATED LITERATURE AND STUDIES	
RELATED LITERATURE	
THE READING PROCESS	11
READING COMPREHENSION	14

READING COMPREHENSION PROBLEMS	16
FEATURES OF EFFECTIVE READING COMPREHENSION	17
MATERIALS DEVELOPMENT AND PREPARATION	19
EVALUATION OF THE MATERIALS	21
RELATED STUDIES	22
READING COMPREHENSION	22
SCHEMA THEORY	23
DEVELOPING INSTRUCTIONAL/ SUPPLEMENTARY MATERIALS	24
SYNTHESIS	25

III. METHODS AND PROCEDURES

RESEARCH DESIGN	27
DESIGN PHASE	28
DEVELOPMENT PHASE	29
EVALUATION PHASE	30
REVISION AND FINALIZATION PHASE	33

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

DESIGN PHASE	34
DEVELOPMENT PHASE	36
EVALUATION PHASE	36
REVISION AND FINALIZATION PHASE	40

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY	42
CONCLUSIONS	43
RECOMMENDATIONS	43
REFERENCES	45
APPENDICES	54
APPENDIX A	
Supplementary Reading Materials for Grade Three	56
APPENDIX B	
Frequency of Errors in the Division Achievement Test	57
Ten Least Mastered Skills in English III	58
Least Mastered Skills in Reading III	59
Competencies Covered in the National Achievement Test Reading III	59
Ranking of Competencies in the DAT and NAT	60
Ranking of Final Competencies for the Development of the Supplementary Reading Materials	61
APPENDIX C	
Letter to the Principal	62
Letter to the Evaluators	63
Survey Questionnaire	64
APPENDIX D	
Respondents' Profile	67
Frequency Distribution and Average Ratings of the Respondents to the Reading Materials	68

APPENDIX E

Certification of Authenticity Test	70
Certification of Language Editing	72
CURRICULUM VITAE	73

LIST OF FIGURES

Figure		Page
1	The Tetrahedral Model (Jenkins, 1977)	4
2	The Paradigm of the Study	6
2	Modified Johnson's Model of Materials Preparation	27

LIST OF TABLES

Table		Page
1	Reading Competencies that Need Supplementary Materials for Grade Three Pupils	34
2	Scope and Sequence Chart	35
3.1	Readability Level of Text	37
3.2	Teachers' View on Readability of Texts	38
4	Overall Mean of the Evaluation to the Reading Materials and Its Interpretation	39

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

A profound interest in the need to improve reading instruction is reflected in the number of studies and researches done by many educators and policy makers. One of the reasons for this is they view reading as fundamental in learning other skills and subject areas.

It is generally accepted that the ability to read is an important skill a learner must possess in almost all kinds of learning since reading is the tool by which he or she gains access to the different fields of study (Campo, 1981).

Educators have been well aware of the difficulties involved in learning to read and have long debated the best ways to teach reading. No one method or program has succeeded, as evidenced by the lack of substantial progress in improving reading achievement scores (Sousa, 2005).

Even in our country, the Department of Education has made many attempts to improve reading instruction. However, in spite of the attention given to this instructional concern, critics claim that most failures in schools are attributed to reading deficiencies. Moreover, findings in various researches show that majority of the non readers and poor readers are elementary grade learners. The foregoing discussions underscore the fact that the reading difficulties of pupils do affect the quality of education (Millan, 2003).

As indicated in the Basic Elementary Curriculum, Grade III level is considered as the threshold in reading. Thus, at the end of the third grade, every child is expected to be a functional/successful reader. The learner is also expected to read with comprehension.

The necessity of improving reading instruction had motivated the researcher to develop supplementary materials in reading. As a teacher herself, she believes that such materials will contribute to the improvement of students' performance in reading.

THEORETICAL BASES

Comprehension is the ultimate goal of reading. Therefore, the primary purpose of reading instruction is to help students develop the skills and strategies needed to successfully construct meaning from text. Students must read a lot. They must establish sufficient reading fluency to allow them to focus attention on gaining meaning from text instead of decoding (Chard, 2008).

In an attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence understanding of the teaching of reading. One of these is schema theory (Klingner, 2007).

Schema theory suggests that what we know about a topic or construct influences how much we can or will learn by reading a passage that addresses that topic (Anderson & Pearson, 1984). Thus, our knowledge and experiences related to key ideas in the text we read influence what we read.

As cited by Chen (2008), Barlett (1932) provided the earliest definition of schema when he noted that comprehending a text is an interactive process between a reader's past experiences (background knowledge) and a text. Excellent comprehension requires the ability to relate the reading material to one's own knowledge.

On the other hand, Johnson (1982) mentions in her article on schema theory that activating or building readers' existing knowledge prior to reading would improve or alter reading comprehension and recall.

Pearson, Hansen, and Gordon (1979) suggest that schemata serve two important functions during reading comprehension. First, they provide a framework for classifying concepts presented in a text. Therefore, the stronger the framework, the more likely concepts are to be classified and available for subsequent retrieval from long-term memory. The second function is to allow readers to fill in gaps not completely specified in the text. That is, readers understand a passage by analyzing the text according to their schema, or their past personal experiences.

Another theory that influenced this study was the tetrahedral model of learning developed by James Jenkins (1977). The following is the illustration of this model.

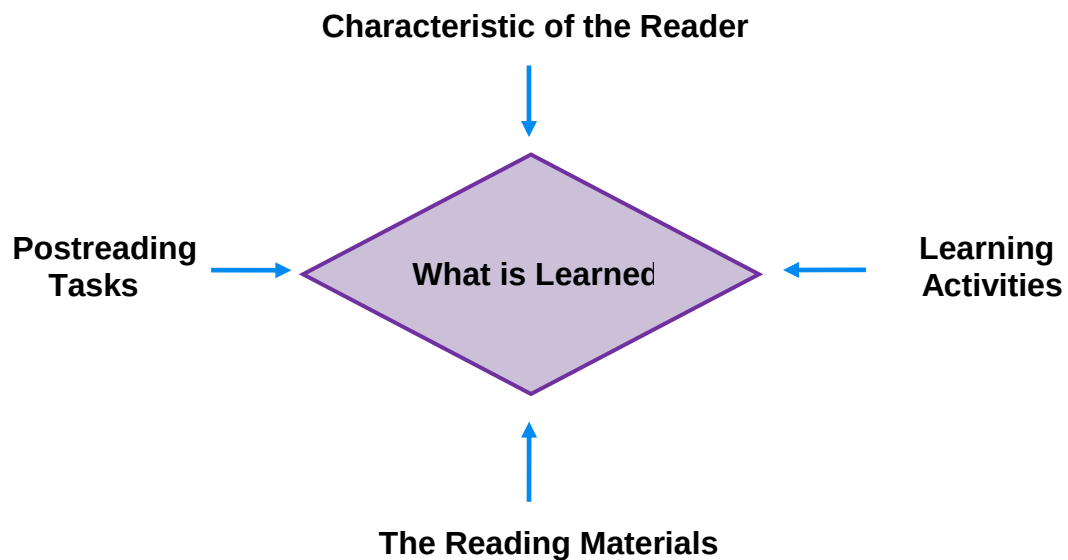


Figure 1. The Tetrahedral Model

As can be seen in the figure, the model indicates that what a student can learn is influenced by four factors: characteristics of a reader, what he is reading, the learning activities in which the student is engaged, and the postreading tasks assigned. Teachers are usually in the position to control three of these factors: reading material, the learning activities, and the postreading tasks. If the teachers use the appropriate materials, engage students in appropriate activities, and give them reasonable tasks, they are in a position to provide students with successful reading experiences (Jenkins, 1977).

CONCEPTUAL FRAMEWORK

Under the curriculum prior to the introduction of current K-12 program, Grade Three in Philippine Basic Education is the stage where students are assumed to have gained better skills as independent decoders and be “starters”

in comprehension skills acquisition. However, textbooks adopted in schools usually provide only one selection/passage for every reading lesson intended for the presentation of a reading skill. Practice and application exercises are wanting.

The researcher of this study supports the importance of providing more learning experiences that develop the reading comprehension skills of the learners, which can address three components of the Tetrahedral Model, i.e., Reading Materials, Learning Activities and Postreading Tasks. She believes that providing more reading exercises and activities will enhance and improve the learner's performance in reading, in particular reading comprehension. This need is much more felt especially at grade three level, a stage when comprehension skills are beginning to be introduced using simple materials appropriate to the student's level of understanding and interest.

The schema theory was considered in the choice of reading materials which served as the stimuli for the practice of specific comprehension skills. The learners' background knowledge and experiences as well as interests influenced the researcher in the choice of selections/passages.

Guided by the above- mentioned theories, the validated supplementary materials which included different activities on the targeted reading comprehension skills were believed to improve the reading performances of the learners.

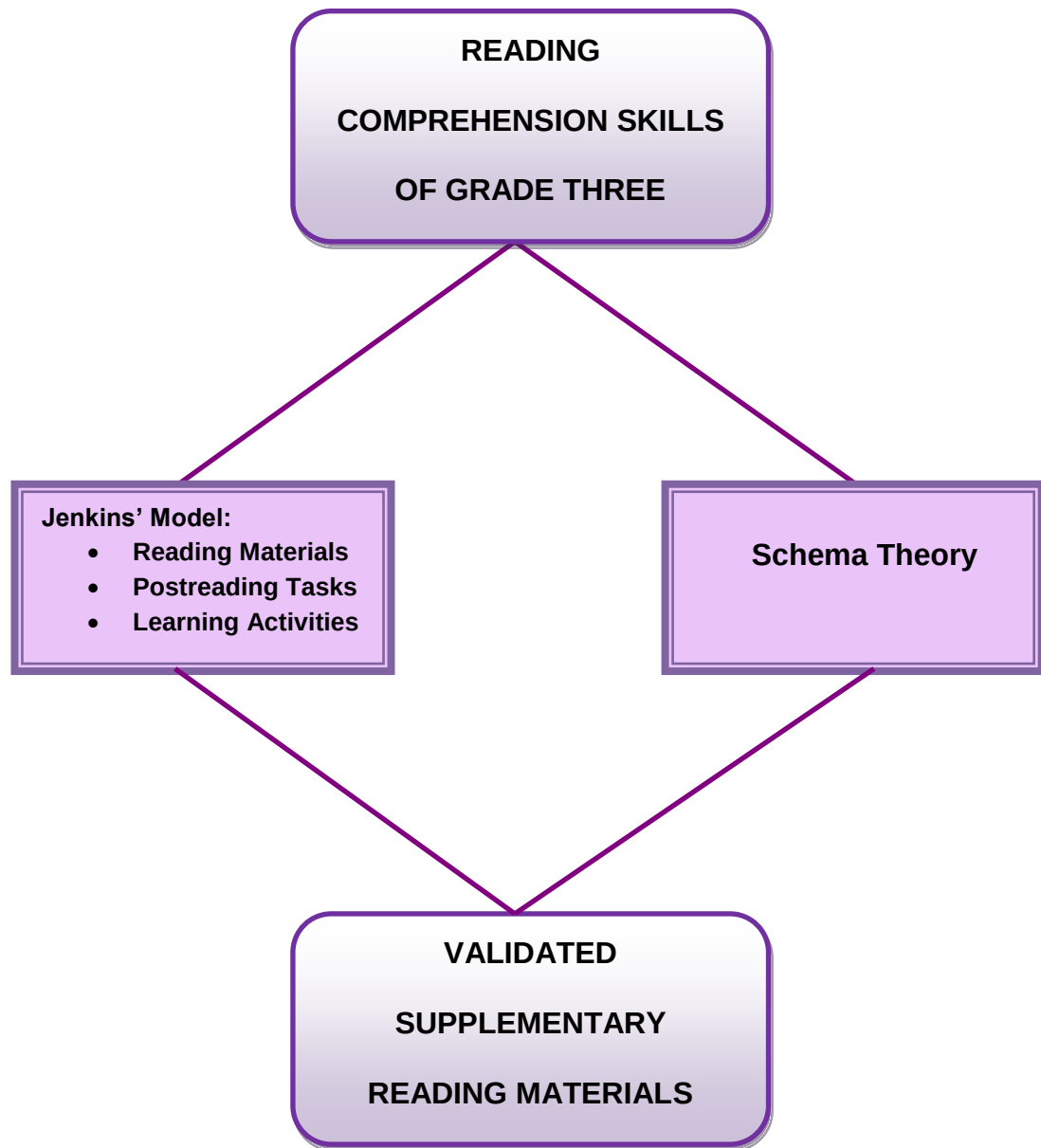


Figure 2. The Paradigm of the Study

STATEMENT OF THE PURPOSE

The main objective of the study was to provide supplementary materials for Grade Three designed to improve their reading skills.

Specifically, it aimed to attain the following:

4. Identify the reading comprehension competencies in Grade III English where teachers need to be provided with supplementary materials
5. Develop supplementary materials which can be utilized for the improvement of pupil's reading performance
6. Evaluate and validate the developed supplementary materials

SIGNIFICANCE OF THE STUDY

Many studies and researches have proven that the rightful place of instructional materials in pedagogical practices is to serve as resources to support and facilitate teaching and learning.

The following are expected to benefit from this study:

Teachers. The outcome of this study may help improve their teaching of reading and empower them to be more creative and flexible by using the developed supplementary materials.

School Administrators. This study will lead them to have a good insight on the importance of enhancing the reading skills of the pupils.

Pupils. The developed supplementary materials will enhance their reading skills which may result in a better reading proficiency level.

Future Researchers. This study may serve as a model for similar researches designed to make instructional/ supplementary materials for teaching reading.

SCOPE AND DELIMITATION

This study focused on the development of supplementary materials for improving the reading performance of Grade Three pupils in Alabang Elementary School. The materials were limited and focused on reading comprehension. The competencies which were covered by the materials were based on the reading difficulties identified through the frequency of errors in the Division Achievement Test in English and the National Achievement Test. The readability of the reading texts as well as the assessment and evaluation of the English teachers in the developed materials were also considered.

DEFINITION OF TERMS

Achievement Test. This is a test to measure the accomplishment of pupils as a result of the teaching-learning process. It is designed to measure an individual's knowledge and understanding in a given subject area taught in school (Freeman, 1992). In this study, the Division Achievement Test in English was used to determine the weaknesses of pupils in learning the language and the specific competencies that they have difficulties in.

Fry Readability Test. This is one of the readability formulas that are used to estimate the reading level of print material. This formula uses sentence

length as a measure of grammatical complexity and number of syllables as a measure of word length, based on the premise that longer words are more difficult (Fry, 1968). In this study, this readability test was used to determine the appropriateness and suitability of the reading materials to the target level.

Materials Development. This refers to anything which is done by writers, teachers or learners to provide sources of learning input and to exploit those sources through supplying information or experience of the language (Tomlinson, 1998).

Materials Evaluation. This term refers to the attempts to measure the value of the materials. It consists of criteria that predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so (Tomlinson, 1998).

Reading. It is an active, fluent process which involves the reader and the reading materials in building meaning (Anderson, 1999).

Reading Competencies. This term refers to the comprehension skills that should be mastered within a specific grading period as identified in the Basic Education Curriculum of the Department of Education (Areta, 2010).

Reading Comprehension. This involves much more than reader's response to text. It is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous

knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner , 2007).

Reading Skills. This can be described roughly as “a cognitive ability which a person is able to use when interacting with written text” (Urquhart &Weir, 1998:88).

Supplementary Materials. This refers to the materials designed to be used in addition to the core materials of a course. They are usually related to the development of the skills in reading, writing, listening or speaking (Tomlinson, 1998). As used in this study, the materials are focused on the development of the reading comprehension skills designed to be used in addition to the prescribed textbooks in school.

Validation. This is the process of determining the appropriateness of the materials for the target users (Areta, 2010). In this study, the materials were validated to analyze and evaluate the suitability and potential of it.

CHAPTER II

RELATED LITERATURE AND STUDIES

This chapter presents the conceptual literature and studies of both local and foreign educational experts and researchers which contributed to the development of the study.

RELATED LITERATURE

THE READING PROCESS

The cognitive view assumes that “an active reader constructs meaning through the integration of existing and new knowledge, and flexibly uses strategies to foster, monitor, regulate, and maintain comprehension” (Dole et. al., 1991). Students who take a personal, adaptive view of reading understand that knowledge is constructed by them and that the experiences they bring to texts shape in large part what they will comprehend (Brown, Collins, & Duguid, 1989).

For the psycholinguistic view of the reading process, Cooper and Petrosky (1976) points out that “in reading, the brain supplies more information than it receives from the eye about the text”.

Decades of research in the field of reading reveals some significant findings that facilitate foreign language teachers to approach reading instruction. (Melero, 2004). The main points are reviewed in the following:

1) Prior Knowledge and Schema Theory. Prior knowledge can cover a wide range of ideas, skills, and attitudes. It particularly focuses on reader's previous or existing knowledge of the subject matter of the text.

Cognitive psychologists use the word schema to describe how the readers organize raw data of everyday experiences into meaningful patterns. A *schema* is a collection of organized and interrelated ideas or concepts. Schemata (the plural form) are fluid; they overlap and intertwine, they are constantly modified to assimilate or accommodate new information. Schemata enable readers to draw generalizations, form opinions, and understand new experiences (Anderson, 1984).

Schemata are important in comprehending texts. Readers use their schemata to interpret cause and effect, to compare and contrast, and to make inferences about the author's meaning. Information that does not fit to these schemata may not be understood incorrectly. This is one of the reasons why readers may have problems comprehending a text on a subject in which they have no experiences even though they understand the meaning of every word in it (Driscoll, 1994).

Schema theory reaffirms the importance of the role of prior knowledge in learning. Teachers of reading should consider using strategies that activate reader's prior knowledge, thus enabling them to better understand the text.

2) Three models of reading process. The *bottom-up*, *top-down* and *interactive* models of the reading process are all concerned with reader's schemata, but to varying degrees (Rudell, Rudell, & Singer, 1995).

The *bottom-up model*, sometimes referred to as the *automaticity model* (LaBerge & Samuels, 1976), is based on the idea that one can focus attention selectively on only one thing at a time. By this line of reasoning, until a reader can decode the words automatically, he or she will be unable to devote a sufficient amount of attention to comprehending the text. This model assumes that meaning resides primarily in the text and that pieces of information are chunked incrementally to produce comprehension.

According to the *top-down model* of the reading process, what the reader already knows is thought to determine in large part what he or she will be able to comprehend. In order for comprehension to occur, the reader associates the meaning of the word with some previous experience or knowledge. Proponents of this model argue that meaning resides largely in one's head, and it is the reader's schemata more than the print on the page that account for what is comprehended and what is not.

Research shows that a combination of *top-down* and *bottom-up* processing, also known as *interactive reading*, is the most suitable approach to successful teaching. Nutall (1996) stated that in practice a reader continually shifts from one focus to another, guessing the meaning at the same time examines the linguistic symbols.

Proponents of the interactive model of the reading process argue that the degree to which a reader uses print or knowledge will depend largely on the familiarity of the topic being read, how interested the reader is in the topic, and the purpose for which he or she is reading (Alvermann & Phelps, 1998).

READING COMPREHENSION

Johnston (1981) defined *reading comprehension* as the process of using one's own prior knowledge and the writer's cues to infer the author's intended meaning. This definition stresses the fact that comprehension is affected by both the reader's background and the text characteristics. It also stresses the active role of the reader who can only infer the complete message from what is explicitly stated.

The National Reading Panel describes reading comprehension as understanding a text that is read, or the process of constructing meaning from a text (National Institute of Child Health and Human Development, 2000, as cited by Chen, 2008). Reading comprehension is an active process that engages the reader. Comprehending is constructed through interactions between the text and the reader (Durkin, 1993).

Furthermore, Irwin (1991) states that comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills and prior knowledge (reader context). Because the writer's message can never be entirely explicit, the reader must actively infer and interpret what is on the page in the light of what he or she brings to the task.

On the other hand, Snow and Sweet (2003) define reading comprehension as the process of simultaneously *extracting* and *constructing meaning*. They recognize both challenges: figuring out how print represents words, engaging in the translation of print to sound accurately and efficiently (*extracting*), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (*constructing meaning*). Thus, extracting and constructing is used to emphasize both the importance and insufficiency of the text as a determinant of reading comprehension.

In addition, they reveal that comprehension entails three elements:

1. The reader who is doing the comprehending;
2. The text that is to be comprehended; and
3. The activity in which comprehension is a part.

In considering the reader, all the capabilities, knowledge, and experiences that a reader brings to the act of reading are included. Text means anything that is read - whether printed or electronic. Considering the activity includes three dimensions: purposes - why readers read; processes - what mental activity they engage in while reading; and consequences - what readers learn or experience as a result of reading (Snow and Sweet, 2003).

Sousa (2005) recommends that teachers should emphasize text comprehension as early as the primary grades rather than waiting until children have mastered reading basics. The basics of decoding can be learned in a few

years, but reading to learn subject matter does not occur automatically and requires constructing meaning at all grades level.

Traditionally, curricula have favored honing word recognition skill in the primary grades while developing comprehension skills in the later grades. Recent research studies (NRP, 2000; Snow et al., 1998) suggest, however, that instruction aimed at improving comprehension (i.e., instruction beyond word recognition) does make a significant impact on literacy during the primary years. Students reading achievement in the primary grades improves when decoding and word recognition are taught systematically with comprehension strategies. This approach is particularly effective in raising reading achievement for children in high-poverty schools (Taylor, Pearson, Clark, and Walpole, 2000).

READING COMPREHENSION PROBLEMS

Just because readers are able to sound out words does not guarantee that they will comprehend what they read. Many reading teachers have witnessed group reading sessions where the students could sound out a story with great effort but really had little understanding of what had been read (Sousa, 2005).

Many low- achieving students are unable to read effectively because they lack critical elements of comprehension. Richeck (2002) cites some reading problems that are common to some students with poor comprehension.

- Problem readers often focus on remembering small details rather than constructing their own meaning. As a result, they tend not to monitor their comprehension (Pressley, 2000; Vanden Broek & Kremer, 2000).
- Problem readers often lack the background knowledge that ensures comprehension. Some readers underuse their knowledge and do not summon it to consciousness when they read.
- Problem readers are often literal readers who do not connect and reason from text in a logical manner.
- Problem readers have limited experience using their own imagination and lack these responses to texts.

FEATURES OF EFFECTIVE READING COMPREHENSION

In order to address the above mentioned problems, Richeck (2002) emphasizes four important aspects of comprehension and how teachers can make use of reading materials effectively.

1) The purpose of reading is comprehension.

- Always ask students for a comprehension response after they read the material. Make use of questions, storytelling (one word), or some strategies.
- Encourage silent reading: Silent reading helps them to understand that reading is a personal, meaning-focused activity.

2) Comprehension is an active and accurate process.

- Interest students in the material before they begin. Tell them what is good or exciting about a story or topic. Draw parallels between the students' lives and the events in the story.
- Remind the students to be aware of their own comprehension. If they are lost, they should stop and reread. Teach them to make use of some context clues.

3) Comprehension uses background knowledge.

- Help students build background before they read; gently correct misperceptions.
- Discuss the background knowledge students need to comprehend their regular classroom material.
- Encourage students to modify their own ideas when the text presents new information.

4) Comprehension requires higher level thinking.

- Ask students inferential and prediction questions and limit the number of factual questions asked.
- Model higher level thinking skills for students. Low achieving readers need to see the thought processes underlying skilled comprehension.

MATERIALS DEVELOPMENT AND PREPARATION

Any approach to reading comprehension processes must involve careful consideration of the teaching methods selected. Learners must be provided with materials that motivate them to become actively involved in constructing meaning, strategic guidance and support when their own repertoire of strategies is not adequate, and questions and discussion that help them focus on both the content being created and strategy being used.

To involve students in comprehending, we must first create situations in which material being read is meaningful. This means that the reason for reading and understanding the material must make sense to the students. They must be reading to get meanings that will be useful to them (Irwin, 1991).

The following are some of the basic principles in developing materials for teaching (Tomlinson, 1998).

- *Materials should have impact.* Impact is achieved when materials have a noticeable effect on learners' curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the material will be taken in for processing.
- *Materials should help learners to feel at ease.* Learners feel more comfortable with lots of white spaces than they do with materials in which lots of different activities are crammed together on the same page. They are more at ease with text and illustrations that they can relate to their own culture.

- *Materials should help learners to develop confidence.* It is good to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in task which are stimulating, which are problematic but which are achievable too. It can also help if the activities encourage learners to use and develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative and being analytical.
- *Materials should require and facilitate learner self-investment.* The role of the classroom and teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery. It would seem that learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control, and by engaging them in learner- centered discovery activities.

Villamin (2001) on the other hand, revealed some important points to consider in writing an instructional material. These include pupil's abilities, interests and needs which vary between and within age groups and grade levels. The society in which they live, its customs, folkways, traditions and needs must be taken into consideration, too. Equally significant is knowledge about the discipline, its structure or scope and sequence; the subject matter in terms of facts, concepts and generalization; and skill, habits, and attitudes that learners must acquire and develop.

In the development of the materials, this study used the Johnson's model of material preparation adapted from Areta (2010) and Querubin (2006). The process involved four phases: design phase, development phase, evaluation phase and revision/ finalization phase.

EVALUATION OF THE MATERIALS

As cited by Ueta (2005), Nutall (1996) highlights three criteria in evaluating reading texts: suitability of context, exploitability, and readability. For suitability of the context, she recommends that teachers should find students' interests and select texts for classroom study. Next, with respect to exploitability, she indicates that it is necessary for us to think about the purpose of the reading lesson, integrating reading skills, and simulating real-life purposes. She also suggests that reading teachers assess the students' level and consider lexical, structural, and passage difficulty of the text and then calculate the readability level of the material. Teachers should bear these criteria in mind when they choose reading materials.

RELATED STUDIES

READING COMPREHENSION

Reading comprehension improves when readers are explicitly taught various strategies such as activating prior knowledge, self-monitoring, summarizing, identifying text structures, and questioning (Faggella-Luby & Deshler, 2008). In the study conducted by Van den Broek, et. al. (2011), the

focus was on questioning strategies. Questioning is an effective way to help readers construct a coherent representation of a text because it directs readers' attention to making essential connections for coherence. They showed that questioning techniques can be adapted to young children and can indeed affect their comprehension. These techniques, therefore, provide a promising starting point for the development of interventions aimed at fostering comprehension and inference-generation skills in children well before and after they read texts. With respect to the type of questions, it is important to consider what types of information are most useful for establishing coherence. Their study proved that comprehension can be tested through question answering and recalling tasks. This has relevance to the present study in terms of designing supplementary materials containing a set of questions to be answered after reading.

Lipka and Siegel (2012) investigated the factors that have an influence on reading comprehension in English as Second Language (ESL) speakers. There were three groups examined: (1) children with poor comprehension (PC) in the absence of word reading difficulties (2) children with poor word reading and poor comprehension (poor readers, PR) (3) and children with both good word reading and comprehension abilities (good comprehenders, GC). The results demonstrated that a variety of cognitive processes, such as working memory and phonological, syntactic, and morphological awareness are important for reading comprehension but compromised among poor comprehenders. The GC group performed better than the PC group on all of the cognitive measures, indicating

that comprehension depends on a variety of phonological, memory, and linguistic processes, and that adequate word recognition skill are important for reading comprehension.

SCHEMA THEORY

M.S. Steffensen and C. Joag-Dev (1984, cited in Lazar 2000) conducted a reading study in the University of Wisconsin in which they concluded that reading comprehension is a function of cultural background knowledge. They found out that if readers possess schemata assumed by the writer, they easily understand what is said in the text and also make the necessary inferences about what is implicit. This study has relevance to the present study because their focus was on reading comprehension and how it is affected by the readers' background knowledge.

DEVELOPING INSTRUCTIONAL/ SUPPLEMENTARY MATERIALS

Cruz (2008) developed supplementary reading materials to improve the reading comprehension skills of her students. She identified first the students' reading performance and assessed the English topics and learning tasks. The purpose of her study was to identify learning activities adaptable to elementary pupils specifically for grade three level.

A similar study was conducted by Dela Vega (2008) wherein she developed supplementary reading materials for grade three pupils. She stated

that it is necessary for teachers to provide their pupils ample opportunities to read with better comprehension through efficient and effective learning materials. She designed a skill book with exercises in reading. She made use of the least mastered skills of grade three pupils in English for her input which is the same as this study.

Another study was undertaken by Mercado (2002) wherein she developed an instructional material to remedy comprehension skills deficiencies. She made use of different stories for the material. Her study was anchored on the Achievement Test which revealed that most of the students had low performance in reading comprehension. She found out that in order to improve the reading skills of the students, teachers of reading should be well-equipped with a variety of instructional materials suited to the pupils' level of understanding.

Dela Cruz (2005), on the other hand, stated that for the achievement of pupils to improve, English teachers should use supplementary materials not only for remedial teaching but also for classroom instruction. She added that an instructional aid like supplementary materials when properly used (a) increase learners' motivation for learning, (b) enhance pupils' performance with varied abilities and level of thinking, (c) encourage learner's active participation, and (d) give needed reinforcement of the reading lessons.

SYNTHESIS

The above-mentioned views and theories regarding reading comprehension give the researcher a wider perspective in the development of

this study. It is important to review how the reading process occurs because it has implications on how the reading comprehension skills will be developed. Reading comprehension and the problems that relate to it are also considered because it gives a background on the existing problems of students that comprehend poorly. There are also some helpful reminders for teachers on how to use reading materials effectively to facilitate reading instruction. The materials development component is also given emphasis because it serves as a guide in designing, developing, and evaluating the supplementary materials.

Moreover, the studies in reading comprehension and how some educators address the existing problems in reading are very informative. It gives a comprehensive background about how to put those mentioned theories into practical application in developing reading materials for instructional purposes. The reviewed studies have similarities to the present study in terms of intentions in supplementing the prescribed textbooks in schools and addressing the needs of teachers and pupils. There are differences when it comes to locality, intended grade level, methods of material development, and variety of reading materials.

In the study made by Cruz (2008) and Dela Vega (2008), they used the same grade level which is similar to the present study. Though the present study and theirs focus on the same grade level, this study is different when it comes to methodologies. Aside from identifying the reading performance of the students in achievement tests, this study conducted a needs analysis based on the English teachers' perception of the prescribed reading materials and the reading

competencies that need to be supplemented. This study also made use of the Fry readability formula and teachers' view to predict the suitability of the reading materials which was not performed Cruz and Dela Vega. A different format and style were used to make this study distinct from the others.

CHAPTER III

METHODOLOGY

This chapter discusses the research design and methodology which was used in the study. It gives further details on the procedures followed in the development and validation of the supplementary reading materials.

RESEARCH DESIGN

This study is a descriptive research using survey questionnaire as an evaluation tool to validate the developed supplementary reading materials. The procedure made use of Johnson's model of materials preparation which can be summarized in the following research paradigm (Areta, 2010 & Querubin, 2006).

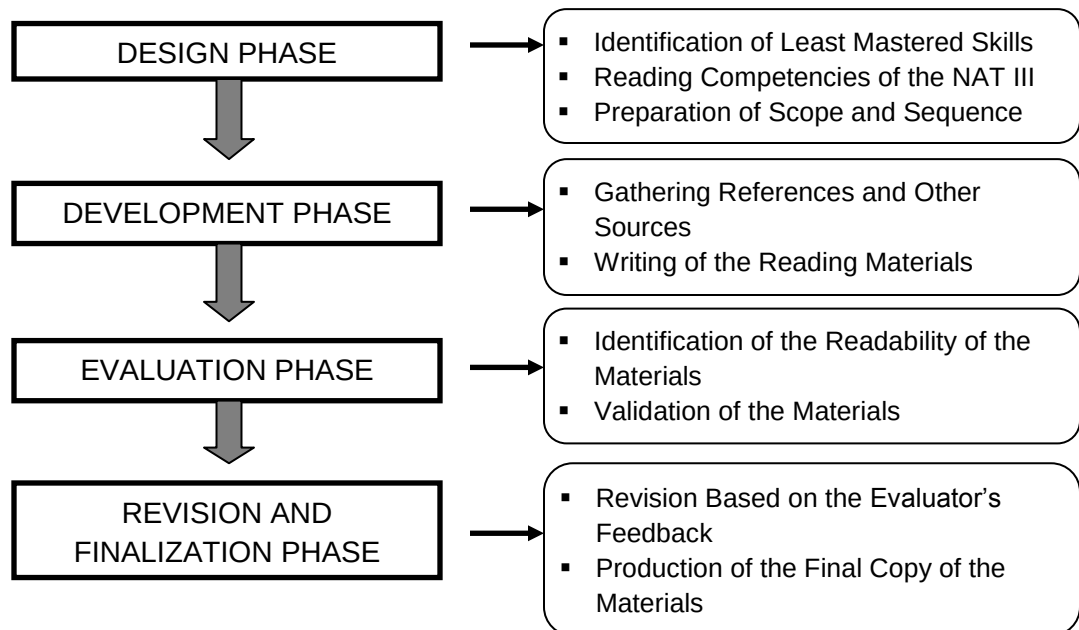


Figure 3. Modified Johnson's Model of Materials Preparation

DESIGN PHASE

1. Identification of least mastered skills

The least mastered skills of grade three pupils of Alabang Elementary School were drawn from the obtained frequency of errors in the English Division Achievement Test, S.Y. 2011- 2012 (See Appendix B). Since majority of the least mastered skills are in reading comprehension, the researcher decided to focus on how she can address the pupils' problems in it. An informal interview of the English teachers revealed that the prescribed books are not sufficient to have good reading instruction. According to them, it will be useful if there will be good reading materials which they can use in teaching English especially the supplementary reading materials to address the identified needs.

2. Reading Competencies of the National Achievement Test (NAT) III

In addition, the researcher made use of the competencies of the National Achievement Test for Grade Three, S.Y. 2012-2013 in order to compare the reading skills that are being targeted in the two tests (See Appendix B).

To finalize the reading comprehension skills which were used in developing the supplementary reading materials, the researcher asked the help of the grade three English teachers of Alabang Elementary School to rank the reading skills in the Division Achievement Test and the National

Achievement Test which they considered to be the most difficult for the pupils (See Appendix B).

3. Organizing the reading skills

Using the identified least mastered comprehension skills, the researcher then prepared a scope and sequence chart specifying the topics, skills and objectives to focus on per lesson.

DEVELOPMENT PHASE

1. Gathering of Materials and References

The researcher gathered materials and references from different sources such as textbooks from private schools, workbooks, internet sources, articles and other materials which differed from the content of the prescribed books and other instructional materials used in her school. These sources provided some selections and reading texts used in the reading activities that were presented in the materials output of this research.

2. Designing the material

The supplementary reading materials that were developed in this study have the following parts:

a. Overview

This part provides a short background on how and why the supplementary materials are created. It also discusses the things that users expect to find.

b. Reading Goals

These are the learning objectives which includes the specific skills and knowledge that the learners need to develop as they work on the materials.

c. Reading Proper

A reading text is presented for every skill being developed followed by a set of questions. Part of the presentation is the practice exercise intended to strengthen the understanding of the text and the practice of a specific skill.

d. Reading Points

These are the generalizations that a student must remember and put into practice in order to acquire a good reading skill.

e. Reading Exercises

This part of the materials is for enriching the reading skills of the learners. The learning activities are designed to engage the pupils in reading.

EVALUATION PHASE

1. Readability of the Reading Materials

In order to determine the readability and suitability of the reading materials, the Fry readability formula was used. The materials were also presented to the Grade three English teachers for them to determine if these were suited to the target level.

2. Evaluating the material

a. Respondents

The respondents were selected with the following criteria:

(1) Peer Evaluators

- Teaching in the elementary school specifically the grade three level.
- Teaching English (Reading) for five years and above

(2) Experts

- Obtained at least 35 graduate units or a graduate of a Master's Degree, specifically in teaching Language and Reading

The above criteria were set based on their nature of work and qualifications. For the peer evaluators, the researcher believed that the suitability and appropriateness of the instructional materials can be best determined by the teachers who are handling the grade three level. For the experts, since they are nearly graduating in a degree with specialization in Teaching English/ Reading, they are equipped with knowledge and skills in the subject area.

b. Survey Questionnaire

The researcher secured a letter of request from the school administrator for the approval of the evaluation of the materials. Attached to the letter is the survey questionnaire which includes the evaluators' profile and the evaluation tool (See Appendix C). The evaluation tool, composed of 13- item statements was adapted from McCullough (1965). The suitability, content, language, physical aspects, illustrations, exercises and activities of

the developed reading materials were evaluated using the Likert scale (1-5) where evaluators were asked to rate each item as follows:

5- Strongly Agree

4- Agree

3- Uncertain

2- Disagree

1- Strongly Disagree

The respondents were also asked to note their comments and suggestions for the improvement of the materials.

c. Data Analysis

To evaluate the overall rating of the evaluators, the mean score of the ratings were obtained.

Below is the formula used:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean

$\sum$ = Summation

x = Number of scores

N = Number of cases

The summation of the scores of responses ($\sum x$) in each criteria was divided by the number of the evaluators (N) to determine the extent of their acceptability of the materials. The results were tallied, tabulated and interpreted.

For the interpretation of the ratings, this research used the rating scale with the following range (Corpuz, 2001):

4.30 to 5.00 - highly favorable

3.50 to 4.29 - favorable

2.60 to 3.49 - uncertain

1.80 to 2.59 - unfavorable

1.00 to 1.79 - highly unfavorable

REVISION AND FINALIZATION PHASE

Based on the comments and suggestions, the supplementary materials were revised. After the revisions, the final copy of the reading materials was reproduced and made ready to use.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the result of the gathered data based on the research purposes raised in Chapter I. The findings are presented with corresponding tables to give clarity.

DESIGN PHASE

1. Identification of least mastered skills

Table 1 presents the reading competencies which became the bases of the development of the supplementary materials. They were identified based on the ranking of the English teachers of the least mastered skills in the Division Achievement Test in English and the National Achievement Test on reading competencies for grade three. The researcher ranked the top five results and combined them (See Appendix B). Below is the result of the combination.

Table 1. Reading Competencies that Need Supplementary Materials for Grade Three Pupils

READING COMPETENCIES	RANK
Infer the trait of the character as to what he does or says	1
Predict plausible outcomes	2
Get the main idea	3
Perceive relationship (cause- effect)	4
Draw conclusion using passages/ pictures as stimuli	5
Note explicit and implied details from a story read	6
Sequence events in the story	7

2. Organization of the Reading Skills

The table below presents the scope and sequence showing the topics/skills, objectives and activities covered for every lesson.

Table 2. Scope and Sequence Chart

Reading Materials	Reading Skills	Objectives	Reading Activities
1	Inferring Character's Trait	Infer the trait of the character as to what he does or says	Different situations with characters are given. The pupils will infer their traits based on what they do and say.
2	Predicting Outcomes	Select an appropriate ending to a given story/situation	Different selections are given. The pupils will choose the appropriate ending to each.
3	Getting the main idea	Identify the main idea in the selection read	Different passages are presented. The pupils will identify the main idea of each passage.
4	Identifying the cause –effect relationship	Perceive the cause and effect relationship of a given situation	Different situations are given. The pupils will identify the cause and effect.
5	Drawing Conclusion	Draw a conclusion using passages/ pictures as stimuli	Different passages and pictures are given. The pupils will draw conclusions out of each passage.
6	Noting Details	Note explicit and implied details in a story or selection Answer the questions: <i>who, what, where, when, why</i> and <i>how</i>	Different paragraphs are presented. The pupils will answer the questions to give the details of the selections.
7	Sequencing Events	Sequence the events as they happened in the story	Different selections and stories are given. The pupils will arrange the events as they happened.

DEVELOPMENT PHASE

The developed supplementary reading materials for grade three which is the output of this research are found in Appendix A.

Each lesson has the following parts:

a. Reading Goals

These are the learning objectives which include the specific skills and knowledge that the learners need to develop as they work on the materials.

b. Reading Proper

A reading text is presented for every skill being developed followed by a set of questions. Part of the presentation is the practice exercise intended to strengthen the understanding of the text and the practice of a specific skill.

c. Reading Points

These are the generalizations that a student must remember and put into practice in order to acquire a good reading skill.

d. Reading Exercises

This part of the materials is for enriching the reading skills of the learners. The learning activities are designed to engage the pupils in reading.

EVALUATION PHASE

1. Readability of the Reading Texts

In order to determine the appropriateness and suitability of the reading texts to the target users, this researcher made use of Fry's readability formula and the teachers' view. Table 3.1 and 3.2 show the result of the two methods.

Table 3. 1. Readability Level of Text

Reading Text No.	Title	Average # of syllables per 100 words	Average # of sentences per 100 words	Grade Level
1	The Princess and the Sweater	135	12.5	3
2	Juan and the Basket	125	11.2	3
3	Signs	132	11.3	3
4	The Lion and the Mouse	112	10.7	2
5	Found a Better Way	131	12.4	3
6	A Young Vendor	134	13.8	3
7	The Golden Touch	129	13.3	3

The adviser of this research shared the information that the grade level readability in the Philippines is one-to-two steps lower than the level in the USA based on Fry. So the grade two level reading texts for North Americans are appropriate to grade three Filipino level. However, she added that as long as the pupils can understand and comprehend it, it may be appropriate to them. For further reliability, the researcher asked the grade three English teachers' view on the reading texts. The following is the result of the survey.

Table 3. 2. Teachers' View on Readability of Texts

Reading Text No.	Title	Is the story suited for Grade Three?	
		YES	NO
1	The Princess and the Sweater	6	0
2	Juan and the Basket	6	0
3	Signs	6	0
4	The Lion and the Mouse	6	0
5	Found a Better Way	6	0
6	A Young Vendor	6	0
7	The Golden Touch	6	0
Average (N=6)		6	0

2. Survey Questionnaires

Please see Appendix E for the profile, frequency distributions, and average ratings of the respondents for the reading materials.

The following are the results of the evaluation of the materials in terms of its suitability, content, language, physical aspects, illustrations, exercises and activities based on the perception of the respondents.

Table 4. Overall Mean of the Evaluation to the Reading Materials and Its Interpretation

EVALUATION ITEMS	PEER EVALUATORS (N=5)		EXPERTS (N=5)	
	Mean	Interpretation	Mean	Interpretation
<i>Suitability</i>				
1. There's a realistic expectation that pupils who will use these materials will develop power in reading and a desire to read more.	5	Highly Favorable	4.8	Highly Favorable
2. The readability of the reading texts/stories was considered.	5	Highly Favorable	4.6	Highly Favorable
<i>Content</i>				
3. The characters in the stories are presented in such a way that the pupils can identify with them.	5	Highly Favorable	4.6	Highly Favorable
4. The lessons are interesting to the pupils of the age group for which they are intended.	5	Highly Favorable	4.8	Highly Favorable
5. The materials are accurate and carefully organized.	4.6	Highly Favorable	4.4	Highly Favorable
<i>Language</i>				
6. The materials made use of basic vocabulary in the language which pupils readily hear and use.	5	Highly Favorable	4.4	Highly Favorable
7. The sentences, paragraphs, and stories have appropriate length and language complexity.	5	Highly Favorable	4.6	Highly Favorable
<i>Physical Aspects</i>				
8. The appearance of the materials is stimulating to the readers for which they are intended.	5	Highly Favorable	4.8	Highly Favorable
9. The type size and font used are clear.	4.6	Highly Favorable	4.6	Highly Favorable
<i>Illustrations</i>				
10. The illustrations and pictures assist in the recognition of words and phrases.	5	Highly Favorable	4.6	Highly Favorable
11. The illustrations will help the pupils in determining the identity of the characters in the story.	5	Highly Favorable	4.8	Highly Favorable
<i>Exercises and Activities</i>				
12. They provide active learning by means of: a) asking for picture interpretation, b) asking for generalization, and c) asking comprehension questions.	5	Highly Favorable	4.6	Highly Favorable
13. The directions are understandable and expressed clearly.	5	Highly Favorable	4.8	Highly Favorable
OVERALL WEIGHTED MEAN	4.94	Highly Favorable	4.65	Highly Favorable

It can be gleaned from Table 5 that in all aspects being evaluated, the supplementary reading materials that were developed in this study were rated “highly favorable” with an overall mean of **4.94** by teachers or peer evaluators and **4.65** by experts. This result clearly indicates that the supplementary materials are regarded as suitable, well-written and adequate in achieving the objectives set for every lesson. Their potential in helping students overcome the least mastered skills in focus is noteworthy.

REVISION AND FINALIZATION PHASE

The following are some of the comments and suggestions based on the evaluation of the respondents to the materials.

A. Peer Evaluators:

- The content of the reading materials are very useful. It has clear illustrations and suited to the level it is intended for.
- The reading materials will be very helpful for the pupils. The illustrations and topics are presented in an interesting manner.
- Some of the illustrations should be made bigger for better identification.

B. Experts:

- The materials are properly prepared.
- Pictures serve as an aid to comprehension but some may hinder comprehension, if not properly used.

The comments were thoroughly considered. Revisions were made based on the above comments and suggestions as deemed fit.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this research was to develop and validate supplementary materials that would address the needs of grade three teachers in their reading instruction and enhance specific least mastered skills of pupils in reading.

The materials were developed following four stages as specified in Chapter III. These are the design phase, development phase, evaluation phase, and revision and finalization phase.

The materials were designed to focus on seven competencies based on the least mastered skills in reading that were revealed by the result of the Division Achievement Test 2011-2012, and the reading competencies evaluated by the National Achievement Test for Grade Three. The materials were designed to enhance pupils' reading skills using meaningful texts and practice exercises.

The materials were subjected to evaluation for suitability involving teacher peers and experts in English/Reading. Results indicated that the judges found the materials to be "highly favorable" in terms of readability, content, language, physical aspects including illustrations, and exercise and activities.

Based on a thorough analysis of the suggestions and comments of the respondents, revisions were made in the reading materials.

CONCLUSIONS

Based on the results of the evaluation, the following conclusions were drawn:

- Needs analysis is an indispensable step in determining appropriately the foci of instructional materials to be developed.
- It is important to consider the readability of the texts to ensure their appropriateness and suitability to the target users or grade level.
- Teachers, if properly guided, can play a vital role in the development of suitable and readily available instructional materials.
- The participation of peers in the materials development process is valuable. Their involvement should be sought especially during the planning and evaluation phases.

RECOMMENDATIONS

Based on the results and conclusions made, it is recommended that:

- the developed materials be further assessed by more representative grade three teachers.
- the developed materials should be tried and used to supplement regular instruction. Teachers' comments and feedback based on actual use should be gathered for further refinement of the materials.

- teachers of reading should continue to develop other supplementary materials as an intervention for other least mastered reading skills noted in the needs analysis of this research.

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APPENDICES

Appendix A

- Supplementary Reading Materials for Grade Three

Appendix B

- Frequency of Errors in the Division Achievement Test
- Least Mastered Skills in Reading III
- Competencies Covered in the National Achievement Test Reading III
- Ranking of Competencies in the DAT and NAT
- Ranking of Final Competencies for the Development of the Supplementary Reading Materials

Appendix C

- Letter to the Principal
- Letter to the Evaluators
- Survey Questionnaire
 - Evaluator's Profile
 - Evaluation Tool

Appendix D

- Respondents' Profile
- Frequency Distribution and Average Ratings of the Respondents to the Reading Materials

Appendix E

- Certification of Authenticity Test
- Certification of Language Editing

Appendix A

Supplementary Materials in **READING** for **GRADE THREE**



Prepared by: Alma Perez Sibangan



OVERVIEW

These supplementary reading materials are a compilation of reading texts and activities especially prepared for grade three pupils. They focus on the least mastered skills based on the results of the Division Achievement Test 2011-2012 and the reading competencies of the National Achievement Test for Grade Three.

It aimed to supplement the reading materials being used in teaching reading. It is designed to enhance pupils' reading skills through meaningful texts and practice exercises. The questions included in every lesson target the development of a specific reading skill.

To make these materials reliable, two learning theories were considered. One is the three components of Tetrahedral Model formulated by Jenkins (1977), i.e., Reading Materials, Learning Activities, and Postreading Tasks. The other one is the schema theory.

In reading materials, seven texts were carefully chosen and tested with its readability. Postreading tasks were also included such as comprehension check up and practice exercises. More learning activities were provided to ensure the enrichment of the target reading skill.

The schema theory was considered in the choice of reading materials which served as the stimuli for the practice of specific comprehension skills. The learner's preexisting knowledge and experiences as well as interests influenced the researcher in the choice of the texts/selections.

Different activities with variety of presentation styles and approaches are built around real life experiences that the pupils can easily relate to. They involve the learners in reading that is fun, enjoyable, and easy.

Inferring Character's Trait



Reading Goal

- Infer the trait of the character as to what he does or says



Reading Proper

Read the story below and answer the questions that follow.



The Princess and the Sweater

In the castle lived a princess named Juana. She had everything she could ask for. She had lots of

jewels. She had cabinets full of sweaters and dresses. She had shoes of gold and silver. Although

she had everything, Princess Juana always wanted something more.

One morning, Princess Juana was looking for something to wear. She looked in all the rooms of the castle. But nothing pleased her. She picked a beautiful sweater, she had worn it once. She did not like it. She threw it out of the window. It fell on the head of a poor girl who was walking by.

A man saw what happened. He bought the sweater for one hundred gold coins. The girl was very hungry. She has no money to buy food. Soon, she accepted the offer.

Then, the man went to Princess Juana and said that he just bought a sweater for his daughter.

The princess did not realize that it was the same sweater she had thrown away.

Princess Juana liked the sweater and wanted to have it. But the man said no. The princess got mad. No one ever said “no” to a princess. Then she gave the necklace full of jewels in exchange for the sweater. The man agreed.

Everyone was happy. The man was happy. He became rich. The girl was happy too. She had more than enough money to buy food. Most of all, the princess was happy too. It was the first time she had ever given up something in order to get what she wanted.

-Adapted-



Comprehension Checkup



1. Who is the main character? How will you describe her?
2. What did the man do? How will you describe him?
3. Who got the jacket when the princess thrown it out? How will you describe her?
4. What did they all feel at the end of the story? Why did they feel it?

Practice Exercise



Describe each character in the story by choosing their appropriate facial expression and traits. Use the sentence clue for your answer. Put a ★ on the blank of your choice.

a. PRINCESS JUANA

★ Although she had everything, she always wanted something more.

satisfied

greedy

happy

lonely



b. MAN

★ He went to the princess and made her pay for her own sweater.

confused

surprised

evil

wise



c. GIRL

★ She has no money to buy food.

sad

calm

glad

angry





Reading Points

Were you able to choose the facial expression and the traits of the characters in the story? How well did you do it? What are the story clues that helped you?

A *character* is the one who acts out in the story. We can **infer a character's trait** based what he or she does, how he or she feels, and what he or she says in a particular situation. Below are some guiding questions that will help you identify the character traits.

(Cuanzon, 2010)

- What does the character say and do?
- What does the character think and feel?
- How does the character look?
- What do other characters think about the character?



Reading Exercises

A. Identify the character's trait in the following situations. Choose your answers below and write it on the blank. The pictures will help you find the right word.



excited



angry



thoughtful



jolly

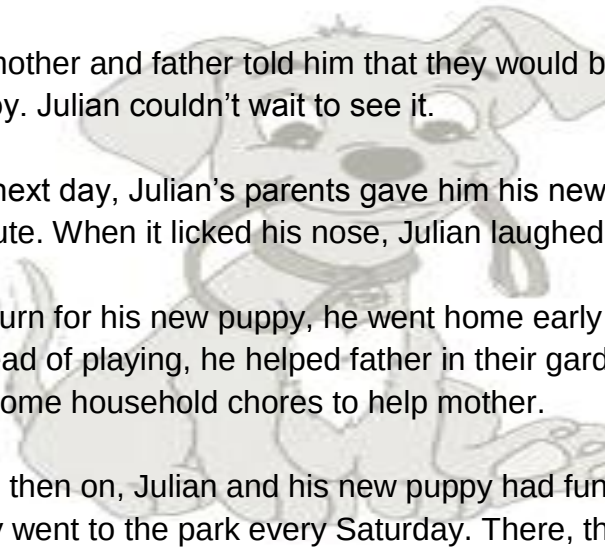


crying



glad

- _____ 1. When Julian went home one afternoon, he found out that his puppy died. It had been his pet for two months.

- 
- _____ 2. His mother and father told him that they would buy a new puppy. Julian couldn't wait to see it.
- _____ 3. The next day, Julian's parents gave him his new puppy. It was so cute. When it licked his nose, Julian laughed and laughed.
- _____ 4. In return for his new puppy, he went home early after school. Instead of playing, he helped father in their garden. He also did some household chores to help mother.
- _____ 5. From then on, Julian and his new puppy had fun together. They went to the park every Saturday. There, they ran, walked and played.



thankful

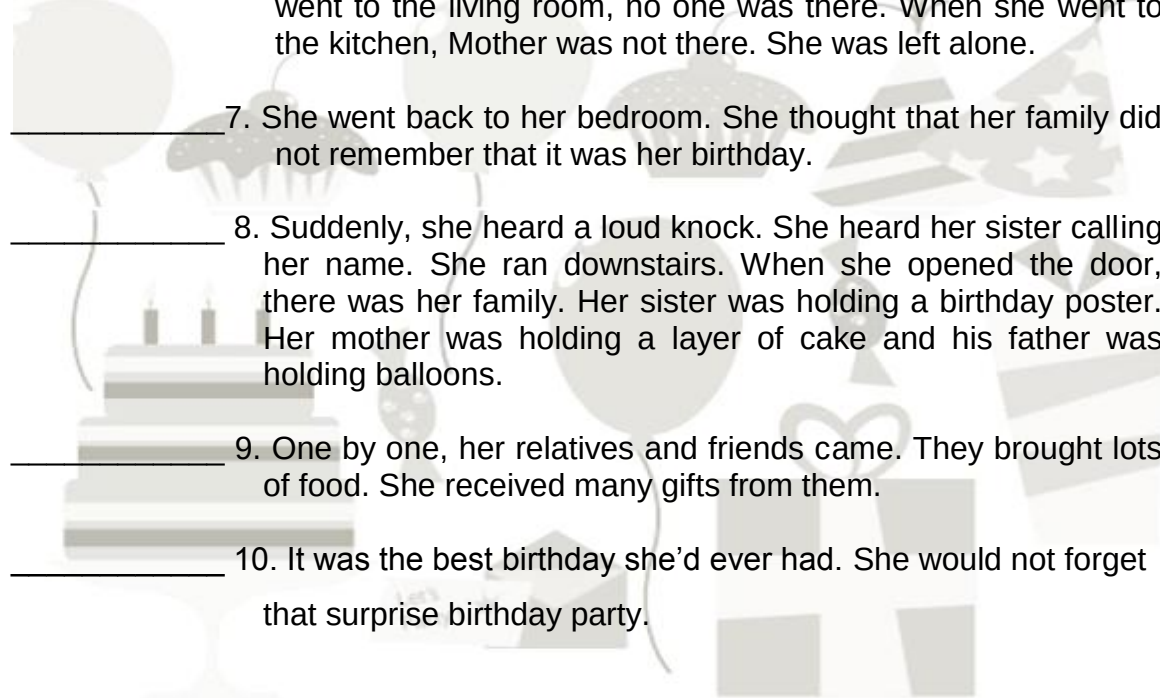
sad

wondering

joyful

afraid

surprised

- 
- _____ 6. It was Nina's seventh birthday. She woke up early. When she went to the living room, no one was there. When she went to the kitchen, Mother was not there. She was left alone.
- _____ 7. She went back to her bedroom. She thought that her family did not remember that it was her birthday.
- _____ 8. Suddenly, she heard a loud knock. She heard her sister calling her name. She ran downstairs. When she opened the door, there was her family. Her sister was holding a birthday poster. Her mother was holding a layer of cake and his father was holding balloons.
- _____ 9. One by one, her relatives and friends came. They brought lots of food. She received many gifts from them.
- _____ 10. It was the best birthday she'd ever had. She would not forget that surprise birthday party.

- B. Below are the characters of the famous *teleserye*, “Juan Dela Cruz”. Choose the letter of the word that tells what kind of person each character is.
1. Juan Dela Cruz was not afraid when fighting with many ‘aswang’. He wanted to kill them all to protect the people in their place.
 - a. coward
 - b. afraid
 - c. brave
 - d. lazy
 2. Loley, grandmother of Juan, was always there for him. She supported him all the way. She did everything to protect and care for Juan.
 - a. caring
 - b. young
 - c. honest
 - d. helpful
 3. Pikoy was a seven-year-old boy. He helped his grandmother every day. He was willing to give a hand to anyone who would need his help.
 - a. honest
 - b. cheerful
 - c. healthy
 - d. helpful
 4. Asiong made other people laugh with his funny acts and jokes. He was fun to be with.
 - a. lonely
 - b. courteous
 - c. cheerful
 - d. noisy
 5. Rosario was a good girl. She was always nice to the people around her. She was always smiled and greeted all her customers in their flower shop.
 - a. respectful
 - b. kind
 - c. obedient
 - d. clean
 6. Rosario’s parents could not sleep that night because she did not come home on time. They were afraid that something might happen to their only daughter.
 - a. surprised
 - b. happy
 - c. tired
 - d. worried
 7. Kael wanted to kill all the people who would hinder his plans. He got their lives in danger.
 - a. good
 - b. evil
 - c. strong
 - d. weak

8. Mrs. Laura Alejandro was the founder of a Children's Foundation. She had a good heart for children. She helped the needy people through her foundation.
- a. generous c. unkind
b. responsible d. brave
9. The King of 'Aswang' shouted loud. Many of his relatives and friends were killed. He swore that he would kill all the 'Kapatiran's army' who did it.
- a. frightened c. nervous
b. angry d. calm
10. Little Juan was very playful. He played tricks on other people. There were times when he made fun of his classmates and got into trouble.
- a. naughty c. polite
b. admirable d. clean

C. Below are lines in the Bible story "David and Goliath". Arrange the jumbled letters below to show the trait of the character or characters based on what they said. Write your answer on the space provided.

1. "I can beat any Israelite soldiers who will fight me. No one can break me. I'm the strongest." - Goliath

S	T	B	O	A	F	L	U
---	---	---	---	---	---	---	---



2. "He's so big and strong. He can destroy all of us in just a click. We will die if we fight him." - Soldiers

D	R	A	F	I	A
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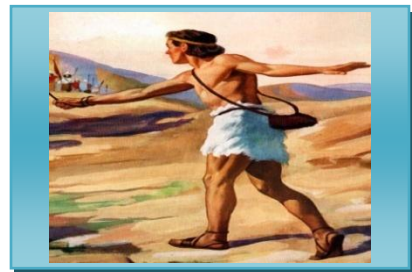
3. "The Lord is my protector. He is always there for me. He won't leave me. I trust in him." - David

T	I	A	H	F	F	L	U
---	---	---	---	---	---	---	---



4. "You come against me with sword and spear but I come against you in the name of the Lord Almighty. I know I can defeat you." - David

R	A	B	E	V
---	---	---	---	---



5. "Yeheey! He was able to beat the giant! Let's celebrate!"

H	E	E	C	R	F	L	U
---	---	---	---	---	---	---	---



Predicting Outcomes



Reading Goal

- Select an appropriate ending to a given story or situation



Reading Proper

Read the story below and answer the questions that follow.



Juan and the Basket

Juan was a lazy boy. The older he grew, the lazier he became.

One day, his mother asked him to go to the market to buy food.

On his way, he sat down beside the river. As he was watching the fish in the river, an old woman came. She offered Juan a magic basket.

“Carry this basket to the side of the road and leave it there. You don’t have to work because it will bring food for you,” said the woman.

Juan put the basket beside the road. He slept while waiting.

Along came a Chinese man. “Aha!” said the Chinese. “What a lucky day. Here’s a fine basket to carry my things from the market.” So he picked up the basket and went off with it. He filled it with rice, fruits, and other food. Feeling tired, he put the basket under the table and went to sleep.

The basket jumped up and ran back to Juan. “Juan, here I am, full of food,” said the basket. “Empty me out and you’ll have enough food for a week.”

“Can’t you empty yourself out?” asked Juan. “I am just lazy to

do it.” So the basket emptied itself into Juan’s lap.

Every week after that, Juan put the basket by the side of the river. Each time the basket was brought to market, it came back to Juan full of food. Juan sat on the riverbank and he ate and ate.

One day the Chinese man came along. He saw the basket lying down by the side of the road. He was very angry with it. He took it and filled it with ants, lizards, spiders, bees, wasps, and other creeping, biting, itchy things. Then he let it go.

The basket went to Juan. He was very lazy to get up and look inside the basket. He let it empty itself to his lap.



Comprehension Checkup



1. What do you think will happen as the basket emptied itself to Juan’s lap?
2. Which detail helped you guess what will happen next?
3. What will Juan most likely do next?
4. What else could happen next?

Practice Exercise



Put a

if the following statement could be an ending of the story and



a , if not.

- _____ 1. Juan enjoyed the bites and stings of the insects.
- _____ 2. The insects bit and bit Juan so he got up and ran.
- _____ 3. Juan stayed with the basket and waited for the next food.
- _____ 4. Juan ran as fast as he could to escape from the biting insects.
- _____ 5. Juan ate all the ants, lizards, spiders, bees and wasps inside the basket.
- _____ 6. As Juan ran away from the insects, he realized that being lazy is not good.



Reading Points

Were you able to guess the ending of the story? How did you do it?

Good readers are always trying to guess what might happen next in the story. This makes the story more fun to read. When you guess what might happen next in the story or selection you have read, you are making a *prediction*. **Predicting** is giving a good guess about something that will happen at a later time.



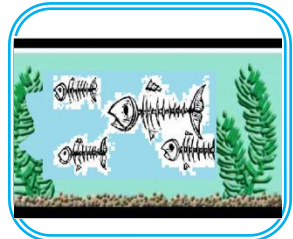
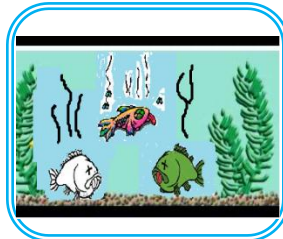
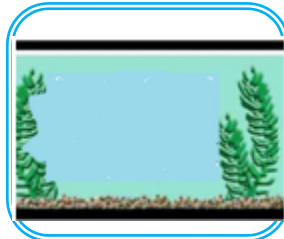
Reading Exercises

A. Choose the picture that shows the possible outcome of each given situations. Shade the circle of your answer.

1. Maria will attend a Sunday mass in their village's chapel. She went to her closet and chose a dress.



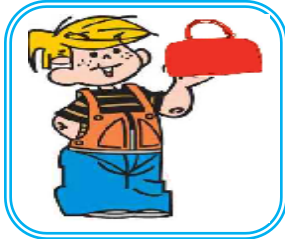
2. Andie's pet fish were left for five days when her family went on a vacation. The oxygen was left unplugged and there were no food for the fish to eat.



3. A three year old boy was running while crossing the street. Suddenly, there was a loud bang. His mother shouted asking for help.



4. Romy saved his allowance for weeks. He was planning to buy a gift for his Mother's birthday. He was thinking of a gift when he saw his mother's shoes. It is old and worn out. A day before the birthday, he went to the mall.



5. *Mang* Lucio is an honest taxi driver. One of his passengers left a wallet on the backseat of his taxi. It has an I.D. with the name and the address of the owner.



B. Read each of the following selections and put a check to the appropriate ending.

1. Joel accompanied his father last Saturday to buy a lotto ticket. His father promised Joel that he would buy a computer for him if they won. That night, they watched the raffle draw on television. The host read the winning numbers. Joel and his father looked at their ticket. Their eyes grew wide. Joel jumped and jumped. His father shouted loud.

_____ Father and Joel won in the contest.



_____ Father won in the lottery so he did his promise to Joel.

_____ Father and Joel felt disappointed because they did not win in the lottery.

_____ Father's promise to Joel was not granted because they did not win.

2. One week before Angel's birthday, she told her mother that she didn't want to have a party. Instead, she wanted to have a piano. Her aunt knew how to play the tpiano and she promised to teach her every weekend.

The day of her birthday came. Angel woke up early and as she ran down-stairs, she saw a big box tied with a red ribbon.

_____ Angel's birthday wish was granted.

_____ Angel received a gift from his aunt.

_____ Angel received a gift from her friends.

_____ Mother prepared a birthday party for Angel.



3. It was twelve o'clock and the bell rang. The children went out of their room and started to walk on their way home.

There's a new food stall outside the school. It sells fried snacks, cheesy pop corn, crackers, and cotton candy. Daniel took out his wallet and bought fifty pesos worth of snacks. He ate all of it. Then he went home.

_____ Daniel's mother did not cook anything for lunch.

_____ Daniel ate all the food for lunch that mother cooked for him.

_____ Daniel's mother was happy for what he has done.

_____ Daniel was not able to eat lunch because his stomach was full.



4. There was a swimming competition held in the school in celebration of Sport's Day. Tanya joined the two-hundred-meter race. She had been training for one month. She was competing for the Eagle's team of their school. She hoped to win

The moment had come. The coach whistled and all the contestants dove into the water. Tanya swam as fast as she could. She was leading among the eight swimmers. But twenty meters before the finish line, she had a foot cramp and she lost her balance.

_____ Tanya was able to get the gold medal.

_____ Tanya did not win in the swimming competition.

_____ Tanya drowned in the water and was not saved.

_____ Tanya continued swimming and she was able to reach the finish line.



5. Lilian was a very lazy girl. She didn't help at home. She let her mother do all the household chores. All she wanted to do was sleep, eat, play and watch television all day. She didn't know how to cook, clean, and wash. Her mother tried to teach her but she refused. She told her that it is a mother's duty to care for her children.

One day, her mother got sick. She couldn't go out of bed because of high fever.

_____ Lilian learned her lesson and tried to do all the works at home.

_____ Despite her sickness, mother did all the household chores.

_____ Lilian stayed lazy and irresponsible.

_____ Lilian's mother died.



C. What would be the likely outcome of the following situations? Write the letter of the correct answer in the blank.

_____ 1. Riza saw the cat trying to open the pot. That would be her family's food for dinner later.

- a. Riza killed the cat.
- b. Riza hated the cat.
- c. Riza stopped the cat and kept the pot to a safer place.
- d. Riza let the cat eat all the food in the pot.



_____ 2. There were lots of foods during my party last night. There were left over because a few guests came.

- a. Mother threw away the food.
- b. Mother ate all the left over food.
- c. Mother got angry to those who didn't come.
- d. Mother gave the left over to her neighborhood and friends.



_____ 3. It was a very hot summer day. The kids were playing in the yard when an ice cream vendor passed by.

- a. The kids did not like the ice cream.
- b. The kids bought some ice cream.
- c. The kids run after the ice cream vendor.
- d. The kids ignored the ice cream vendor.



_____ 4. One night, John's family was watching the news. The newscaster announced that there would be a typhoon coming to their place.

- a. They did not believe in the news.
- b. They were not affected by the news.
- c. They waited for the typhoon to come.
- d. They prepared their house and packed an emergency kit.



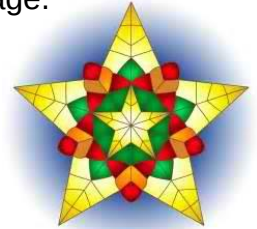
_____ 5. Gerald and his friends went to the mall to see a movie. The movie theater in Cinema 1 was already full.

- a. They went home happily.
- b. They got angry with the manager.
- c. They decided to watch another movie.
- d. They insisted that they should be given a seat.



_____ 6. The teacher gave an assignment to the class. They would make Christmas lanterns out of recyclable materials. When Carla went home, she saw empty plastic bottles, cups and straws in their garage.

- a. She gathered and recycled them to make a lantern.
- b. She decided not to do her assignment.
- c. She asked her brother to do her assignment.
- d. She threw away those things in the trash can.



_____ 7. Teacher told her pupils to save water. She explained the importance of conserving water.

- a. The children laughed at their teacher.
- b. The teacher threw some water to his class.
- c. The teacher punished those pupils who wasted water.
- d. The children started to conserve water in their community.



_____ 8. Mother was busy cleaning the house. Suddenly, she heard a loud cry from her baby's room.

- a. Mother fed the baby because it was hungry.
- b. Mother pretended that she did not hear the baby.
- c. Mother ignored the baby and continued her work.
- d. Mother spanked the baby and made him stop crying.



_____ 9. Anton lets his dog roam around their neighborhood freely. One day, their neighbor's garden was destroyed by the dog. The fences were broken and the flowers were uprooted.

- a. Anton's dog was sent to the animal's clinic.
- b. The dog was killed by Anton's neighbors.
- c. Anton's neighbors complained and they fought with Anton.
- d. Anton apologized to his neighbors and he put the dog in a cage.



_____ 10. Father and Aliyah went to a pet store. They would buy a new pet. Aliyah saw a cute puppy and a cute kitten. She remembered that his younger brother was allergic to cats.

- a. Aliyah chose to buy the cute puppy.
- b. Aliyah chose to buy the cute kitten.
- c. Aliyah decided not to buy any pet.
- d. Aliyah chose to buy both puppy and kitten.



Getting the Main Idea

Reading Goal



- Identify the main idea in the selection read



Reading Proper

Read the selection below and answer the questions that follow.



Signs are important. We can see it everywhere. They tell us what we can or cannot do when in a public place.

Some signs are up along the streets. They are used to warn people on the roads. These are traffic signs. There are also traffic

lights that guide us whether to stop, go or be ready.

keep our parks clean and beautiful.

When in a bus or train, we read signs like “Reserved for the Elderly and Disabled”. It teaches us to be caring. “Do Not Litter” and “Do Not Pick the Flowers” are some signs in the parks. It reminds us to

All signs give us useful information. We should always obey them.

-Adapted-

Comprehension Checkup



1. What is the selection mainly about?
2. What part of the selection tells the main idea? Is it in the first or last part?
3. What are the supporting details that help explain the main idea?

Practice Exercise



Choose the letter of the phrase that tells what the paragraph is all about.



When you cross the streets, you can see traffic lights. There are three lights namely, red, yellow and green. If you see the red light, stop and do not cross. Yellow is a caution light. It is a signal for getting ready to stop because the green light is about to come. With this signal, you can continue crossing but with caution. The green light is for the go signal. You may proceed anytime and you have the right to cross the road.

- | | |
|-------------------------|--------------------------------------|
| a. Traffic lights | c. Traffic lights and their meanings |
| b. Crossing the streets | d. Traffic signals |



Reading Points

Were you able to answer the above exercise correctly? How did you come up with your answers?

The above selection and paragraph are made up of sentences that are about the same topic. The **main idea** is what the selection is all about. The sentences that describe the main idea are the supporting details. In order to get the main idea, you should read the selection or paragraph carefully. Supporting details can also give you hints to know what the main

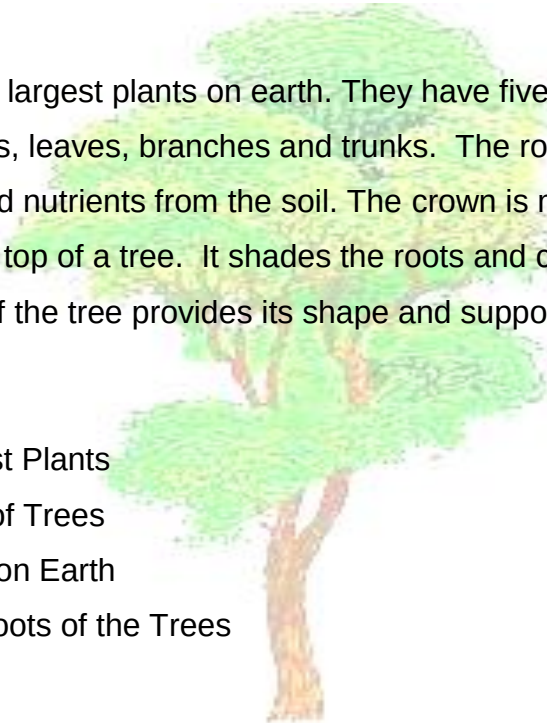


Reading Exercises

A. Read the following paragraphs about trees. Shade the circle that tells the main idea.

1. Trees are the largest plants on earth. They have five main parts. These are the roots, crowns, leaves, branches and trunks. The roots grow underground and collect water and nutrients from the soil. The crown is made up of the leaves and branches at the top of a tree. It shades the roots and collects energy from the sun. The trunk of the tree provides its shape and support and holds up the crown.

- ☐ Largest Plants
- ☐ Parts of Trees
- ☐ Trees on Earth
- ☐ The Roots of the Trees



2. Deciduous and evergreen are the two main types of the trees. Deciduous trees lose all of their leaves for part of the year especially during the dry season. Evergreen trees don't lose all of their leaves at the same time. They do lose their leaves a little at a time with new ones growing in to replace the old but a healthy evergreen tree is never completely without leaves.

- ☐ Deciduous Trees
- ☐ Evergreen Trees
- ☐ Types of Trees
- ☐ Leaves of the Trees

3. Trees are very helpful to us. They give us fruits and medicines. They also give us lumber for our furniture and houses. Their roots help absorb water and prevent floods. They also hold the soil together to prevent it from eroding. Trees also make the air clean and fresh.

- ☐ Kinds of Trees
- ☐ Trees are Helpful
- ☐ Trees and their Fruits
- ☐ Trees Prevent Floods

4. Trees give some animals a home. They give birds a place to build their nests. They are also home for monkeys, koalas, pandas and other animals. Trees give them shelter from rain and strong winds. They also provide shady places where animals can roam and rest. Aside from giving animals home, trees can also be a source of their food. Its fruits and leaves are the food for many animals.

- ☐ A Place to Live
- ☐ Birds and Animals
- ☐ Home for Animals
- ☐ Usefulness of Trees to Animals

5. Trees have enemies. One of these enemies are insects. They eat young leaves and fruits of trees. Strong winds are also enemies for trees. They blow leaves away. They also break branches and trunks during typhoon.

Sometimes, children can also be enemies of trees. Some of them play with the leaves of trees. They also break branches and play with their fruits.

- ☐ Children and Trees
- ☐ Trees and their Enemies
- ☐ Playing with Trees
- ☐ How to Defeat Enemies

B. The following are paragraphs with different topics. Read them carefully and choose among the sentences/phrases that tells its main idea. Write it on the spaces provided.

1. One very important human need is sleep. The need for sleep varies with age. An adult sleeps about eight hours each night. A child needs about twelve hours of sleep. A newborn baby sleeps for most of the time. If we do not sleep, the mind and body get tired. Someone who does not get enough sleep finds it hard to think clearly.



Main Idea: _____

2. All living things need energy. The energy they use first came from the sun. Plants capture the sun's energy in their leaves. We take in energy by eating plants, or by eating animals that eat plants. The energy that we take is used when we move our body and do our work.



Main Idea: _____

3. Trucks are an important part of our lives. Trucks carry food and things across the country. Some trucks carry fruit and vegetables from farms. Because of this, people in cities can eat fresh fruits and vegetables all year long. When people move from one place to another, they use trucks to carry their furniture. Trucks also carry wood that people use to build new houses.



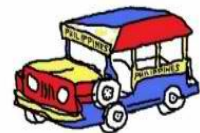
Main Idea: _____

4. Turtles are always at home. If they visit the sea, they are at home. If they go to the high hills, they are at home. If they go far away, they have a home. Turtles carry their homes with them. Their shell is their house. Turtles stay in their shells. That is why they are always at home.



Main Idea: _____

5. Jeepneys are the most common vehicle in the Philippines. They can be found anywhere in the country. They have open windows. Most jeepneys are about two meters long. It can carry twenty persons or more. Jeepneys offer one of the cheapest ways of going somewhere. The drivers will slow down enough to enable the passengers to jump on or off.



Main Idea: _____

6. Known as the tree of life, coconut trees have many uses. Their leaves are woven and matted to make clothing, mats, baskets and roofing. Their fruits provide food, drink, oil, medicine, and containers. Their fibers can turn into ropes and mats. Their trunks help build houses and boats.



Main Idea: _____

7. Bumblebees are considered to be good insects. They help plants to reproduce. They are very social bees and live in large "families". Unlike honeybees, bumblebees can sting more than once. It is because their stingers are smooth and do not get caught in the skin when they fly away.



Main Idea: _____

8. Sampaguita is not only the national flower of the Philippines but of Indonesia as well. Its oil can turn into perfumes, deodorants and lotions. It is also used as herbal medicine. Its roots can be used as treatment of cuts and snakebites. Its flowers are commonly made into garlands used to welcome guests. It is also placed on religious icons and altars.



Main Idea: _____

9. Popular with local and foreign tourists is the city of Baguio. This summer capital of the Philippines is about 5,000 feet above the sea level. It offers visitors cool mountain air and lovely flowers. It has numbers of beautiful attractions and views. There are also fresh fruits and vegetables sold in the market.



Main Idea: _____

10. Meteors are heavenly bodies. Sometimes they are called "shooting stars." Many meteors appear in seconds or minutes apart which looks like they came from the same point. This is commonly known as meteor shower. Most of them can be observed at night, when darkness allows fainter objects to be seen. Many people are attracted by its beautiful view.



Main Idea: _____

Cause and Effect



Reading Goal

- Perceive the cause-and-effect relationship of a given



Reading Proper

Read the story below and answer the questions that follow.



The Lion and the Mouse

There was once a lion who lived in the jungle. He was the king of all the animals. He was big and mean. He thought that he was the

strongest of all and no one could beat him.

One day, a little mouse came up to the lion. He said, "I want to be

your friend. I am just a little mouse, but I will be a good friend. The lion laughed and said, "What do I need in a little friend like you? You can't do anything for me. I am the strongest. I am the king of all animals. Go away, you silly little mouse." So the mouse went away with tears in his eyes. He wanted to be friends with the lion.

Then one day, the lion got a big thorn in his paw. He roared with pain. He called other animals. He asked them to put the thorn out of his paw. The elephant tried but he could not do it. He could not hold the thorn with his big feet. The alligator tried but he could not also do it. He could not hold the thorn with his sharp teeth because it was too small. Many animals tried but none of them could get the thorn out.

King Lion started to cry because he was in pain.

Then, the little mouse came up and said that he could get the thorn out. He had little paws so he could get a hold on the thorn. He did it and the thorn was pulled out. The lion began to smile and felt good. The thorn was out and so with the pain. He gave thanks to the little mouse. From then on, they became friends.



Comprehension Checkup



1. What kind of king was the lion? Why?
2. Why did the lion laugh when the little mouse offered him friendship?
3. Why did the lion roar in pain?
4. Why could the elephant not remove the thorn? What about the alligator?
5. Why was the little mouse able to get hold of the thorn and remove it?
6. At the end of the story, why did the lion smile and feel good?

Practice Exercise



Fill in the chart with the appropriate cause or effect. Choose your answers from the box below.

Effect <i>(What happened?)</i>	Cause <i>(Why did it happen?)</i>
The lion is a mean king.	
The little mouse went away with teary eyes.	
	There was a thorn in his paw.
	He had big feet.
The alligator could not hold the thorn.	
	He had a very tiny paw that could hold the thorn.
The lion gave thanks to the little mouse.	

-  The lion rejected his friendship offer.
-  The elephant could not hold the thorn.
-  He thought that he was the strongest of all animals.
-  The thorn was so small. He could not bite it.
-  The mouse helped the lion.
-  The mouse was able to put out the thorn from the lion's paw.
-  The lion roared in pain.



Reading Points

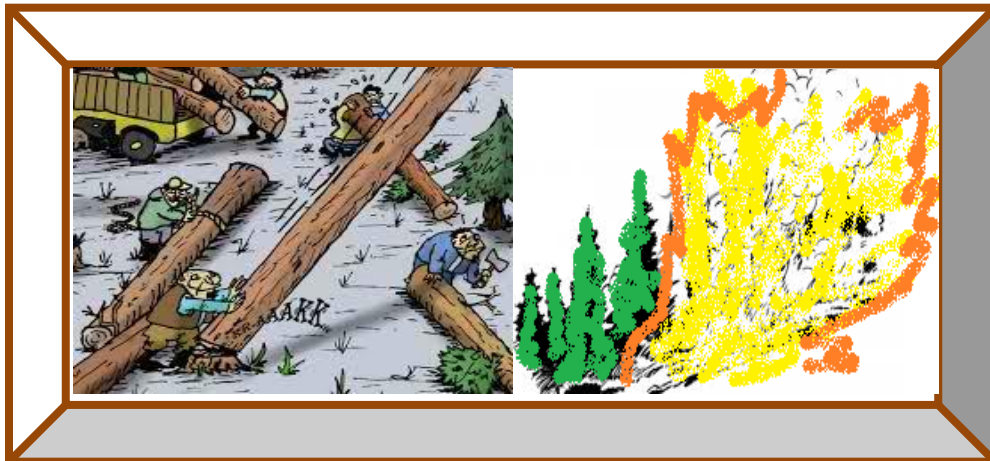
Were you able to complete the cause-effect chart above? How did you choose your answers in the box?

The **cause-effect** relationship describes something that happens and why it happens. A *cause* is the reason why something happens. An *effect* is what happens because of the cause. In order to identify which is the cause and which is the effect, think of what happened in the story or



Reading Exercises

- A. 1. Study the pictures below and choose the possible **effect** of it. Put a check (✓) if the picture can be an effect and a cross (X), if not.



Illegal logging and forest fire

a. _____



Flash flood

b. _____



Landslides

c. _____



Clean and green forest

d. _____



Global warming

e. _____



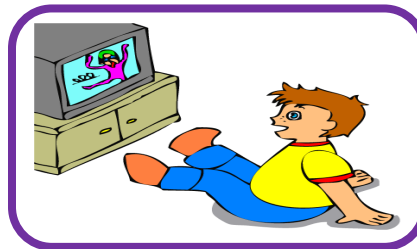
Fresh air

2. Study the pictures below and choose the possible **cause** of it. Put a check (✓) if the picture can be its cause and a cross (X), if not.



Graduating with honors

a. _____



Too much watching of television

b. _____



Studying hard



c. _____

Self Discipline



d. _____

Too much playing



e. _____

Being active in class

B. Choose the most probable **cause** of each of the following **effect**.

1. The plates fell to the floor.

- a. Ann swept them.
- b. Ann washed them.
- c. Ann played with them.
- d. Ann piled them too high.



2. Karla has healthy teeth and gums.

- a. She eats junk food.
- b. She brushes her teeth once a day.
- c. She eats lots of candies and chocolates.
- d. She brushes her teeth after meals every day.



3. Father went to the bank.

- a. He bought a new car.
- b. He bought new clothes
- c. He deposited our savings.
- d. He bought some grocery items.



4. Since the weather is fine,
a. the children went out to play.
b. the children slept all day.
c. the children did not go to school.
d. the children watched television.



5. Alex is weak and sickly.
a. He has healthy habits.
b. He has a balanced diet.
c. He always has a good sleep.
d. He doesn't eat vegetables and fruits.



C. Choose the most probable **effect** of each of the following **cause**.

6. Linda did not water the plant for a week.
a. The plants died.
b. The plants grew well.
c. The plants bore some fruits.
d. The plants bore some flowers.



7. Dante got tired of playing all day.
a. He will help at home.
b. He will sleep early.
c. He will continue playing.
d. He will sleep late at night.



8. Sasa plays her games gadget in the dark.
a. She will win in all the games.
b. She will upload more games.
c. Her eyes will be damaged.
d. She will have a good eye sight.



9. Matet is a cheerful and thoughtful girl.
a. Everyone hates her.
b. Everyone ignores her.
c. Everyone looks at her
d. Everyone admires her.



10. It was a stormy night.

- a. The fishermen stayed in the sea
- b. The fishermen caught a lot of fish.
- c. The fishermen caught nothing.
- d. The fishermen stayed in their home.



D. Identify the part of the sentence that tells the cause and the effect. Copy it in the space provided.

1. There was a long heavy rain last night, that's why the streets are flooded today.

Cause: _____

Effect: _____



2. The baby is crying because he is hungry.

Cause: _____

Effect: _____



3. My ice cream melted easily because the weather is so hot.

Cause: _____

Effect: _____



4. Uncle Tom was so worried because he lost his cell phone.

Cause: _____

Effect: _____



5. It was a rainy day so Kate wore her raincoat.

Cause: _____

Effect: _____



6. The deadline of our project is tomorrow so I need to finish it tonight

Cause: _____

Effect: _____



7. George needs to see the dentist because his tooth has been aching for two days.

Cause: _____

Effect: _____



8. We must save water in order to conserve our natural resources.

Cause: _____

Effect: _____



9. The traffic light turned green so we started to cross the road

Cause: _____

Effect: _____



10. Aunt Lisa baked a delicious cake because today is my sister's birthday.

Cause: _____

Effect: _____



Drawing Conclusions



Reading Goal

- Draw a conclusion using passages or pictures as stimuli



Reading Proper

Read the story below and answer the questions that follow.



Found a Better Way

Edwin and his family lived in a small town in Cotabato. He was the eldest of three children.

The school was far from their house. Edwin wanted a bike to make his way easy. He asked his parents if

he could have one. They said no. His father didn't have a stable job. His mother just stayed at home and took care of them. Sometimes, there was not enough food on their table.

Edwin did not give up easily. He really wanted a bike. One friend told him that there's a way he could earn money. It was by selling newspapers. So Edwin started selling.

Each weekend, he went out to sell newspapers. He sold them for fifteen pesos per copy. For every

copy he sold, he got two pesos. For one day, he could sell fifty copies.

Edwin did not spend the money he earned. He gave half of it to his mother. He kept the other half in his coin bank.

After three months, Edwin had enough money. He asked his father to go with him to a bicycle store. He was so excited to choose a bike there.

-Adapted-

Comprehension Checkup



1. What can you say about Edwin's family? Are they rich or poor? Why do you say so?
2. Why do you think Edwin asked his father to go with him to a bicycle store?
3. What are the situations in the story that you can relate to your own experiences?

Practice Exercise



Study the chart below. In the first column, there are some clues in the story that will help you draw your conclusion. Choose the correct conclusion in the second column based on the clues.

Story Clues	Conclusion
1. Edwin's father didn't have a stable job. His mother just stayed in their home. Sometimes, there was not enough food on their table.	a. Edwin's family is poor. b. Edwin's family is rich. c. Edwin's family is happy. d. Edwin's family is living comfortably.
2. After three months, Edwin had enough money. He asked his father to go with him to a bicycle store. He was so excited to choose a bike there	a. They sold newspaper in the bicycle store. b. They bought a new bicycle. c. Father and Edwin looked for a job. d. Father worked in the bicycle store.



Reading Points

Were you able to draw your conclusions based on the story clues? How well did you do it?

A **conclusion** is a result or an outcome based on a given fact and information. We can *draw conclusions* about the story or selection by giving our ideas and opinions based on our real-life experiences.



Reading Exercises

A. Underline the best conclusion that you can draw out of the pictures.

1.



- The town is celebrating a fiesta.
- The town is celebrating Christmas Day.
- The town is celebrating Valentine's Day.
- The town is celebrating New Year's Eve.

2.



- The firemen are preparing for a game.
- The firemen are preparing for a fire testing.
- The firemen are preparing for a fire rescue.
- The firemen are preparing for an earthquake drill.

3.



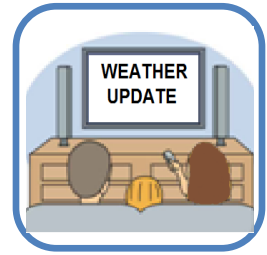
- The family is poor.
- The family is in need.
- The family is wealthy.
- The family does not have means.

4.



- The plants are not healthy.
- The plants are in a good care.
- The plants cannot grow well.
- The plants are in bad condition.

5.



- The family is preparing for the coming typhoon.
- The family is preparing for a party.
- The family is preparing for a summer trip.
- The family is preparing for an earthquake.

6.



- The children are lazy at home.
- The children are studying at home.
- The children are playing at home.
- The children are helping at home.

7.



- The boys love water.
- The boys are wasting water.
- The boys are conserving water.
- The boys care about storing water.

8.



- The kids are playing.
- The kids love one another
- The kids are bullying others.
- The kids are happy together.

9.



- The children have healthy habits.
- The children are weak and lazy.
- The children are malnourished.
- The children will easily get sick.

10.



- Mother is helping her child prepare for a contest.
- Mother is helping her child prepare for school.
- Mother is helping her child prepare for a vacation trip.
- Mother is helping her child prepare for the Sunday mass.

B. Read the selections below and copy the best conclusion that you can draw based on the details given. Choose your answers from the box.

1. Mary joined a singing contest. She showed her best during the performance night. She did some gestures in interpreting the song that caught the attention of the audience. After her performance, the people gave her a standing ovation.

Conclusion: _____

- Mary had a bad performance.
- Mary's gestures are not so good.
- Mary had a lot of relatives in the audience.
- The people liked the performance of Mary.



2. Lucy and Tom were playing in their yard when dark clouds began to cover the sky. Suddenly, they heard a loud thunder. The lightning flashed across the sky. It began to drizzle and they hurriedly run to their house.

Conclusion: _____

- The sun shone brightly.
- The weather was fine.
- There was a rainstorm in their place.
- A tsunami was rushing to their place.



3. Michael wrote a letter to his teacher. He wrote that he was sorry about what he did and promised not to do it again.

Conclusion: _____

- Michael hated his teacher.
- Michael was praised by his teacher.
- Michael had a good performance in the class.
- Michael did something wrong that made his teacher get mad at him.



4. Suzy told her friends that Aunt Rosa gave her a pet. Its fur is white and its tail is long. It barks when it sees her. It loves to eat meat and bones.

Conclusion: _____

- Suzy's new pet is a cat.
- Suzy's new pet is a dog.
- Suzy's new pet is a bird.
- Suzy's new pet is a hamster.



5. In a small cottage, father was grilling fish while mother was preparing the table. The children giggled and laughed as they played in the waves. After a while they ate their lunch happily.

Conclusion: _____

- The family was in a park.
- The family was in a mall.
- The family was on a beach.
- The family was inside their house.



6. The cat was waiting patiently under the table. Suddenly, a mouse came. The cat chased the mouse. The mouse ran as fast as it could.

Conclusion: _____

- The cat wanted to play with the mouse.
- The cat wanted to sleep with the mouse.
- The cat wanted to catch and eat the mouse.
- The cat wanted to make friends with the mouse.



7. Grandfather was reading a newspaper. His attention was caught by a reading section with some comic strips. As he read it, he laughed and laughed.

Conclusion: _____

- Grandfather read a news article.
- Grandfather read a funny joke.
- Grandfather read the editorial section.
- Grandfather read a weather update.



8. Carlos climbed up the mango tree and picked one fruit. It was green and too small. When he ate it, he frowned.

Conclusion: _____

- The fruit was salty.
- The fruit was unripe and sour.
- The fruit was sweet and tasty.
- Carlos liked the taste of the mango.



9. It was Linda's birthday the next day. That night, mother prepared all the ingredients in her birthday surprise for Linda. She got one pack of flour, a cup of sugar, milk, butter, and eggs. Then she started baking. She also prepared the icing and candles that would be placed on top of it.

Conclusion: _____

- Mother baked an egg pie.
- Mother prepared a fruit salad.
- Mother baked a birthday cake.
- Mother baked some cookies and bread.



10. After dinner, Lea prepared all her notes and books in Math in a study table. She also got a paper and pencil where she would practice Math drills. A few minutes later, she started reviewing all her Mathematics lessons.

Conclusion: _____

- Lea studied all her lessons.
- Lea prepared for the test in Math.
- Lea solved some Math problems.
- Lea worked on her Math homework.



Noting Details



Reading Goal

- Note explicit and implied details in a story or selection
- Answer the questions: who, what, where, when, why and how



Reading Proper

Read the story below and answer the questions that follow.



The Young Vendor

Andres Bonifacio became an orphan when he was a young boy.

His mother and father died when he was fourteen years old. He was the

eldest. He has a sister and two brothers. His family was poor. He had to work hard to earn money.

One summer day, Andres thought of making fans to sell. His sister and brothers helped him make colorful fans. They sold it in front of the church. The women liked the fans. It was sold very fast. For men,

Andres thought of making canes. They made wooden canes with carved handles. The men liked it too. They worked hard to make fans and canes. They earned enough to support their needs.

-Adapted-

Comprehension Checkup



1. Who is the boy in the story?
2. When did his father and mother die?
3. What did he do to support his family?
4. What are the things that he and his siblings sell?
5. Where did they sell it?
6. What did they do with the money they've earned?
7. If you were Andres, will you do the same as he did? Why?
8. Do you think they were able to survive even without their parents? How?

Practice Exercise



Read the paragraph below and answer the questions that follow. Choose the letter of the correct answer.

It was Sunday and after going to the church, Cruz family went to the mall. Children were very excited because the night before, Father told them that they will watch the movie, Superman. After eating their lunch in a fast food restaurant, they went to the movie theater. Mother bought popcorn and drinks for snacks.

The movie was very entertaining. After watching the movie, they went home happily.

1. Who went to the mall?
 - a. Santos Family
 - b. Cruz Family
 - c. Mother and Father
 - d. children
2. When did it happen?
 - a. Saturday
 - b. Monday
 - c. Sunday
 - d. Thursday
3. Where did they eat their lunch?
 - a. in the movie theater
 - b. in a restaurant
 - c. in the church
 - d. in the mall
4. What did mother buy for snacks?
 - a. sandwich and juice
 - b. cake and ice cream
 - c. popcorn and drinks
 - d. nothing
5. What did they do after watching the movie?
 - a. went home
 - b. watched another movie
 - c. went to the church
 - d. went to the mall
6. How did they feel after that day?
 - a. excited
 - b. unsatisfied
 - c. happy
 - d. surprised
7. Do you think going out with family is fun? Why?
 - a. we can eat lots of food
 - b. we can spend more money
 - c. we can meet new friends
 - d. we can be more close with each other





Reading Points

Go over to the questions above. Were you able to answer it correctly?

A question starts with what to ask about things and details, who to ask about persons or character, where to ask about places, when to ask about dates and specific time, why to ask for reasons and how to ask for steps or ways. Be sure to read and understand the story/ selections carefully to answer the questions that are explicitly and implicitly stated.



Reading Exercises

A. Answer the questions that follow after reading the paragraph. Choose your answer in the box below.

a) Andoy is a Mangyan boy who lives in a mountain. He lives with his family in a small nipa hut. His father works as a farmer while his mother takes care of his younger siblings. Every day, Andoy has to trek up and down the safer side of the mountain just to get to school. He is very eager to learn how to read and write. Every Saturday, Andoy helps his father in planting root crops. They also gather fruits and vegetables in the field. They sell it to the weekly market.

1. Who is the boy in the paragraph?

2. Where does his family live?

3. How does he get to school?

4. When does he help his father?

5. What do they gather in the field?

6. Why do you think Andoy is very eager to learn?



- near the sea
- Andoy
- every Saturday
- in the mountain
- fruits and vegetables
- he wants to finish his studies
- by trekking on the side of the mountain

b) Last summer, we had an exciting trip to Enchanted Kingdom in Laguna. We got there by riding on a bus. My family and I enjoyed the rides and entertainments brought by different mascots and magicians. Father bought ride-all- you- can passes which allowed us to experience most of the rides in the park. We enjoyed it so much. My most unforgettable experience is when my brother and I rode on a very high Space Shuttle which has three loops coaster. We turned upside down for six times forward and three times backward. It was fun

and exciting. At night, we waited to see the beautiful and colorful fireworks. That day was a great summer adventure.



1. When did the story happen?

2. Where is Enchanted Kingdom located?

3. Who was with the author when he had his unforgettable experience?

4. How did he describe it?

5. What did they watch at night?

6. Do you think the author will go back to Enchanted Kingdom? Why?

- colorful fireworks
- fun and exciting
- his brother
- he enjoyed it so much
- Last Summer
- in Laguna
- Space Shuttle

c) Hi! This is Kuya Kim, giving you an update on our weather for tomorrow. Luzon and Visayas will experience cloudy skies and rain showers for the whole day. Mindanao will have a fair weather with cloudy skies. For Metro Manila, there will be cloudy skies with a chance of rain showers in the early afternoon. The rest of the country will experience thunderstorm at night.



Don't forget to bring your umbrellas and rain coats. Tomorrow will be a rainy day!

1. Who gave the weather report?

2. What will be the weather in Metro Manila?

3. Which part of the country will experience cloudy skies and rain showers for the whole day?

4. What will be the weather in Mindanao?

5. When are we going to experience thunderstorms?

6. How we can we show our preparedness during rainy days?

7. Why do you think we need to bring umbrellas and rain coats?

- at night
- Metro Manila
- Kuya Kim
- we can avoid being sick
- Luzon and Visayas
- fair weather with cloudy skies
- cloudy skies with rain showers
- always bring shield for rain showers

B. Read the paragraph carefully and make your own announcement answering the wh- questions.

a) An announcement was made by the Boy Scout's troop leader. There will be an overnight camping on September 23. The assembly will start at 4:00 p. m. It will be held at the school's covered court. All registered boy scouts are welcome to join.

Who:

What:

Where:

When:



b) An art exhibit will be held at the library of Alabang Elementary School on August 17. It is the foundation anniversary of the school. The library will be open for all the students at 8:00 a.m to 4:00 p.m.

Who:

What:

Where:

When:



Sequencing Events



Reading Goal

- Sequence the events as they happened in the story



Reading Proper

Read the story below and answer the questions that follow.



The Golden Touch

Long ago, there lived a king named Midas. King Midas loved

gold. Each morning, he counted his thousands of gold and wished for

more. The only thing that King Midas loved more than gold was his daughter.

One day, as King Midas was counting his gold, a young man came. He granted his wish. Everything he would touch turned into gold. The king was very happy. "No one on earth will be as rich as I am," he said.

The king went out to the garden. As he put his hands on things, they turned to gold. He was very happy. Not so long, his daughter came to see him. She gave him flowers. As he touched it, it

turned gold. His daughter became afraid. Seeing her fear, Midas went to pick her up. As he touched her, she turned stiff and turned into gold. The king was filled with horror.

The king realized his mistake. Many things are better than gold specially his daughter. The young man came in and said, "Very well. You have realized your mistake. The golden touch will no longer be yours. Things will be as they were. You must never wish for the golden touch."

-Adapted-

Comprehension Checkup



1. What happened in the first paragraph?

What was King Midas' wish?

2. What happened next?

Did the young man grant his wish? How?

3. What happened in the third paragraph?

What happened as the king touched his daughter?

4. What happened in the final part of the story?

What lesson did King Midas learn?



Practice Exercise



Based on the story above, arrange the following events as they happened in the story by putting numbers 1-5 on the gold bars.



The king touched his daughter and she turned into gold.



The young man came back and things turned as they were before.



King Midas realized that many things are better than gold.



Each morning, King Midas counted his gold and wished for more.



A young man granted his wish and gave him a golden touch.



Reading Points

Were you able to arrange the events correctly? How did you do that?

Sequencing events requires arranging them as they happened in the story. The word *sequence* means to put something in order from first to last.

When you read a story, think of what happened in the beginning, in the middle, and in the end. This will help you figure out what happened first, second, and so on. It is important to read and understand the story to know the proper order of its events.



Reading Exercises

A. Read the selection and arrange the given sentences in their correct sequence. Choose the letter of the correct answer.

1. Father and I built our tree house last summer vacation. We worked for seven days to build it. For our first step, we chose a healthy and strong tree in our backyard. Then, we gathered all the materials needed. Next, using strong logs, we built the floor. Afterwards, we framed the walls and built the roof. Finally, we painted it. Now, I enjoy the tree house with my playmates.

- 1) Then, we gathered all the materials needed.
- 2) We chose a healthy and strong tree.
- 3) We framed the walls and built the roof.
- 4) Finally, we painted it.
- 5) Next, using logs, we built the floor.

- | | |
|------------------|------------------|
| a. 3, 4, 2, 1, 5 | c. 2, 1, 5, 4, 3 |
| b. 2, 1, 5, 3, 4 | d. 3, 1, 5, 2, 4 |



2. It was a busy Saturday for Niko. He helped at home by doing household chores. First, he gathered all the dirty clothes and put in the basket. Then, he swept and mopped the floor. Next, he watered the plants in the garden. Finally, he fed their pets. Mother was so happy to have a son like him.

- 1) First, he gathered all the dirty clothes.
- 2) Next, he watered the plants.
- 3) He put the clothes in the basket.
- 4) Finally, he fed their pets
- 5) Then, he swept and mopped the floor.

- | | |
|------------------|------------------|
| a. 1, 5, 3, 2, 4 | c. 1, 2, 5, 4, 3 |
| b. 1, 3, 5, 2, 4 | d. 3, 1, 4, 2, 5 |



3. Andrew loves to paint. Whenever he has nothing to do, he paints pictures. Here's how he do it. First, he gathers all the materials he needed including the different sizes of brush, paints with many colors and canvas. Then, he sketches a picture in his mind. Next, he mixes the paints and prepares the mixed colors. Finally, he paints the picture carefully.

- 1) First, he gathers all the materials he needed.
- 2) Finally, he paints the picture.
- 3) Next, he mixes the paints.
- 4) Then, he sketches a picture in his mind.
- 5) He prepares the mixed colors.



- | | |
|------------------|------------------|
| a. 1,5, 2, 4, 3 | c. 5, 1, 3, 4, 2 |
| b. 5, 1, 3, 2, 4 | d. 1, 4, 3, 5, 2 |

4. Dark clouds covered the sky. Lorna hurried home after school. She saw the clothes on the clothesline. She hurriedly ran to get the clothes. Then she folded them neatly and placed them in the cabinet. Suddenly it began to rain. Lorna was happy because she was able to get the clothes before it rained. Her mother was so happy for Lorna was a very thoughtful girl.

- 1) Lorna hurried home before the rain fell.
- 2) She hurriedly ran to get the clothes on the clothesline.
- 3) Dark clouds so covered the sky.
- 4) Her mother was happy for Lorna.
- 5) She folded the clothes neatly and placed it in the cabinet.



- | | |
|------------------|------------------|
| a. 4, 3, 5, 2, 1 | c. 1, 2, 3, 5, 4 |
| b. 3, 1, 5, 2, 4 | d. 3, 1, 2, 4, 5 |

5. Every end of the month, we practice an earthquake drill in our school. We are being prepared so that in times of earthquake, we know what to do. Whenever we heard the alarm, we hide under our desk. We use our hands to cover our heads. This is to protect our heads from any falling objects. When the alarm stops, it's the time that we fall in line and walk fast toward the exit in our room. Then, we head on to the safe place in our school where there is no roof or ceiling that might harm us. Finally, our teacher does the head count checking that everyone is safe.

- 1) We head on to the safe place in our school.
 - 2) We hide under our desks whenever we heard the alarm.
 - 3) Our teacher does the head count to check us.
 - 4) We use our hands to cover our heads.
 - 5) We fall in line and walk fast toward the exit.
- a. 4, 2, 5, 1, 3
 - b. 4, 1, 5, 2, 3
 - c. 2, 1, 3, 5, 4
 - d. 2, 4, 5, 1, 3



B. Below are some of Aesop's fables. Read them carefully and number (1-5) the events according to their proper sequence.



1)

The Wind and the Sun

One day, the wind and the Sun were arguing who between them was the stronger. Suddenly, they saw a traveler walking down the road. Soon, they challenged each other. Whichever of them could cause the traveler to take off his coat should be regarded as the stronger.

The wind began to blow hard. But

the harder he blew, the more the traveler wrapped his coat around him. At last, he gave up. Then the Sun came out and shone in its best. The traveler felt so hot and so, he took off his coat. The Sun was regarded as the stronger.

-Adapted-



After trying and trying, the Wind gave up.



The Sun came and the traveler felt hot so he took off his coat.



The Wind blew hard and the traveler wrapped his coat around him even more.



They challenged each other that whoever can take off the traveler's coat will be the stronger.



The Wind and Sun were arguing who between them was stronger.



2)

The Crow and the Pitcher

One day, a thirsty crow was looking for water. She found a pitcher with some water at the bottom of it. When she put her beak into the mouth of the pitcher, she could not reach the water in it. She

tried and tried but still she could not get any single drop of water. She tried to push the pitcher but it did not fall over. She was about to give up when she thought of an idea. She saw some pebbles and she picked

them up with her beak. She dropped the pebbles into the pitcher. The water rose and rose as she dropped more pebbles in it. At last, the water had reached the top of the pitcher

and the crow was able to drink. She was so glad to find a way to drink.

-Adapted-



The crow was able to drink the water.



A thirsty crow found a pitcher with water.



She bent to drink water but she could not reach it.



The water rose and rose. She was very glad to find a way to drink.



She saw some pebbles and put it into the pitcher.



3) **The Hare with Many Friends**

A hare was very popular with other big animals who all claimed to be her friends. One day, she heard the hounds approaching. She hoped to escape them by the help of her many friends. She went to the horse and asked him to carry her away from the hounds but it refused. He said that he had other work to do. She went to the bull and hoped that he would drive away the hounds. It

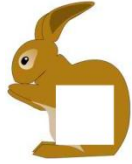
also refused to help her. The goat and the ram did the same. The hare then went to the calf who also refused to help her. He did not like to take the responsibility as so many older animals have declined to do it. When the hounds were quite near, the hare ran away as fast as she could and luckily escaped. -Adapted-



The hare went to the calf but he also declined to do it.



The hare heard the hounds approaching.



The hare took her heels and was able to escape.



She went to the horse and asked him to carry her but it refused. The bull did the same.



The goat and ram also refused to help her.



4)

The Fox and the Goat

A fox fell into a well, and though it is not very deep, he could not get out of it. He saw a goat passing by and called out to her. He tricked her by saying that he was in

the well because the water tasted good. The goat believed the fox. She too jumped into the well. As she began to drink, the fox quickly jumped on her back. It leaped from

the tip of the goat's horns to get out of the well. The poor goat asked for help but as the fox went out, it started to run away. The poor goat

was left in the water. How she wished she thought first before leaping.

-Adapted-



The goat believed the fox and jumped in.



The goat asked for help but the fox run away.



He saw the goat and tricked her that the water tasted good.



The poor goat was left in the water and realized her mistake.



A fox fell into the well and could not get out.



5. The Milkmaid and Her Pail

One day, the Milkmaid was going to the market to sell her pail of milk. She carried it on her head. As she went along, she began calculating what she would do with the money she would get from the milk. She thought of buying some chicken from Farmer Brown. She imagined that those chickens will lay eggs every morning. Then she would

sell those eggs and she would have money. She would buy a new dress and hat. All the young men would look at her. As she imagined, she tossed her head back. The pail of milk fell to the ground and the milk was spilt. All the things that she had imagined vanished with the milk.

-Adapted-



As she imagined, she tossed her head back.



She thought of buying chickens, a new dress and hat.



The pail of milk fell and her dreams were vanished.



She imagined what she would do with the money she will get from the milk.



A milkmaid was going to the market with a pail of milk on her head.

In all considered aspects, the supplementary reading materials that were developed in this study were rated an overall mean of 4.94 as evaluated by the peer evaluators and 4.65 for the experts. They are both “highly favorable” in terms of the validity and full potential of the materials.

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Note: These supplementary reading materials are for classroom use only. The researcher acknowledges the works of the above authors and did not ask any permission from them to use some of their thoughts/ reading texts.

Appendix B
FREQUENCY OF ERRORS
Division Achievement Test in English S. Y. 2011- 2012

	Sections																		Total	INDEX
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
No. of Pupils	49	48	50	49	49	47	49	52	48	50	49	49	51	52	49	50	49	45	885	
Item No.																				
1	10	7	3	15	15	18	20	20	22	4	22	11	12	30	22	23	14	20	288	0.33
2	8	8	9	10	12	15	10	12	16	11	14	10	21	31	10	20	13	26	256	0.29
3	9	18	19	17	4	6	23	20	22	12	23	20	21	18	21	25	8	21	307	0.35
4	11	20	10	16	18	12	20	11	18	20	23	10	11	21	18	24	16	21	300	0.34
5	7	3	5	10	14	10	10	9	12	15	10	16	13	20	21	13	12	18	218	0.25
6	8	7	6	4	13	15	10	16	18	12	20	21	12	19	19	23	9	24	256	0.29
7	4	5	10	2	7	10	20	17	14	21	13	15	20	14	17	19	8	13	229	0.26
8	7	6	11	5	16	15	18	20	16	14	15	11	10	14	16	18	22	27	261	0.29
9	10	13	12	8	13	15	18	11	10	12	13	14	15	21	20	16	20	28	269	0.30
10	12	15	26	31	24	21	22	15	20	12	23	8	10	28	27	31	4	36	365	0.41
11	8	3	8	9	4	5	10	6	10	10	6	7	8	9	7	9	15	13	147	0.17
12	13	24	28	20	27	30	18	18	24	19	23	27	12	26	25	28	8	32	402	0.45
13	8	28	28	11	31	20	28	26	11	21	33	34	30	19	24	21	28	31	432	0.49
14	4	2	14	9	20	15	20	18	20	15	23	10	13	21	23	23	18	30	298	0.33
15	13	23	17	25	10	12	18	16	14	20	24	7	17	27	26	28	28	30	355	0.40
16	6	12	14	15	19	22	21	17	25	23	24	28	25	34	22	34	27	38	406	0.46
17	5	1	11	9	10	15	8	8	11	15	20	7	16	14	11	16	12	20	209	0.24
18	6	0	9	14	10	11	12	19	13	15	16	9	7	15	17	19	15	27	234	0.26
19	11	19	21	18	18	15	20	10	20	26	21	19	20	12	21	18	21	23	333	0.38
20	10	0	10	9	17	12	20	21	23	27	23	23	22	20	20	26	15	30	328	0.37
21	9	10	9	13	14	16	20	18	26	18	26	10	14	16	15	17	18	28	297	0.34
22	21	27	28	38	31	35	32	27	32	36	32	27	37	29	31	36	38	36	573	0.65
23	6	13	11	12	21	20	20	18	20	18	22	10	14	12	17	20	25	22	301	0.34
24	8	14	13	18	10	20	22	14	20	18	14	8	9	20	25	18	20	25	296	0.33
25	8	9	10	13	20	20	18	15	16	20	16	17	18	17	16	17	10	28	288	0.33
26	14	17	30	22	25	25	28	26	29	30	24	29	30	23	31	33	37	38	491	0.55
27	10	3	12	12	20	15	22	17	22	11	13	17	18	21	17	18	21	22	291	0.33
28	4	1	8	9	10	12	11	20	14	15	13	9	10	11	12	17	23	24	223	0.25
29	4	2	8	10	8	10	12	11	8	7	16	15	10	14	21	14	22	26	218	0.25
30	13	34	38	27	20	25	22	14	24	20	25	27	20	31	20	29	29	31	449	0.51

TEN LEAST MASTERED SKILLS IN ENGLISH III

Division Achievement Test in English S. Y. 2011- 2012

RANK	ITEM NO.	SKILLS	INDEX
1	22	<i>Infer what happened before or after an event</i>	0.65
2	26	<i>Infer what happened before or after an event</i>	0.55
3	30	Identify irrelevant ideas in a passage	0.51
4	16	<i>Predict plausible outcomes</i>	0.46
5	12	<i>Note explicit details from the story</i>	0.45
6	10	Use the comparative form of adjectives	0.41
7	15	<i>Perceive relationships (cause- effect)</i>	0.40
8	19	<i>Infer the trait of the character as to what he does or says</i>	0.38
9	20	<i>Sequence events in the story</i>	0.37
10	3	Use possessive pronouns	0.35

Note: The researcher focused on the reading competencies only. The grammar competencies were disregarded.

LEAST MASTERED SKILLS IN READING
DIVISION ACHIEVEMENT TEST IN ENGLISH 3 (2011-2012)

COMPETENCIES (Reading)
a. Infer what have happened after
b. Predict plausible outcomes
c. Note explicit details from the story
d. Perceive relationship (cause- effect)
e. Sequence events in the story
f. Infer the trait of the character as to what he does or says

NATIONAL ACHIEVEMENT TEST

COMPETENCIES IN ENGLISH READING 3
a. Note explicit and implied details from a story read - Answer how and why questions
b. Get the main idea - Select an appropriate title to a given selection
c. Perceive relationships - Identify the cause- effect relationship
d. Predict outcome - Select an appropriate ending to a given situation
e. Make an inference - Infer what happened before or after an event
f. Draw a conclusion using passages/ pictures as stimuli
g. Sequence events in the story thru a group of sentences
h. Distinguish between fact and fantasy in a story heard

Source: NETRC WEBSITE: www.netrc.sysportal.net

LEAST MASTERED SKILLS IN ENGLISH 3

DIVISION ACHIEVEMENT TEST (2011-2012)

COMPETENCIES (Reading)	FREQUENCY	RANK
a. Infer what have happened after	2	6
b. Predict Plausible Outcomes	5	1.5
c. Note explicit details from the story	4	3.5
d. Perceive relationships (cause- effect)	4	3.5
e. Sequence events in the story	3	5
f. Infer the trait of the character as to what he does or says	5	1.5

NATIONAL ACHIEVEMENT TEST

COMPETENCIES IN ENGLISH READING 3	FREQUENCY	RANK
a. Note explicit and implied details from a story read	3	5
b. Get the main idea - Select appropriate title to a given selection	6	2
c. Perceive relationships - Identify cause- effect relationship	6	2
d. Predict outcome - Select an appropriate ending to a given situation	6	2
e. Make an inference - Infer what happened before or after an event	2	6.5
f. Draw a conclusion using passages/ pictures as stimuli	4	4
g. Sequence events in the story thru a group of sentences	2	6.5
h. Distinguish between facts and fantasy in a story heard	0	7

Note: The researcher chose to focus on the reading skills/competencies ranked 1 to 5.

READING COMPETENCIES	AVERAGE RANK	FINAL RANK
Predict plausible outcomes	1.75	2
Note explicit and implied details from a story read	4.25	6
Perceive relationships (cause- effect)	2.75	4
Sequence events in the story	5	7
Infer the trait of the character as to what he does or says	1.5	1
Get the main idea	2	3
Draw a conclusion using passages/ pictures as stimuli	4	5

Appendix C

LETTER OF REQUEST:



Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Division of Muntinlupa

DR. EMILIA N. ALVAREZ
Principal IV
Alabang Elementary School

Dear Ma'am,

I am currently working on my seminar paper entitled: **Development and Validation of Supplementary Reading Materials for Grade Three**. This study is a partial fulfillment of the requirements of the course, Master of Arts in Teaching English Language Arts (MAT ELA) under the College of Languages, Linguistics and Literature at the Philippine Normal University, Manila.

Part of this requirement is to conduct a research survey that will validate and evaluate my reading materials. With this, I would like to ask your permission that will allow me to conduct my research study in our school. The data will be gathered from selected English teachers of our school. Attach to this letter are my reading materials and evaluation tools.

I am hoping for your kind considerations.

Truly yours,

ALMA P. SIBANGAN
Researcher/ Teacher

Noted:

PROF. ALICE M. KARAAN
Adviser/PNU Faculty

LETTER TO THE EVALUATORS:

Fellow Teachers,

I am currently working on a seminar paper entitled: **Development and Validation of Supplementary Reading Materials for Grade Three**. Part of this requirement is a research survey that will validate my reading materials. I would like to seek your cooperation in evaluating these materials.

Attached to this letter are the developed reading materials and a survey questionnaire which is divided into two parts: evaluator's profile and evaluation tool. Your honest response will be highly appreciated.

Thank you

Truly yours,
ALMA P. SIBANGAN
Researcher/ Teacher

Noted:

PROF. ALICE M. KARAAN
Adviser/PNU Faculty

SURVEY QUESTIONNAIRE:

EVALUATOR'S PROFILE

Kindly write your answers in the spaces provided. Rest assured that all your answer will be kept in strict confidentiality.

1. a. Name _____

b. Affiliation _____

c. Position _____

d. Number of years in teaching English _____

e. Educational Attainment _____

College Degree Earned _____

Graduate Degree Earned _____

2. Do you have a seminar/ training/ workshop / graduate units in material preparation and in teaching reading?

Please specify: _____

EVALUATION TOOL

The following are the 13- item statements that will determine your evaluation on the reading materials. Kindly give your judgments by checking the Likert scale below. Your comments and suggestions will be gladly appreciated for the improvement of the materials.

LEGEND:

- 5- Strongly Agree
- 4- Agree
- 3- Uncertain
- 2- Disagree
- 1- Strongly Disagree

ITEMS	5	4	3	2	1
<i>Suitability</i> 1. There's a realistic expectation that pupils who will use these materials will develop power in reading and a desire to read more.					
2. The readability of the reading texts/stories was considered.					
<i>Content</i> 3. The characters in the stories are presented in such a way that the pupils can identify them.					
4. The lessons are interesting to the pupils of the age group for which they are intended.					
5. The materials are accurate and carefully organized.					
<i>Language</i> 6. The materials made use of basic vocabulary in the language which pupils readily hear and use.					
7. The sentences, paragraphs, and					

stories have appropriate length and language complexity.					
Physical Aspects					
8. The appearance of the materials is stimulating to the readers for which they are intended.					
9. The type size and font used are clear.					
Illustrations					
10. The illustrations and pictures assist in recognitions of words and phrases.					
11. The illustrations will help the pupils in determining the identity of the characters in the story.					
Exercises and Activities					
12. They provide active learning by means of: a) asking for picture interpretation, b) asking for generalization, and c) asking comprehension questions.					
13. The directions are understandable and expressed clearly.					

Comments and Suggestions:

APPENDIX E

RESPONDENTS' PROFILE

PEER EVALUATORS (Grade Three Teachers)					
Name	Affiliation	Position	Years of Teaching English	Highest Degree Earned	Have Seminar/ Graduate Units in Material Prep. and Teaching Reading
Mae G. Drilon	Alabang Elem. School	Teacher II	5	Graduate of MA SPED	NONE
Cristina B. Esporlas	Alabang Elem. School	Teacher II	7	37 units in MA Ed	YES
Amalia G. Aguila	Alabang Elem. School	Teacher I	6	27 units in MA Ed	YES
Veneranda Q. Grey	Alabang Elem. School	Teacher I	5	27 units in MA Ed	YES
Sheryl E. Napal	Alabang Elem. School	Teacher I	10	BEED	NONE
EXPERTS					
Name	Affiliation	Position	Years of Teaching English	Highest Degree Earned	Have Seminar/ Graduate Units in Material Prep. and Teaching Reading
Marianne C. Basanes	F. Balagtas Elem. School	Teacher I	4	51 units in MAT ELA	YES
Heidi T. Dayawon	Parañaque Natl. High School	Teacher II	10	48 units in MAT ELA	YES
Ma Theresa V. De Guzman	Alabang Elem. School	Teacher I	9	45 units in MAT ELA	YES
Edmarisa A. Lavares	Tropical Village Natl. High School	Teacher I	2	36 units in MA ELT	YES
Charmane T. Espejo	Stella Maris College	Teacher III	1	36 units in MA Reading Education	YES

FREQUENCY DISTRIBUTION AND AVERAGE RATING OF THE RESPONDENTS TO THE READING MATERIALS

PEER EVALUATORS						
EVALUATION ITEMS	E1	E2	E3	E4	E5	AVERAGE RATING
<i>Suitability</i>						
1. There's a realistic expectation that pupils who will use these materials will develop power in reading and a desire to read more.	5	5	5	5	5	5
2. The readability of the reading texts/stories was considered.	5	5	5	5	5	5
<i>Content</i>						
3. The characters in the stories are presented in such a way that the pupils can identify them.	5	5	5	5	5	5
4. The lessons are interesting to the pupils of the age group for which they are intended.	5	5	5	5	5	5
5. The materials are accurate and carefully organized.	5	4	5	4	5	4.6
<i>Language</i>						
6. The materials made use of basic vocabulary in the language which pupils readily hear and use.	5	5	5	5	5	5
7. The sentences, paragraphs, and stories have appropriate length and language complexity.	5	5	5	5	5	5
<i>Physical Aspects</i>						
8. The appearance of the materials is stimulating to the readers for which they are intended.	5	5	5	5	5	5
9. The type size and font used are clear.	5	4	5	4	5	4.6
<i>Illustrations</i>						
10. The illustrations and pictures assist in recognitions of words and phrases.	5	5	5	5	5	5
11. The illustrations will help the pupils in determining the identity of the characters in the story.	5	5	5	5	5	5
<i>Exercises and Activities</i>						
12. They provide active learning by means of: a) asking for picture interpretation, b) asking for generalization, and c) asking comprehension questions.	5	5	5	5	5	5
13. The directions are understandable and expressed clearly.	5	5	5	5	5	5

EXPERTS						
EVALUATION ITEMS	E1	E2	E3	E4	E5	AVERAGE RATING
<i>Suitability</i>						
1. There's a realistic expectation that pupils who will use these materials will develop power in reading and a desire to read more.	5	5	5	5	4	4.8
2. The readability of the reading texts/stories was considered.	5	4	5	5	4	4.6
<i>Content</i>						
3. The characters in the stories are presented in such a way that the pupils can identify them.	5	4	5	5	4	4.6
4. The lessons are interesting to the pupils of the age group for which they are intended.	5	5	5	5	4	4.8
5. The materials are accurate and carefully organized.	5	4	5	5	3	4.4
<i>Language</i>						
6. The materials made use of basic vocabulary in the language which pupils readily hear and use.	5	4	5	5	3	4.4
7. The sentences, paragraphs, and stories have appropriate length and language complexity.	5	4	5	5	4	4.6
<i>Physical Aspects</i>						
8. The appearance of the materials is stimulating to the readers for which they are intended.	5	5	5	5	4	4.8
9. The type size and font used are clear.	5	5	5	5	3	4.6
<i>Illustrations</i>						
10. The illustrations and pictures assist in recognitions of words and phrases.	5	5	5	5	3	4.6
11. The illustrations will help the pupils in determining the identity of the characters in the story.	5	5	5	5	4	4.8
<i>Exercises and Activities</i>						
12. They provide active learning by means of: a) asking for picture interpretation, b) asking for generalization, and c) asking comprehension questions.	5	4	5	5	4	4.6
13. The directions are understandable and expressed clearly.	5	5	5	5	4	4.8

CURRICULUM VITAE

Personal Data

Name : ALMA PEREZ SIBANGAN
Date of Birth : August 14, 1986
Place of Birth : Silang, Cavite
Address : 360 Patindig Araw St. Malabag, Silang, Cavite
E-mail Address : alex_allele@yahoo.com
Contact No. : 09272360124/ 09322445660

Educational Background

Graduate : June 2009- October 2013
Philippine Normal University
Taft Ave., Manila
Degree : Master of Arts in Teaching
English Language Arts

Undergraduate : 2003- 2007
Philippine Normal University
Taft Ave., Manila
Degree : Bachelor of Elementary Education

Secondary : 1999- 2003
Malabag National High School
Silang, Cavite

Elementary : 1993- 1999
Malabag Elementary School
Silang, Cavite

Eligibility Examination Taken

2007 Licensure Examination for Teachers : Certified Professional Teacher

Work Experiences

June 2008 – Present:

Teacher I

Alabang Elementary School
Muntinlupa City

October 2007- March 2008

English Teacher

English Training Institute, Inc.
Dasmariñas, Cavite

July - August 2007

English Tutor

Shim International School
Tagaytay City

Professional Experiences

- Taught English as a Second Language (ESL) to Korean Students
- Created modules and instructional materials in teaching English (School Based)
- Participated/ Attended various seminars and workshops on Teaching Language and Reading