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Supplementary Reading Materials in English (SURE) for Struggling Grade VII Readers

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Philippine Normal University

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**Supplementary Reading Materials in English (SURE)
for Struggling Grade VII Readers**

A Seminar Paper
Presented to
The College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

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

MA. SOL LUNA L. VIÑAS

March 2014

APPROVAL SHEET

This seminar paper entitled "Supplementary Reading Materials in English (SURE) for Struggling Grade Seven Readers" submitted by Ma. Sol Luna L. Viñas in partial fulfillment of the requirements for the Degree Master of Arts in Teaching with Specialization in English Language Arts is hereby recommended for acceptance.

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To Almighty God, for giving her meaningful life, strength, courage and perseverance.

Author

DEDICATION

The piece of work is wholeheartedly dedicated to my:

Parents,

Beloved Sister,

Friends,

Inspiration,

Teachers,

Classmates and

The Almighty God

Whose love, encouragement and support are priceless and
constantly inspire to move on and grow in education.

Sol

ABSTRACT

Name: MA. SOL LUNA L. VIÑAS

Title: Supplementary Reading Materials in English (SURE)
for Struggling Grade Seven Readers

Key Concepts: Supplementary Instructional Materials
Struggling readers
Reading

Degree: Master of Arts in Teaching

Specialization: English Language Arts

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Summary

The study aims to develop Supplementary Reading Materials in English (SURE) for struggling grade seven learners based on identified reading skill weaknesses as evidenced from Philippine Informal Reading Inventory (PHIL-IRI) and periodic exam results. To achieve this purpose, the researcher employed the descriptive method of research in the process of development of instructional materials, which were then evaluated by six English teachers using the 5-point Likert scale to assess the objectives, content, format and design, language, and usefulness of said materials.

Based on the results and analysis of Phil-IRI and First Periodical Test in English, grade seven students were weak on identifying meaning of words through context clues, identifying the main idea of a paragraph, selecting the topic sentence of a paragraph, drawing logical inferences and conclusions, and recognizing author's purpose.

The prepared instructional materials focused on developing listed skills were rated as 4.52 interpreted as strongly agree, attesting to the fact that the supplementary reading materials in English (SURE) were highly accepted by teachers as these could be used in improving reading comprehension skills of struggling grade seven readers.

The study offers recommendation for teachers, administrators, and researchers to explore possibilities of effectiveness of the materials in improving the target skills of the lessons.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

English is a universal language of commerce, science and diplomacy. It is the window to the world's treasure house of knowledge. Most of the official documents, particularly laws and court decisions, are in the English language. Premised on this significance, reading and communication skills in English will be highly instrumental in the students' educational endeavors and further towards job acquisition here or in foreign countries.

From the elementary to the tertiary level, learners face a tough and challenging task of reading voluminous texts required to pass every grade and year level. This task, however, does not end when they have finished the tertiary level. Even after the school days are over, they need to find jobs, and doing so also requires passing comprehensive and battery tests by companies or institutions to which they are applying for jobs. Then they are assigned specific jobs that demand more of their reading comprehension skills to perform with accuracy and efficiency their duties and responsibilities as employees. Hence, it is without doubt that reading comprehension finds great significance in the learning areas and in the world of work. Therefore, the teacher should focus on developing the reading comprehension skills of their students as early and as effectively as possible to lead them towards a more meaningful, productive, and successful life that would be of great value to the country and to society in totality.

Developing the students' varied competencies including comprehension skills is a function of good instruction, deemed as the most powerful means of transforming educational goals into realities. The bottom line of good instruction is that of teaching children to think and act in a way that prepares them for life outside of school, not just like in the classroom, which may bear little resemblance to what goes on outside of it. Comprehension instruction is one of the novel trends sought out by educators in the present day generation. It promotes the ability to learn from text, gives students access to culturally important domains of knowledge, and provides a means of pursuing affective and intellectual goals. Improving classroom instruction in comprehension requires implementation of instructional strategies known to work and building a research base to inform the design of new instructional paradigms.

Reading problems among children and adolescents are common not only in the Philippines, but also in other parts of the world. In the United States, Deshler (2004) identified the following areas of reading where the struggling adolescent readers scored significantly below expectations: decoding, word recognition, vocabulary, fluency, and reading comprehension on multiple measures of reading skills.

In Inosloban- Marawoy National High School, the previous results of Phil.-IRI tests revealed relatively low performance of many students categorized into instructional and frustration levels. Very few were found to be independent readers. From this situation redounds the need for strengthening the teaching of reading in the elementary and secondary schools. However, the move to strengthen the teaching of reading and improve students' performance in PHIL-IRI necessitates teachers' instructional

competencies and knowledge of the psychology of reading, relevance of instructional materials, and other debilitating factors on students' reading performance. From these steps may be designed innovative instructional materials.

Teachers can help students learn that gaining new ideas, increased understanding, and literary experience are aims of reading while strategies are a powerful way to accomplish those aims. This information helps students use strategies reliably when they are appropriate. If comprehension strategies are taught with an array of content and a range of texts that are too wide, the students will not fully learn them. If strategies are taught with too narrow a base of content or text, the students do not have a chance to learn how to transfer them to new reading situations. The optimal balance enables students to learn that strategies are an important means for understanding but are not the main point of reading activities. The main purposes for reading are gaining meaning and gaining knowledge.

The researcher, being committed to the task of molding and enhancing the skills of the learners, is bound to serve with utmost dedication the institution she serves and the community of which she is part and parcel. And in view of the foregoing discussion on the significance of effective instructional strategies in teaching reading comprehension, she is prompted to conduct a study with the purpose of developing reading comprehension skills of struggling grade seven readers, the level she currently handles. The study also aims to develop supplementary reading materials based on the identified needs of the target students from the secondary school within the Division of Lipa City.

Conceptual Framework

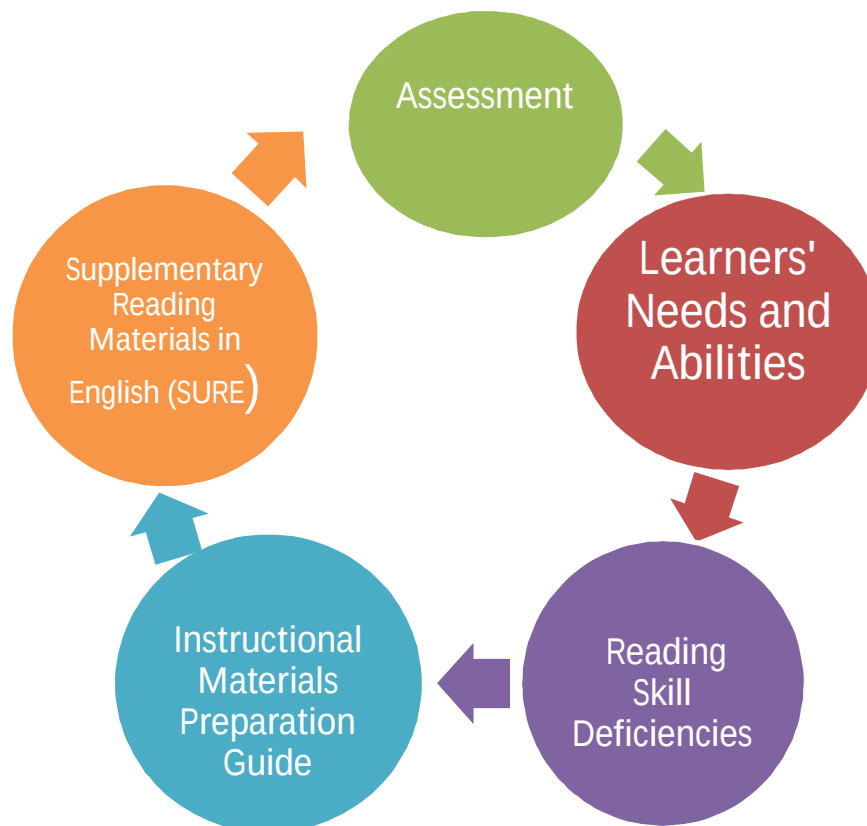
This study is premised on the Reading Theory of Enhancing Outcomes for Struggling Readers, also known as Continuum of Literacy Instruction by Deshler, Hock, and Catts (2006) and on Sullivan's (2007) theory of enhancement of teaching through using research-informed strategies. Sullivan's theory was originally focused on Mathematics teaching, but it was applied in this study on the basis of having to analyze PHIL-IRI results pertaining to research-informed strategies.

The major concept of Deshler et al.'s theory is that the key to transforming students from struggling to competent learners is to put in place programs that are grounded in sound learning theory. The theory features three phases starting with diagnosis and planning using these steps: identifying reading skills, reviewing reading theories, and defining features of effective programs for struggling readers.

Sullivan (2007) framed a new theory of enhancement of teaching through using research-informed strategies. This theory asserted that the enhancement procedure starts from a review of assessment results which include both the previous student learning outcomes and the test items in which they excelled, fared moderately, or failed. From a review of test results at different levels (national down to school or even classroom level) is manifested the range of student responses to different test items which will serve as basis for developing supplementary reading materials. Sullivan (2007) pointed out the need to develop students' abilities to work adaptively – that is, enabling them to apply previous learning to current and relevant situations. This, in turn, has implications for the enhancement of the curriculum.

The cited theory relates with the main focus of this study – the enhancement of reading comprehension instruction. Application of Sullivan’s theory, although necessitating great time, money and effort, would certainly improve not only the teaching of reading comprehension but also the quality of education as well. It would also promote a research-based teaching-learning strategy, one in which there is always a reservation for modification and adaptation to current needs and globalization trends. Certainly, the teaching of reading comprehension will not remain traditional or a continuation from one level to another but more of integrating economic, social, ethical, and environmental values which are deemed relevant to current trends and situations.

The figure that follows reflects the theoretical framework of the study.



Conceptual Framework of the Study

The presented paradigm manifests the variables of the study, along with the directed path through which the concepts are linked so that the objectives of the study will be attained. The assessment will help identify needs and abilities of learners, especially the struggling grade seven readers, through the analysis of PHIL-IRI results and periodical test. Doing detailed analysis of assessment results will reveal students' weaknesses in reading comprehension which will then serve as basis of the lessons of supplementary instructional materials. The next phase indicates the procedures applied to come up with a product, which, in this study refers to the supplementary reading material aimed to be used by grade seven students who have not mastered reading skills required by their grade level reading demands.

Statement of the Purpose

The study aims to develop Supplementary Reading Materials in English (SURE) for Struggling Grade Seven readers.

Specifically, it aims to:

1. Identify the reading skill deficiencies of grade seven students in Inosloban-Maraway National High School;
2. Prepare supplementary reading materials in English based on the identified needs of struggling readers in reading comprehension;
3. Validate and evaluate the different instructional materials appropriate to grade seven students.

Significance of the Study

This study will be significant to the secondary schools, school administrators, the teachers, the students, the parents and the community, curriculum planners, and educational researchers.

School Administrators. The findings of this study may serve as reference that they may use in evaluating their own curriculum in relation to their students' development of reading comprehension skills. They may also use the Supplementary Reading Materials in English (SURE) in their respective schools.

Teachers. An assessment of their implementation of the dimensions of reading comprehension will reveal learners' strengths and weaknesses, from which may be based their future decisions and actions aimed at improving their instructional competencies in reading comprehension.

Students. They are the major beneficiaries of this study, since the provision of support materials for the improvement of reading instruction will hopefully redound to enhanced comprehension skills which they may use in the study of other learning areas.

Parents. It is without doubt that the improvement of their children will make the parents happy, since their primary purpose in sending their children to school is to

prepare them for a worthy, meaningful and productive life in the future. The gains or improvement of their children's skills through extra time spent in working on the materials will greatly encourage parents in supporting their children's academic development.

Curriculum Planners. They may use the findings of this study as bases for implementing modifications and improvement of the curriculum related to the students' development of reading comprehension competencies.

Educational Researchers. They may use this study as reference material when they conduct their own studies by including other variables and bigger sampling for more reliable results.

Scope and Delimitations

The main focus of this study is the development of supplementary reading materials in English based on the identified needs and weakness of grade seven students.

The findings of the study were limited to the situations in the research locale area which covered Inosloban-Marawoy National High School, Division of Lipa City. However, the supplementary reading materials in English designed as an output of the study may be applied to other secondary schools within and outside of the division.

The validators of the study were the teachers of English in Inosloban-Marawoy National High School in the Division of Lipa City.

All constraints encountered along the stages of completing this study were regarded as delimitations.

Definition of Terms

To facilitate the readers' understanding of this study, the following terms are defined:

PHIL-IRI. This acronym refers to Philippine Informal Reading Inventory, which is usually conducted from Grades I to VIII on the month of July for the pre-test and on February for the post-test

Reading Performance. It refers to the reading abilities of students based on the results of PHIL-IRI.

Struggling Readers. The term refers to students who belong to a single category. These are the students who, for various reasons, miscomprehend the reading selections and have not put together a reading system that helps them construct meaning.

Supplementary Reading Materials. This term refers to the instructional materials prepared based on the identified needs of students

.CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the conceptual and research literature on the teaching-learning situations in reading comprehension and materials preparation as support to instruction.

Conceptual Literature

Definition of Reading Comprehension

Rover (2003) defined reading comprehension as the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that form coherent thoughts. Phrases, sentences, paragraphs and so on are examples of connected text that can be read with comprehension. Reading comprehension difficulties become most apparent when the reader is unable to grasp the meaning from a text passage. If there is any indication of a reading comprehension difficulty then a reading skills assessment should be made, followed by skill building exercises to increase reading comprehension.

Meanwhile, Martin (1998) stressed that reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques. He forwarded the following suggestions for the students to improve their reading comprehension: develop a broad background; know the structure of paragraphs; identify the type of reasoning; anticipate and predict; look for the method of organization; create motivation and interest; pay attention to supporting cues; highlight,

summarize and review; build a good vocabulary; use a systematic reading technique like SQ3R; and monitor effectiveness.

Reading comprehension has multiple definitions and explanations. This article defines comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text (Pardo, 2004).

Struggling Readers

Struggling readers can be broadly separated into two categories: students with reading disabilities and low achievers (Catts & Kamhi, 2005c). A lack of differentiated funding for either group means that in reality schools rarely distinguish types of struggling readers (Kozey & Siegel, 2008). Therefore, any examination of struggling readers, as they occur in an authentic school population, must include students who may be considered as low achievers, and those with reading disabilities.

The terms “struggling” and “at-risk” will be used interchangeably as the strategies work for both. In some situations, reading comprehension is often tested, but is seldom taught (Ekwall, 1992). Years ago, reading instruction focused on teaching decoding skills, while comprehension consisted of simple questions and retelling (Carnine, 2006).

It is crucial that young students are taught the importance of getting meaning from reading (Ekwall, 1992). It is essential that they understand that the reading process is more than just decoding words.

Skillful readers verify that what they are reading makes sense and if not use strategies to comprehend the text when it stops making sense (Pardo, 2004). Struggling readers need to be taught to fix their reading when it does not make sense. Teachers need to provide explicit instruction in using reading strategies. It is imperative that teachers “show not tell” how skillful readers read.

Causes of Reading Comprehension Difficulties

Comprehension problems may also be due to difficulties in reading fluently (Parker, 2002). Fluency is vital for students to develop effective reading comprehension skills (Brownell, 2000).

Readers lacking fluency spend excessive time decoding, leading to less short-term memory available for comprehension (Brownell, 2000). Students need to be able to decode well, in order to comprehend the text (Pardo, 2004). Regular independent reading time must be provided for the students to practice the strategies (Pardo, 2004).

There are multiple risk factors involved when teaching struggling and At-Risk readers. These factors include: attendance problems, behavior problems, low academic achievement, low socioeconomic status, mobility issues, retention, and Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (Brooks, 1997; Slavin, 1989).

Although some may have “normal middle class” home lives, others may come from environments that are not as conducive to learning (Slavin, 1989). Four out of the five students (all boys) in the targeted group of students come from at-risk home environments. Struggling readers may come from underprivileged literacy environments, leading to fewer oral language and emergent literacy skills, and limited

prior knowledge (Brownell, 2000; and Brooks, 1997). Some parents of the targeted group in the study rarely take time to read to their children, or may not have the ability to do so according to students. This challenges the ability of teachers to successfully educate students (Brooks, 1997).

Struggling and at-risk readers may have fewer schemas to help them comprehend while reading. Teachers need to increase schema in the classroom as much as possible. Learning dispositions can be the greatest obstacle to learning, possibly sabotaging the learning possibilities of reading experiences (Kidd Villaume, 2002).

Struggling readers differ from skilled readers in their use of world knowledge while comprehending texts, as well as monitoring comprehension and fix-up strategies (Parker, 2002). For some, they lack the knowledge needed in order to rectify their breakdown in comprehension (Massey, 2003). They may fail to understand keywords, and the way that sentences relate to one another (Parker, 2002).

Reading Strategies

As the Model for Meaningful Reading aptly illustrates, when reading comprehension is the goal, both decoding and comprehension processes are vital to the final product. If decoding is problematic, all cognitive energy will be expended on figuring out the words, with little room for the cognitive processing required for comprehension (Pressley, 2002a; Sousa, 2007). If comprehension processes are problematic, students will never gain anything from reading. Therefore, intervention that

aims to have any effect on overall reading comprehension must address both aspects (Berninger, 2001b; Berninger et al., 2003; Scammacca et al., 2007).

Despite increasing attention to literacy in recent years, many teachers have expressed frustration in a lack of resources for teaching reading and comprehension in particular (Gill, 2008). Several studies indicate that explicit instruction in comprehension strategies are not commonplace in general education classrooms, despite the fact that a great deal of testing in comprehension occurs (Block & Pressley, 2002). Researchers tend to shy away from studying comprehension because it involves so many unknowns or theoretical constructs about cognitive processing (Kamhi, 2005).

In the United States, a number of research groups have been commissioned by the government to study reading. Reading comprehension has been identified as one area of research that is most urgently required (Gambrell et al., 2002). Inferencing and metacognition are areas of particular importance (Cain & Oakhill, 1999), and are coincidentally areas where little research illuminating effective teaching strategies has been conducted (Pressley, 2002a). Furthermore, the need for critical independent reading skills becomes even more urgent as the present technological age increases the availability of unregulated information via the internet (Gambrell et al., 2002).

Therefore, more research is critical to definitively assess whether or not comprehension intervention is even useful. Further research is especially important for struggling adolescent readers who are developmentally unique from their younger counterparts, and may be missing vital curricular content during pull-out interventions. Researchers and educators need to determine the best way of intervening for those students who struggle with reading comprehension.

Dr. Michael Pressley stated the following, “Reading becomes better with practice, and comprehending becomes better with more reading practice” (Pardo, 2004). Other issues that struggling readers need to overcome include: low-quality literature, boring reading materials, and inferior classroom instruction (Brownell, 2000).

Struggling readers require support for many years, however different types of support are needed at different times in a child’s reading development (Brownell, 2000). It is imperative that teachers teach decoding skills, build fluency, build prior knowledge, teach new vocabulary, motivate, and engage students with the text in order to improve reading comprehension (Pardo, 2004)

Although one particular strategy may be well suited for one reader, it may not work for another (Brooks, 2004). Therefore, teachers need to assess the strengths of their students, and build on their weaknesses (Wade, 1990).

Strategies should be introduced one to two at a time, gradually increasing in number for students that are new to strategy instruction (Brownell, 2000). Teachers teaching the strategies should integrate their strategy instruction into their ongoing teaching (Brownell, 2000).

According to Raphael et. al., there are three principles of reading comprehension instruction. First, it is imperative that comprehension instruction is explicit. Second, the strategies must be modeled by skillful readers including teachers and peers. Last, the

strategies must be scaffold by teachers until the students are able to use the strategies successfully while independently reading (Raphael, 2004).

Efficiency is critical when teaching at-risk students (Carnine et. al., 2006). This can best be achieved by placing student in an instructional group with others that are at their instructional reading level (Carnine et. al., 2006).

If possible, at-risk students should receive extra instructional reading time daily, with the amount of time depending on the grade level and how far the child is below grade level (Carnine et. al.,2006).

Although it is definitely important for teachers to explicitly model the strategies, they need to also correct any confusion that emerges while students try out their newly gained strategies (Kidd Villaume, 2002).

It is imperative that teachers remind their students about strategy use, if their students neglect to use the strategies on their own, emphasizing that strong readers use strategies (Brownell, 2000). It is of great importance to explain to students that each single strategy makes up only a small part of what skilled readers do while reading (KiddVillaume, 2002).

Prior to the 1970s, the process of reading comprehension was viewed as the reader's ability to restate the text (Brooks, 1997). Historical strategies include worksheets, which did not engage students, resulting in not much being gained by these activities (Brownell, 2000). Today it is known that skillful readers use prior knowledge,

make connections, visualize, infer, ask questions, determine importance, and synthesize the materials that they read (Grimes, 2004).

As the amount of background knowledge concerning a text increases, the ability to comprehend the text correlates. When skillful readers use their schema, their known information is integrated with their new information through a series of connections (Pardo, 2004).

Activation of prior knowledge makes up a great amount of the process of reading comprehension. Teachers should attempt to activate as much prior knowledge as possible prior to reading the text, allowing students to apply the prior knowledge use while reading(Pardo, 2004). They also need to teach how to decipher useful background knowledge from other background knowledge (Raphael,2004).

Strategies to effectively activate prior knowledge include: brain storming, predicting, pre-reading questioning, and topic talking (Brooks, 1997). Picture walks before read-alouds, guided and independent reading are also effective (Cunningham, 2006).

Reading aloud, thinking aloud, along with teacher modeling activating schema, and making connections enables readers to apply this information while they read (Pardo,2004).

Vocabulary knowledge and reading comprehension have a strong relationship (Ekwall, 1992). New vocabulary words should be taught prior to reading, as the reader will spend too much time figuring out the new words, and will be unable to comprehend

the entire reading passage (Pardo, 2004). Teachers can use the Internet to aid them in the process by finding visual images of the new vocabulary terms (Cunningham, 2006)

And as Pressley (2001) add, the resultant situation model is a much deeper understanding of the text, one that allows for true learning to take place such that new knowledge is created and can be assessed easily and used in novel situations.

Meanwhile, McWhorten (2001) attributes the difficulty in comprehending information to slow or inaccurate recognition of words, a reading disability common to those with dyslexia. Slow and/or inaccurate word reading performance can greatly inhibit reading comprehension performance because of a part of the human cognitive system called working memory, which can only hold information for about 10 seconds and then it decays. If one is slow at reading words, by the time he gets the last word of a meaningful text segment in working memory, the first words may have decayed. This means that he has to go back and reread the text segment from the beginning, making reading slow and laborious, and making reading comprehension very difficult.

Beck, et al. (1996) cites important concepts on building word recognition skills. Words that can be recognized effortlessly and without thought are words that the reader can recognize "automatically". The logic behind building automatic word recognition skills is based on the ideas that words that are recognized by thinking about them makes reading a laborious process. This can cause increasingly greater difficulties as a student moves into junior and senior high school where the reading load in subject matter areas such as science, math and social studies greatly increases. If word recognition for a large number of words can be made "automatic", then reading will be easier and a reader will be more likely to keep up with peers as reading load increases.

A reader with a large sight vocabulary will be able to instantly identify words without having to sound out the words. Instant word recognition by sight greatly increases reading fluency and reading comprehension.

In line with the foregoing, McWhorten (2001) gives the following tips for strengthening reading comprehension: *analyze* the time and place in which you are reading; rephrase each paragraph in your own words; read aloud sentences or sections that are particularly difficult; reread difficult or complicated sections; slow down your reading rate; turn headings into questions; write a brief outline of major points; highlight key ideas; write notes in the margins; and determine whether you lack background knowledge.

Fischer (1994) alleges that various aspects of word consciousness may be crucial to strategies for independent word learning. Morphological awareness is undoubtedly involved in using word parts to make inferences about the meanings of new words. Word schemas – knowledge of what might constitute a possible meaning for a word – could be an important part of making inferences about new words encountered in context and may also contribute to the effective use of definitions. One factor limiting the effectiveness of second-language learners' use of bilingual dictionaries is the expectation that there will be one-to-one.

Dixon-Krauss (1995) avers that the instruction designed to enhance reading fluency leads to fairly significant gains in word recognition and fluency and to moderate gains in comprehension. A substantial amount of practice over an extended period of

time is required for a reader to acquire fluency. Most fluency instruction consists of the repeated reading of the same text and uses many techniques. Sometimes the repeated reading practice is done independently; sometimes the reader is assisted by a teacher who provides corrective feedback; sometimes the reader listens to the text before practicing or reads along with a teacher or a tape.

Along this line, Wolf & Katzir-Cohen (2001) claim that instruction can be effective in providing students with a repertoire of strategies that promote comprehension monitoring and foster comprehension. Because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension. To construct meaning, students must monitor their understanding and apply strategic effort. It is believed that students who are good comprehenders read for a purpose and actively monitor whether that purpose is being met. They notice when something they are reading is incongruous with their background knowledge or is unclear, then they take action to clarify their understanding, such as rereading or reading ahead. They may also stop periodically when reading to summarize what they have read as a way to check their understanding.

Turner (1995) stresses that teachers who give students choices, challenging tasks, and collaborative learning structures increase their motivation to read and comprehend text. For students from grades 1 to 12, classroom activities that enable and encourage them to take responsibility for their reading increase their reading achievement. When teachers provide challenging passages for reading, students exert

effort and persistence. And when students have a limited, but meaningful, choice about the learning activity, such as which part of a text to read, they invest greater energy in learning than when the tasks are always prescribed by the teacher.

Likewise, McCann (1998) explains that teachers who provide comprehension strategy instruction that is deeply connected within the context of subject matter learning, such as history and science, foster comprehension development. Teaching such reading strategies as questioning, summarizing, comprehension-monitoring, and using graphic organizers facilitates reading comprehension. If students learn that strategies are tools for understanding the conceptual content of text, then the strategies become purposeful and integral to reading activities. Connecting cognitive strategies to students' growing knowledge of a content area enables students both to increase their awareness of and deliberately use the strategies as means for learning in microgenetic analyses of instruction. Unless the strategies are closely linked with knowledge and understanding in a content area, students are unlikely to learn the strategies fully, may not perceive the strategies as valuable tools, and are less likely to use them in new learning situations with new text.

On the other hand, Duke (2000) believes that simple exposure to stories is helpful, but explicit instruction is valuable. Children are taught to ask themselves generic questions that focus on the principal components of a story, which helps them identify the relevant and important information in stories. In addition to their value as an organizational guide to the text structure, the questions enhance the active processing of the text, thus qualifying the generic questions as comprehension-monitoring

instruction. Such instruction improves students' ability to see relationships in stories, answer comprehension questions, and retell the stories in a focused fashion.

The major concept of Deshler, et al. (2004) is that the key to transforming students from struggling to competent learners is to put in place programs that are grounded in sound learning theory. The theory features three phases starting with diagnosis and planning, after which a continuum of literacy instruction ensues featuring five levels starting from enhancement of content instruction by focusing on mastery of critical content for all regardless of literacy levels. Level 2 is on embedded strategy instruction (routinely weave strategies within and across classes using large group instructional methods); Level 3 is that of intensive strategy instruction (mastery of specific strategies using intensive explicit instructional sequences); Level 4, Intensive basic skill instruction (mastery of entry level literacy skills at the 4th grade level); and Level 5, Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies) by strategic tutoring (extending instructional time through before or after school tutoring).

The third and last phase pertains to the role of the teachers, the school heads and the school in totality. These include screening system where a school-wide screening instrument is administered to all students to identify those who need literacy instruction and determine the best programs designed to meet their needs; enhancing teachers through high-quality professional development and high-quality teaching practices; progress monitoring; access to engaging leveled reading materials; creating a

"culture of growth and achievement"; and structuring support instruction (administrative and supervisory support).

Sullivan (2007) frames a new theory of enhancement of teaching through using research-informed strategies. This theory asserts that the enhancement procedure starts from a review of assessment results which include both the previous student learning outcomes and the test items in which they excelled, fared moderately or failed. From a review of test results at different levels (national down to school or even classroom level) is manifested the range of student responses to different test items which will serve as basis for curriculum modifications. Sullivan points out the need to develop students' abilities to work adaptively – that is, enabling them to apply previous learning to current and relevant situations. This, in turn, has implications for the enhancement of the curriculum.

Finally, Villamin, et al. (2001) enumerates four levels of comprehension which include literal, interpretative, critical analysis, and application and creation. They also classify reading according to purpose such as skimming, scanning, idea reading, exploratory reading, study reading, critical reading, and analytic reading. To go through all these levels of reading comprehension, the students must first develop study skills. However, there are physical and psychological factors that affect study skills. Hence, teachers are advised to develop study habits inventory to determine the extent by which the students are affected by various factors. The result of this inventory may be used in devising alternative strategies to help remedy the students' negative study habits.

B. Research Literature

Ona (1997) is of the opinion that the ultimate mastery of the reading comprehension skill cannot be achieved easily. It would be more reasonable to view first the criterion of acceptable performance as a long term goal. The sub-goals have to be reached at a given fixed time and an inventory evaluation be given to find what competencies have really been attained. This gives concern to raising the performance of the slow learners and strengthening more the mediocre.

Merced (1998) conducts a study about skills development in the teaching of reading comprehension in the private secondary schools. It was recommended that skills to be developed must be taught functionally within the context of a story or topic rather than as a separate exercise. The students must be made to understand the meaning and purposes of the skills and should be motivated in their development. They should be carefully interpreted so that the application of skills will become a habit from the start. It was recommended further that repeated opportunities in the like of practice be given evaluation to determine success and failure of performance. Instruction should be presented at increasing level of difficulties moving from more simple to more complex and that the resulting growth in skills should be cumulative as the learner moves school with each level of interaction building and reinforcing.

Manzano (1997) draws up a profile of the English reading proficiency of Freshmen in Saint Mary's College, Bayombong, Nueva Vizcaya and suggests a remedial program to enhance proficiency. The subjects are given teacher-made tests in

vocabulary, reading comprehension, study and library skills, speed in silent reading, reading grade level, and reading interests. The findings show a bit unfavorable results as attested by low vocabulary score, high literal question scores but low higher level question scores, below level oral reading rate, and slow reading speed.

The study of Marasigan (1994) claims that the students' mental abilities and the type of selections read affect their comprehension abilities in such skills as noting details, getting main ideas, and drawing inferences. Gender has no affect on their comprehension and the subjects perform better in noting details than on drawing inferences and much better than on getting main ideas.

Peralta's study (1998) evaluates the reading skills of a group of First Year high school students of Ilocos Sur Agricultural College, Sta. Maria using a diagnostic inventory test of reading skills and ending up with ratings using a five-point scale. The findings reveal that students are competent in literal reading, slightly competent in reorganization and evaluation, but deficient in inference and appreciation. As a whole, they are rated slightly competent in comprehension skills.

Critical Review

The foregoing literature and studies bear semblance with the main focus of the present study since the citations dealt with reading comprehension, instruction in the said subject area and teachers' competencies in teaching the same.

On the reviewed literature, Rover, Pardo and Martin forwarded the definition of reading comprehension.

Struggling readers were differentiated in two categories by Catts& Kamhi and Kozey & Siegel while strategies work for both "struggling" and "at-risk" according to Ekwall. He even mentioned the importance of getting meaning from reading.

While Brooks, Slavin, Brownell, Kidd Villaume Pressley, Sousa, Berninger and Scammacca even enumerated the multi- risk factors involved when teaching "struggling" and "at-risk" readers.

Several studies indicated the importance of teaching reading and comprehension. Also cited in the works of Gill, Block & Pressley, Kamhi, Gambrell, Cain & Oakhill, were the need for critical independent reading skills and best-way of intervening struggling adolescent readers as the present technological age increases.

Different strategies in child's reading development were enumerated by Pardo, Brownell, Brooks, Wade, Raphael, Carnine and Kidd Villaume.

Brooks, Brownell, Grimes, Pardo, Raphael and Cunningham stressed that today skillful reader's use background knowledge to comprehend the text.

As for Ekwall, Pardo and Cunningham emphasized that vocabulary knowledge and comprehension have a strong relationship and it should be taught prior to reading.

Meanwhile, emphasis on the prerequisites towards improved reading comprehension was contained in the citations of Pressley, Beck, et al. McWhorten and Fischer.

Varied forms of instructional strategies in teaching reading comprehension were presented in the works of Dixon-Krauss, Wolf & Katzir-Cohen, Turner, McCann, and Duke.

Negative comments were cited by McWhorten on the difficulty in comprehending information attributed to slow or inaccurate recognition of words, along with the questions on learning English as a second language in reference to instructional emphasis and time allocation in implementing enhancement programs for reading comprehension.

A synchrony to these questions is found in the literature cited by Deshler relative to a framework for conceptualizing literacy instruction, called the Content Literacy Continuum. And as Pressley added, the resultant situation model is a much deeper understanding of the text, one that allows for true learning to take place such that new knowledge is created and can be assessed easily and used in novel situations.

While, Sullivan frames a new theory of enhancement of teaching through research- informed strategies, Villamin, et al. cited the four levels of comprehension which include literal, interpretative, critical analysis and application and creation.

Literature related to assessment procedures in reading comprehension was found in with that of Ona, while that related to PHIL-IRI was excerpted from www.gov.ph.com/DepEd.

The local studies of Merced, Manzano,, Marasigan and Peralta all dealt wholly or partly with reading comprehension instruction.

The concepts and research studies included in the review have been helpful in guiding the selection of topics and preparation of materials for reading instruction support among Filipino high school students who experience difficulties in comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, the choice of methods, instrument and procedure.

Research Design

This study focused on the development of supplementary reading materials to enhance the reading skills of the struggling grade VII readers. To achieve this purpose, the researcher employed the descriptive method of research, along with documentary analysis. Descriptive method involves gathering of information about existing conditions, supported with descriptive analysis of data gathered from the said survey. The simplest statistical method was applied.

Research Instrument

The questionnaire for evaluation of SURE was the sole instrument of this study. (See appendix B pp.131-132) It used five- point Likert scale to measure how the evaluators rated the materials based on the following; Objectives, Content, Format and Design, Language, and Usefulness. The evaluators were requested to find out if the supplementary reading materials in English (SURE) were suited to grade seven students.

. Then, the feedback was analyzed using the Five –Point scale with the following descriptions:

5 - Strongly Agree

4 – Agree

3 – Undecided

2 – Disagree

1 – Strongly Disagree

The questionnaire shall also contain a cover letter of request addressed to the respondents and to the proper authorities.

Validation of the Instrument

The instrument had undergone content validation by the research adviser who was not included as actual respondents. However, researcher's own judgmental review and impressions of the research adviser was used only for validation purposes to determine whether the contents of the questionnaire are comprehensible and reliable. The trial run of the instrument which supposed to be conducted to 10 teachers of a school not covered by the study was not tried due to time constraint.

Evaluators of the Materials

The materials and exercises made were validated by the Department head of English, Master Teacher in English, and four English teachers who have at least five years of teaching experience.

. In validating the material, all the Grade VII teachers and school head were included, the total population shall be considered; likewise on the records pertaining to the previous results of PHIL-IRI for Grade VII English.

The revision of the materials was based on the comments and suggestions made by the evaluating team. The experts were requested to find out if the vocabulary, directions, and reading activities were suited to the grade seven students.

Data Gathering Procedure

The development of materials followed four stages namely Initial Stage, Material Preparation, Evaluation Stage and Preparation of Final copy.

I. Initial Stage

The researcher extensively

- A. Analyzed the previous results of PHIL-IRI which showed the deficiency in reading comprehension skills among first year students who struggled in reading.
- B. Identified the specific reading skills for inclusion in the materials based on analysis of test results and related literature on foreign and local studies.
- C. Checked the K-12 learning competencies prescribed in the Basic Education Curriculum and assessed the results of the first quarterly examination to determine the skills to be developed among grade seven readers.

II. Material Preparation

- A. The researcher explored different instructional materials, modules, and different websites from the internet on pre- test, guided practice, independent and post test reading activities that may be employed in material design.
- B. Appropriate reading materials were taken from books, journals and articles that were available.
- C. The selected passages were prepared, modified, and adapted in consideration of the students' needs, skills, and expected outcomes of the grade level.

III. Evaluation Stage

- A. The prepared Supplementary Reading Materials in English (SURE) were then reproduced and distributed to the Reading and English Teachers.
- B. A total number of six teachers of English in Grade VII evaluated SURE using the instrument given to them.
- C. Necessary revisions were done based on the comments and suggestions of the evaluating team. (See appendix E pp. 134-145)

IV. Preparation of the Final copy

- A. The reading materials prepared in the study were not tried in the classroom due to time constraint. However, the researcher took into consideration the adviser's judgmental review and the impressions of the evaluating team.
- B. The materials were revised and compiled based on expert validation and evaluation by subject area teachers so that the final form of the materials was made ready for submission.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the identified reading comprehension skill deficiencies, the scope and sequence of materials, design of SURE, and the tabular results of the evaluation of the supplementary reading material by the experts who are all teachers of English.

I. Reading comprehension skill deficiencies of the grade seven students

As mentioned earlier, the PHIL-IRI and periodic exam results were analyzed for the identification of reading skills deficiencies.

On vocabulary skills, grade seven students were weak on identifying meaning of words through context clues; while on comprehension skills, the students were weak in identifying the main idea of a paragraph, selecting the topic sentence of a paragraph, drawing logical inferences and conclusions, and recognizing author's purpose.

II. The Materials

The compilation of supplementary reading materials in English (SURE) came from different literary genres-- stories, essays, and news stories from books, articles, newspapers, and short exercises from textbooks.

The researcher gathered stories and selections to provide information and enhance comprehension skills. The materials were chosen carefully by establishing readability, considering interest and vocabulary load, and suitability of topics to target users.

The scope and sequence of the supplementary reading materials in English (SURE) used in this paper describes the presentation of materials taken up as supplementary texts in the class. The topics were chosen based on the reading skills deficiencies of grade seven students through the PHIL-IRI and periodic exam results. Table 1 summarizes these data.

**Scope and Sequence of the Supplementary Reading Materials
in English (SURE)**

Reading Material no.	Target comprehension skills	Reading material objectives
Topic 1 Literal Comprehension		
1	Determining meaning of words through context	Deduce meaning of words through context clues
2	Identifying the main idea of a paragraph	Identify the main idea of the paragraph
3	Selecting the topic sentence of a paragraph	Identify the topic sentence of a paragraph
Topic 2 Critical Comprehension		
4	Drawing logical inferences	Infer meaning of words and actions
5	Drawing conclusions	Draw conclusions from a set of details
6	Recognizing author's purpose	Determine the author's purpose in writing

III. Design

The different sections of the module lessons are presented with headings and icons with the purpose of each section explained as follows:

Topic number and title. This part refers to the topic of the comprehension skill to be taught divided into several lesson components.

Focus skill. This refers to the identified skill as focus of comprehension instruction to support development of the target skill.

Objective. This refers to the goal or target the learner/reader should attain and accomplish at the end of each lesson.

Introduction. This part starts with background activation and some tips on how to get started.

Pre- test. This diagnoses what students know about the module content and skills before going through the activities in the module.

For Your Information. This is the instruction proper providing content and skill input for study with the aim of explaining ideas towards mastery.

Guided Practice. This refers to an activity that provides students the opportunity to practice what they have learned. It aims to help students grasp and develop conceptual understanding as applied in exercises provided.

Independent Practice. This part refers to an activity which students have a chance to reinforce skills and synthesize their new knowledge by completing a task on their own and away from the teacher's guidance.

Post test. This is done after working on all the activities in the module. It aims to check what students have learned after going through the lesson.

Self- Check. This consists of answer key to the exercise, pre-test, and post test. Its purpose is to provide feedback on learning gained and areas still needing additional input for instruction.

Following are the icons used for specific sections of the module lessons:



Focus skill



Objective



Pre- test



For Your Information



Guided Practice



Independent practice



Post-test



Instructions

IV. Evaluation and Interpretation of Data

The supplementary materials were evaluated using the 5-point Likert scale. Table 1 shows the results of evaluation on areas of objectives, content, language, format and design, and usefulness.

Table 1
Summary of the Evaluation Results of SURE

Objectives The objectives are...	Weighted Mean	Interpretation
1. simple and attainable	4.67	Strongly Agree
2. clearly stated	4.67	Strongly Agree
3. applicable to the needs of the learner	4.67	Strongly Agree
Average Weighted Mean	4.67	Strongly Agree
Content The content ...	Weighted Mean	Interpretation
1. can arouse the interest of the readers	4.17	Agree
2. is arranged sequentially (from simple to complex)	4.67	Strongly Agree
3. is relevant to the needs of the learner	4.50	Agree
4. develops critical thinking among the readers	4.50	Agree
Average Weighted Mean	4.46	Agree
Language The language used is ...	Weighted Mean	Interpretation
1. appropriate with the level of Grade Seven students.	4.67	Strongly Agree
2. easy to understand	4.33	Agree
Average Weighted Mean	4.50	Agree

Format and Design	Weighted Mean	Interpretation
1. The layout of the reading materials is clear and appealing.	4.50	Agree
2. The appearance of the reading materials can awaken the interest of the readers.	4.50	Agree
Average Weighted Mean	4.50	Agree
Usefulness The reading materials...	Weighted Mean	Interpretation
1. are useful to the Grade Seven students in the development of reading concepts and skills.	4.50	Agree
2. are practical (can be applied in daily living).	4.50	Strongly Agree
3. can enable the teachers to make learning interesting and enjoyable.	4.33	Agree
4. can serve as a tool for instruction.	4.67	Agree
Average Weighted Mean	4.46	Agree
Overall	4.52	Strongly Agree

Table 1 shows the summarized results of the experts' evaluation of the supplementary reading materials.

The experts strongly agreed on all the cited attributes of the objectives, such as simple and attainable; and clearly stated and applicable to the needs of the learner. This is evidenced as sustained by identical weighted mean of 4.67, which is also the average score of the weighted mean.

These findings indicate that the evaluators are guided by the conventional features of lesson objectives, in reference to SMART which means simple, measurable, attainable, result-oriented and time-bound. These conventions have been constantly

followed in the academe and are still binding even in the new K to 12 curriculum program.

In addition to the above features, that of the applicability of the objectives to the needs of the learner is an attribute that follows the educational principle which states that teaching should consider the needs, interests, and ability of the learners to make learning more relevant to the demands of the current times and the situations. Indeed, the teaching-learning situation tends to become more meaningful when the lessons relate with the experiences and needs of the learners.

In this study, the objectives of the supplementary reading comprehension material were designed to suit the needs of grade seven students to infuse a better, if not the best motivation that would make their reading activities not boring but interesting. It should be noted that motivation takes a big leap in the art of learning. Hence, tickling the interests of the learners through sustaining their needs and associating the reading materials to their experiences is a motivation worthy of appreciation and emulation.

Table 1 also manifests the summarized results of the English teachers' evaluation of the supplementary reading materials in terms of content.

The experts strongly agreed on one item that of the sequential arrangement of the content from simple to complex, as evidenced by the highest weighted mean of 4.67. This could have been prioritized by the evaluators as it is most easy to decide upon, unlike the other items which necessitate thorough assessment and proof-reading.

It is the same in terms of selecting, designing and organizing the material as the other items truly require critical thinking even on the part of the researcher.

Meanwhile, two items obtained the same weighted mean of 4.50, both of which fell within the rating scale of “agree”. These are on statements, “The content is relevant to the needs of the learner” and that “It develops critical thinking among the readers”. These findings resulted from a split strongly agree and agree responses of each of the half of evaluators. Three of them gave a five rating, while the other three gave a four rating. Despite the equal vote for agree and strongly agree rating, what is important is that no one among them disagreed, perhaps because they have visualized the relevance of the content of the reading materials to the needs of the learners and to their development of critical thinking skills.

On the other hand, the item which obtained the lowest weighted mean of 4.17 but still within the “agree” rating scale is that of the content’s ability to arouse the interest of the readers. This finding supports the motivational feature of the materials which is most likely associated with the personal experiences of the learners and also within their level of understanding.

As a whole, the average weighted mean of 4.46 corresponds to the validity of the content of the reading materials in terms of the features previously discussed.

Table 1 also reflects the summarized results of the evaluators’ rating of the supplementary reading materials in terms of language.

They strongly agreed that the language used is appropriate with the level of grade seven students, as confirmed by a high weighted mean of 4.67. Further, they agreed that the language used is easy to understand, as confirmed by a weighted mean of 4.33.

These findings strongly sustain the reliability of the said materials as the evaluators themselves have confirmed their suitability to the students' level of understanding. It should be noted that the desirability of a reading material depends on how the language used was organized in the selection in terms of phrasing, simplicity of construction and devoid of words that seem comprehensible only to a few selected groups. Something a reader does not understand will never be interesting to him.

As a whole, the average weighted mean of 4.50 fell within the "agree" rating scale. Hence, the reading materials proved its validity and reliability.

Table 1 also shows the summarized result of the experts' evaluation of the supplementary reading materials in terms of format and design.

Similar "agree" rating was posted on both indicators, as confirmed by equal weighted mean of 4.50, and by that of the average weighted mean. The evaluators, therefore, agreed that the layout of the reading materials is clear and appealing and that its appearance possesses the ability to awaken the interest of the readers.

The cited features of the reading materials in terms of format and design are physical in nature, but it should also be considered because preparation also takes a matter of planning and decision making as to which is most appropriate and suitable to the type of learners. Nowadays, technology is modernized and care should also be considered in the choice of printing and design to adapt to the demands of the times

and situations. Thus, Educational Technology has been one of the subjects in the BSED and BEED curriculum to prepare future teachers in the choice, preparation, and utilization of varied types of print and audio-visual instructional materials.

Table 1 unveils the final result of the experts' evaluation of the supplementary reading materials, which is in terms of usefulness.

The highest weighted mean of 4.67 was rated by the evaluators on the item pertaining to the ability of the reading materials to serve as a tool for instruction. They strongly agreed on such utility value of the said materials. This confirmation is a strong indication that the school will possibly make use of the materials but not for business purposes because rarely do public schools sell books to the students.

The evaluators also agreed that the reading materials are practical or can be applied to real life situations, as sustained by a weighted mean of 4.50. This finding is most important since the purpose of education is to prepare and mold the learners into citizens of good value to society when they grow up. Whatever learning that transpires in the classroom is nothing if it is not applied in real life situations. No amount of learning is adequate either if it is not utilized purposively to improve one's life and situation. Hence, even the learning materials should be designed to be utilized by the learners as a means of motivating and inspiring them as a guide in doing what is good for them and on the contrary, in avoiding what could be harmful to them and to others.

Within the same "agree" rating scale are the following indicators: the reading materials are useful to the Grade Seven students in the development of reading concepts and skills and they can enable the teachers to make learning interesting and

enjoyable, with respective weighted means of 4.50 and 4.33. Of the utility values cited, the foregoing findings greatly associate with the teaching-learning process.

Is a whole, the average weighted mean of 4.46 points out its position within the “agree” rating scale. Hence, these findings strongly suggest the merit of the materials which might lead to its utilization as support materials for reading instruction program for high school.

As shown in Table 1, the supplementary reading materials in English (SURE) were rated as strongly agree with a total mean of 4.52 described as strongly agree in terms of Objectives, Content, Format and design, Language, and Usefulness.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

Summary of Findings

Based on the results and analysis of Phil-IRI and first periodical test of grade seven students, the following findings have been observed:

On vocabulary skills, grade seven students were weak on identifying meaning of words through context clues; on comprehension skills, the students were weak in identifying the main idea of a paragraph, selecting the topic sentence of a paragraph, drawing logical inferences and conclusions, and recognizing author's purpose.

Based on the results of the validation process, the Supplementary Reading Materials in English (SURE) was rated as 4.52 interpreted as strongly agree which means it is highly accepted by teachers and can be used in developing reading comprehension skills of the target learners in regular classroom or as support materials for reading remediation.

Conclusions

From the summarized findings, the following conclusions were drawn:

Many grade seven students have not fully mastered the required skills of their level. Yet in the average classroom the students may belong to different reading levels while using the same textbooks and working on the same activities. This case may

continually pull down the struggling ones which tend to worsen their academic performance instead of helping them grow as independent learners.

Giving appropriate reading materials that are useful and relevant to the needs of the students will promote the development of necessary reading skills that consequently influence their scholastic success through the years.

Recommendations

From the drawn conclusions, the following recommendations are forwarded for possible implementation in the nearest future possible:

1. Teachers and school heads should find time evaluating the contents of every reading or reference material before its actual utilization to ensure that they are appropriate to the needs, interests and abilities of the learners, devoid of errors, and suited to the grade level where it should be used.

2. The use of language in oral, written and silent communication as in reading, and in classroom activities, should also be considered by educators to ensure that understanding occurs between and among communicators.

3. In selecting and designing instructional materials, teachers should extend carefulness and as much as possible, make them innovative and relevant to the lesson, the situation, the learners and the needs of the curriculum.

4. Future research studies may be pursued by adding other variables or having bigger sampling for reliability and validity in other contexts of study, say for other target levels, type of school, among others.

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Appendices

Appendix A

S u p p l e m e n t a r y **R** e a d i n g M a t e r i a l s i n **E** n g l i s h
(S U R E)

MA. SOL LUNA L. VIÑAS

INTRODUCTION

Supplementary Reading Materials in English (SURE) for Struggling Grade VII Readers is a compilation of activities designed to address the need to enhance the performance of students in reading comprehension.

In the average classroom the students may belong to different reading levels. Yet all the students use the same textbook and work on the same activities. How does the teacher of such a class meet the needs of independent and struggling readers? SURE has a provision for such situation. This module is suitable for grade seven students and has a progression of skills from simple to complex. SURE offers students the refinement of the reading skills they need so they can cope with school work and with activities out of school.

Supplementary Reading Materials aims to provide opportunities for growth in receptive communication skills and the reading proficiency of first year students.

The Author

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Villamejor,Socorro R. Ph. D For Moving Ahead in English I

Villamin, Araceli et.al, for Developmental Reading

The organization of the module

The different sections of the module lessons are presented with headings and icons with the purpose of each section explained as follows:

Topic number and title. This part refers to the topic of the comprehension skill to be taught divided into several lesson components.

Focus skill. This refers to the identified skill as focus of comprehension instruction to support development of the target skill.

Objective. This refers to the goal or target the learner/reader should attain and accomplish at the end of each lesson.

Introduction. This part starts with background activation and some tips on how to get started.

Pre- test. This diagnoses what students know about the module content and skills before going through the activities in the module.

For Your Information. This is the instruction proper providing content and skill input for study with the aim of explaining ideas towards mastery.

Guided Practice. This refers to an activity that provides students the opportunity to practice what they have learned. It aims to help students grasp and develop conceptual understanding as applied in exercises provided.

Independent Practice. This part refers to an activity which students have a chance to reinforce skills and synthesize their new knowledge by completing a task on their own and away from the teacher's guidance.

Post test. This is done after working on all the activities in the module. It aims to check what students have learned after going through the lesson.

Self- Check. This consists of answer key to the exercise, pre-test, and post test. Its purpose is to provide feedback on learning gained and areas still needing additional input for instruction.

Now that you know the different sections of this module, you are well on your way toward understanding how to get maximum benefit from it!

How Do You Work on this Module?

Now that you know the different sections of this module, you will benefit from it if you follow these steps.

1. Read the module title and objectives to have an idea of the skills you are to develop in this module.
2. Go over each lesson introduction to set the stage for what the module covers.
3. Take the pre-test.
4. Check your answers against the Key to Corrections on the Self-Check section at the back of the module. Keep a record of your score.
5. Read the section **For your Information** to learn the focus skill.
6. Do the activities. For the exercises, indicate the following:

Time started. This refers to the time you begin reading the selection or working on the activity.

Time Finished. This refers to the time you finish reading the selection and/or working on the activity.

Working Time. This is the total time spent in working on a particular activity and can be computed as: **Time Finished- Time started.**

No. of Correct. This refers to the raw score gained in each activity.

7. Check your answers against the Self-Check section.
8. Interpret your scores.
9. Take the post-test after you are done with all the activities in the module. Remember to check your answers against the key to correction on the Self-Check section.

Have a fruitful and exciting time working on this module!

T a b l e o f C o n t e n t s

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Lesson 1: Literal Comprehension Skills



Focus Skill 1: Determining meaning of words by context



Objective: Deduce meaning of words through context clues.

Introduction

When you encounter a vocabulary word with which you are unfamiliar, what do you do? Do you bring out your bilingual or English monolingual dictionary to look up the word? Do you then spend precious moments looking through all the definitions to decide which one fits?

Over-reliance on a dictionary not only slows down your reading but may interfere with your comprehension as well. A better strategy is to use the **context**, the words and sentences surrounding a particular word, to help you guess that word's meaning.



Pre- test

Time Started: _____

Working Time: _____

Time finished: _____

No. of Correct answers: _____

Directions: The meaning of italicized word is enclosed in parenthesis. Underline the clues in the sentence that help you understand the meaning of the word.

1. Living things ***thrive* (live)** in places where environmental factors favor their survival.
2. Organisms that ***deviate* (differ)** from the normal characteristics are called variants.
3. Several boys died when the loose earth around the ***excavation* (hole)** caved in and buried them alive.
4. Noticing an engine trouble, the pilot made an ***emergency* (unexpected)** landing in the nearest airfield.
5. Under favorable conditions, certain bacteria form spores to be able to resist ***deleterious* (harmful)** influences.
6. You will know when to expect bad weather; for birds usually ***emigrate* (move to another place)**.
7. Mrs. Leyva takes extra care that the baby is properly dressed during cold weather for she is ***susceptible* (sensitive)** to cold.
8. It is healthy practice to ***isolate* (set apart)** a tuberculosis patient.
9. In 1570, typhus fever spread resulting in ***appalling* (frightening)** mortality rates that destroyed entire communities.
10. ***Stale* (decayed)** food is unfit for eating, even by these very poor people.



For Your Information

Many times you run into new words for the first time. Using the words near to the new unknown word, you can often determine the meaning of that word. This is called **using the word in context**. Authors often will write sentences with this in mind for the reader.

What is Context?

Context refers to the parts of a piece of writing or speech that precede or follow a word and contribute to its full meaning.

For instance, when you are asked to “get the meaning from context”, you are encouraged to rely on your natural intelligence and not use dictionary or consult a resource person. If there is something in the passage you cannot understand, you should not stop because by reading on, you discover its meaning.

How is a clue identified?

Here are some of the ways to use context in understanding new words:

1. Use of Synonyms

Synonyms are words that have the same or nearly the same meaning.

For example,

"The boss complained when he was **tardy, or late**, for work for the third time this week."

*In the example above, it uses a word (**late**) that is synonymous to a different term in the text (**tardy**). You can use that synonym as your guide in getting the meaning of the difficult word.*

Tardy means late.

2. Use of Examples

The examples in a sentence have common traits or characteristics.

For example,

Novels, poetry, drama, short stories, and folk tales belong to a fictional **genre**.

*To use these clues (**novels, poetry, drama, short stories, and folk tales**) to the meaning of a difficult term (**genre**) in the sentence, you have to study*

these examples to discover what their similarities are, then associate these similarities with the word you do not understand, to know exactly what the unfamiliar term means.

Genre means category or class of literary works.

3. Use of Comparison or Analogy

The clue to the meaning of the unfamiliar word is given by the word compared to the target word. Expressions such as: similar to, like, as...as, and the same are what the text uses in comparing things, places, and persons.

For example,

The lion is as **ferocious** as a crocodile that is capable of gobbling up a whole human being.

*In the above example, comparing the difficult term, **ferocious** to another word will reveal similarities that you can use as clues to the meaning of the difficult term.*

4. Use of Antonym

Antonyms are words or phrases that are opposite or approximately opposite in meaning.

For example,

"Joe was **exhausted** after the trip but Tom was **wide awake and alert**."

*These clues do not give the exact meaning of the word, but they give a good understanding of each word. The presence of an antonym (**wide awake and alert**) in the sentence is indicated by the word **but** as signaling opposite or near- opposite meanings.*

Source: <http://speialed.about.com/od/readingliteracy/a/Context-clues-comprehension.htm>

www.dhelper.com/language/Context_Clues.htm



Now that you know what you are expected to learn from this lesson, let us find out first how much you know about them. Follow the directions for each set of activities.



Guided Practice

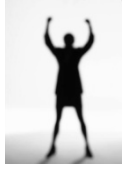
Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct answers: _____

Direction: Identify the kind of clue used in each sentence to help you understand the underlined word.

1. A clergyman, a priest, wields tremendous influence on every member of the community.
2. The pious people like the friars, pastors, and nuns play a great role in uplifting the spiritual life of the villagers.
3. The spine of a book is similar to a man's backbone.
4. The task seems so cumbrous to me, but it appears too easy for you.
5. I'd rather accede to his demand than oppose it.



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Identify the kind of clue used in each sentence. Then, circle the correct meaning of the italicized words from the given options.

1. The ***shuck*** of that coconut fruit is similar to the covering of an oyster.
a. Smell b. Taste c. color d. shell
2. A ***prudent*** engineer is similar to a physician who is cautious in prescribing medicine to his patient.
a. strict b. curious c. careful d. made liable
3. The liquid easily ***pervades*** through a loosely- knitted material, but through a thick material, it clots.
a. Stop b. go through c. stick d. mixed
4. I want to review in a place that is as ***tranquil*** as the Adoration Chapel.
a. Big b. quiet c. bright d. famous
5. ***Scum*** is similar to a thing with no use in this world.
a. hole b. waste material c. space d. zero
6. That old woman is as ***loquacious*** as a parrot.
a. strict b. sensitive c. small d. talkative
7. I am a ***whiz*** at figures, but dull in language learning.
a. expert b. fool c. fast d. offensive
8. My best friend is a ***savant***, a scholar, whose name has always been in the Dean's list.
a. Wise b. learned person c. person d. master
9. The ***gadgets*** he was allowed to examine are hair dryer, mixer, heater, and polisher.
a. Things b. device c. accessories d. metals
10. That is an ***odd*** way of behaving. It is not an ordinary act a man is capable of doing.
a. Special b. usual c. unusual d. familiar

Source: Baraceros. E. L., Ph.D. Communication Skills I



Now, would you like to find out how much you have gained since you took the guided and independent practice exercises? Try answering the post-test and see how much you have learned.



Post- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Encircle the letter of the word that has the same meaning as the underlined word. Be guided by the clues in the sentence.

1. Your words are as vatic as the words of Nostradamus, a fortune teller.
 - a. Prophetic
 - b. empty
 - c. confusing
 - d. harsh
2. The tall structure in the area is the Swiss- made turbine that looks like the propeller of a helicopter.
 - a. Turbo instruments
 - b. Mechanical pumps
 - c. engines whirled by air
 - d. machines moved by water
3. The molecules of the chalk are iota-like so that you need to put it under a microscope
 - a. Attractive
 - b. Colorful
 - c. extra-tiny
 - d. anti- bacteria
4. The man has an environmental fervor that is similar to the rushing movement of lahar in Bacolor.
 - a. Film
 - b. Fear
 - c. desire
 - d. demand
5. Eager to be seen by all, the player positioned himself in a conspicuous place.
 - a. Hidden
 - b. Noticeable
 - c. spacious
 - d. far

6. The waif or homeless child hopes to kiss the champion in the baseball game.
- a. Newspaper boy
 - b. Errand boy
 - c. street child
 - d. sidewalk vendor
7. It is a stupendous picture just like the monumental image of last year's baseball champion.
- a. Expensive
 - b. Attractive
 - c. extra-large
 - d. well-trimmed
8. To a mining engineer, soil is a nuisance and must be removed.
- a. An annoyance
 - b. Transferred
 - c. A vital part
 - d. Filled again
9. Dust harbors an enormous number of bacteria.
- a. Few
 - b. Great
 - c. Small
 - d. Several
10. By rambling around the city, the baseball players saw almost all scenic spots of the place.
- a. Sliding
 - b. Marching
 - c. hopping
 - d. wandering

Source: Baraceros. E. L., Ph.D. Communication Skills I
Villamin, Araceli et.al, Developmental Reading



Congratulations for finishing all the activities in this lesson! If you are able to get a good score, then you may proceed with Module 2. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 1: Literal Comprehension

Focus skill 1: Determining meaning of words by context



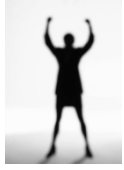
Pre- test

1. Living things **thrive (live)** in places where environmental factors favor their survival.
2. Organisms that **deviate (differ)** from the normal characteristics are called variants.
3. Several boys died when the loose earth around the **excavation (hole)** caved in and buried them alive.
4. Noticing an engine trouble, the pilot made an **emergency (unexpected)** landing in the nearest airfield.
5. Under favorable conditions, certain bacteria form spores to be able to resist **deleterious (harmful)** influences.
6. You will know when to expect bad weather; for birds usually **emigrate (move to another place)**.
7. Mrs. Leyva takes extra care that the baby is properly dressed during cold weather for he is **susceptible (sensitive)** to cold.
8. It is healthy practice to **isolate (set apart)** a tuberculosis patient.
9. In 1570, typhus fever spread resulting in **appalling (frightening)** mortality rates that destroyed entire communities.
10. **Stale (decayed)** food is unfit for eating, even by these very poor people.



Guided Practice

1. Use of Synonyms
2. Use of Examples
3. Use of Comparison or Analogy
4. Use of Antonyms
5. Use of Antonyms



Independent practice

1. Use of Comparison or Analogy- D
2. Use of Comparison or Analogy- C
3. Use of Antonyms- B
4. Use of Comparison or Analogy- B
5. Use of Comparison or Analogy- B
6. Use of Comparison or Analogy- D
7. Use of Antonyms- A
8. Use of Synonyms- A
9. Use of Examples- B
10. Use of Synonyms- C



Post- test

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



After checking your answers, ***interpret the results as follows:***

For Guided practice

5 If you got all the correct answers, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the section.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

For Pre-test, independent practice and Post- test

10 If you got all the correct answers, you are now ready for the next activity / module.

5-8 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-4 If you got more errors than correct answers, reread and study the section.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

Lesson 1: Literal Comprehension Skills



Focus Skill 2: Identifying the main idea of the paragraph



Objective: Identify the main idea of the paragraph.

Introduction

Many students have difficulties identifying main ideas in nonfiction texts. In order to understand and express the main idea of a passage, you must not only comprehend the text but also make connections within the content and find overarching ideas. To further complicate the process, you may also have to recognize and disregard nonessential information. So while this skill may come simply and naturally to good readers, it is actually a two or three step process and struggling readers may trip up on any one of those steps.

If you need more practice identifying the main idea in a variety of texts, look no further: these **main idea worksheets** and resources will give you practice in identifying main ideas.



Pre- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following paragraphs and write the letter of the correct answer to each question.

- A. Air is present everywhere. It is part of the land. It is in the rocks and in plants. It is a part of water. It is in the bodies of plants and animals.

_____ 1. What is the main idea of the paragraph?

- a. Air is part of the atmosphere.
- b. Only a part of the earth has air.
- c. Air moves around.
- d. Air is found everywhere.

- B. Air occupies space. This is shown if you put a glass in a bowl half filled with water over a floating cork. You notice that very little water enters the glass. The water is pushed down by the air.

_____ 2. What sentence tells the main idea?

- a. First
- b. Second
- c. Third
- d. Fourth

_____ 3. What is the whole paragraph about?

- a. An experiment on space travel
- b. How water enters a glass
- c. An illustration of air occupying space
- d. A story about air, glass and space

- C. There are many kinds of fertilizers. There is decayed vegetable matter called compost. There is also animal waste like horse or chicken manure. Then there is chemical fertilizer.

_____ 4. What is the whole paragraph about?

- a. Animal Manure
- b. Plant fertilizers

- c. Using fertilizers
- d. Making chemical fertilizers

D. Man is the only creature that dares to light a fire and to live with it. The reason? Because he alone has learned to put it out.

_____ 5. What is the passage about?

- a. Man's nature
- b. Man's intelligence
- c. Man's courage to live
- d. Man's advantage over other creatures



For You Information

A paragraph is a group of sentences that develop one main idea. Every sentence in a paragraph should tell something about the main idea.

What is main idea?

The main idea of a paragraph is the *point of the passage, minus all the details*.

How to Find the Main Idea?

1. Summarize the Passage.

After you've read the passage, summarize it in one sentence that includes the gist of every idea from the paragraph. A good way to do this is to pretend you have just ten words to tell someone what the passage was about. You'd have to think broadly, so you could include every detail in just a short statement.

2. Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, ideas or similar ideas. Read this example paragraph:

*A **new hearing device** uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations. But it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The **new device** will not help all **hearing-impaired** people - only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored **hearing with the new device**.*

- **What idea does this paragraph consistently repeat?**

ANSWER: A new hearing device.

- **What's the point about this idea?**

ANSWER: A new hearing device is now available for some hearing-impaired people. (And there is the main idea).



Now that you know what you are expected to learn from this lesson, let ' s try out a practice exercise given below. Follow the directions for each set of activities.



Guided Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following paragraphs and carefully determine what the *main idea* is for each.

Everybody was busy looking for a name for the pig. At first, no one noticed its tail. Except for Elsa who from the very beginning, knew the pig had a wonderful tail.

It was a fine-looking pig that father bought for Noel to take care of-- long and round, with a soft, pink nose and the nicest red-brown color. There were big, dark spots all over her body. That decided his name.

1. What is the main idea of the paragraph?

- a. Noel's Pig
- b. Father's Gift
- c. A Present for Noel
- d. Choosing a Name for the Pig

1) The ecology of man has made him dependent on air, soil, and water. 2) Air is the most important of the three. 3) The soil provides food for the plants and animals. 4) One can live for days without food or water but not without air.

2. What is the main idea of the paragraph?

- a. Man depends on water.
- b. Man depends on food.
- c. Man is solely dependent on his environment.
- d. Man depends in plants and animals.

The large part of the island continent is dry and flat. Australia supports an unusual collection of wildlife. It has plants and animals that are not found anywhere else in the land. It has the well-known kangaroo and koala. Other strange animals of the continent include the wombat, kookaburra and emu. Perhaps the strongest animal in the land is the duckbill platypus.

3. What is the main idea of the paragraph?
- a. Large part of the island continent
 - b. Unique collection of wildlife
 - c. Strongest animal in the continent
 - d. Bodies of water around Australia

1. The cat is a good parent. 2. A mother cat licks her kittens as soon as the kittens are born to clean and dry them to keep their fur smooth. 3. Mice are afraid of cats. 4. The mother cat nurses her kittens and keeps watch over them all day.

4. Which sentence gives the main idea of the paragraph?
- a. Sentence 1
 - b. Sentence 2
 - c. Sentence 3
 - d. Sentence 4

In the beginning, God created light. On the next day, He created the universe. He then wished to have land separated to water. Then trees and flowering plants mushroomed on the earth's surface. Avians, aquatic, and creeping animals appeared next. Then, God created man resembling Him. God rested on the seventh day.

5. What is the main idea of the paragraph?
- a. The creation of all living things by God.
 - b. The number of days God spent for creation.
 - c. God's creation of the entire universe.
 - d. Man's resemblance to God.



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following paragraphs and carefully determine what the *main idea* is for each. The best way to approach these questions is to first read the paragraph and then, in your own words, restate what you think the author is trying to say. From the five choices, select the one statement that best supports the author's point.

The best recipes for clam chowder all include onions and a bay leaf. The onions add a sharpness and zest to the blandness of the clams, and also help remove their slimy texture. The bay leaf complements the onion's strong flavor.

1. This paragraph best supports the statement that
 - a. Onions were once thought to be poisonous.
 - b. Bay leaves are essential in many soups.
 - c. Clam chowder is very nutritious.
 - d. Onions and bay leaves go well with clams.

One New York publisher has estimated that 50,000 to 60,000 people in the United States want an anthology that includes the complete works of William Shakespeare. And what accounts for this renewed interest in Shakespeare? As scholars point out, the psychological insights he portrays in both male and female characters are amazing even today.

2. This paragraph best supports the statement that
 - a. Shakespeare's characters are more interesting than fictional characters today.
 - b. People today are interested in Shakespeare's work because of the characters.
 - c. Academic scholars are putting together an anthology of Shakespeare's work.
 - d. New Yorkers have a renewed interest in the work of Shakespeare.

Mathematics allows us to expand our consciousness. Mathematics tells us about economic trends, patterns of disease, and the growth of populations. Math is good at exposing the truth, but it can also perpetuate misunderstandings and untruths. Figures have the power to mislead people.

3. This paragraph best supports the statement that
 - a. The study of mathematics is dangerous.
 - b. The study of mathematics is more important than other disciplines.

- c. The power of numbers is that they cannot lie.
- d. Figures are sometimes used to deceive people.

Black-and-white camera film, in the old days of film photography, was very sensitive to blue light but not to red light. Blue skies would often show very little detail, because the film couldn't record all that it was seeing. To compensate, photographers would put a red filter on the lens, darkening the sky enough that the film could record its fluffy clouds.

4. This paragraph best supports the statement that
- a. Red filters were very popular in the old days of photography.
 - b. Infrared rays are invisible to the naked eye.
 - c. Black-and-white photography used to be very popular.
 - d. Red filters cut out some blue light on black and white film.
 - e. Blue filters cut out red light.

Reality TV shows will have an adverse effect on traditional dramas and comedies. As reality TV increases in popularity, network executives will begin canceling more traditional programs and replacing them with the latest in reality TV.

5. This paragraph best supports the statement that
- a. Reality TV is low quality.
 - b. Reality TV shows get the highest ratings.
 - c. More and more people love to watch and participate in reality TV.
 - d. As reality TV gets more popular, more traditional television shows may be threatened.



Now, would you care to find out how much you have gained since you took the guided practice? Find out as you answer this final test!



Post- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

You have learned that a paragraph consists of only one main idea and that every sentence in the paragraph contributes to the development of that idea.

Directions: Study the following paragraphs. Identify the main idea of each paragraph and write your answer on the space provided after the paragraph.

1. Books are one of the most remarkable creations of man. Monuments fall, nations perish, and civilizations grow old. Nothing else that he builds ever lasts. But, books live on, still as young and fresh as the day they were written.

Main Idea: _____

2. Courtesy is a little thing with big meaning. It helps everyone. It unlocks doors, open hearts, and banishes prejudice. It creates friendship and goodwill. It inspires respect and admiration. It violates no law. It is pleasing to those of high and low degree. It is useful every moment. It can do many wonderful things and yet, it costs nothing.

Main Idea _____

3. The physical environment of a classroom is extremely important because it can influence the way teachers and students feel, think, and behave. If a student feels pressured, under stress, unhappy, or unsafe, it would be impossible for her or him to learn the lessons planned by the educator. Likewise, if a teacher feels unhappy or disorganized because of the classroom's lack of order or detail, the ability for her to teach is greatly diminished. The environment of a classroom serves four basic functions: security, social contact, pleasure, and growth. For real learning and teaching to take place, all four of those needs must be met by the class space.

Main Idea: _____

4. Plants are important natural resources. Men and animals depend upon them for food. Animals eat plants. Our food comes from plants and animals that eat plants. Another reason that plants are important is that they take care of the air. They take in carbon dioxide, a harmful gas in the air, to make their own food. They give off oxygen, a clean healthy gas. In this way, plants become natural air cleaners. Plants need water, sunlight

and fertile soil to grow healthy. If they do not get enough of these, the plants die. Acid rain also kills plants. Acid rain forms when vapor mixes with harmful gases in the atmosphere. When acid rain falls on plants, they die.

Main Idea: _____

5. What makes a good walk? Most of all, a good walk should be a pleasant sensory experience. There should be rich colors to delight the eyes. The more your senses work with your feet, the more satisfying it is. Leaves rustling and people happily talking are symphonic sounds of a good walk. Lovely flowers, fresh- brewed coffee, smoke from a wood stove are all pleasant olfactory surprises along the way.

Main Idea: _____

Source: Workbook in English I (With Interactive and Integrative Learning Activities)

Congratulations for finishing all the activities in this module! If you are able to get a good score, then you may proceed with Lesson 3. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 1: Literal Comprehension

Focus skill 2: Identifying the main idea of a paragraph



Pre - test

1. D
2. A
3. C
4. B
5. D



Guided Practice

1. B
2. C
3. B
4. A
5. B



Independent Practice

1. D
2. B
3. D
4. D
5. D



Post - test

1. Books are one of the most remarkable creations of man.
2. Courtesy is a little thing with big meaning.
3. The physical environment of a classroom is extremely important because it can influence the way teachers and students feel, think, and behave.
4. Plants are important natural resources.
5. A good walk should be a pleasant sensory experience



After checking your answers, ***interpret the results as follows:***

5 If you got all the correct answers, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section go, back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the section. **FOR YOUR INFORMATION.** Then, go back and focus on the items you may have missed.

Lesson 1: Literal Comprehension Skills



Focus Skill 3: Selecting the topic sentence of a paragraph



Objective: Identify the topic sentence of a paragraph

Introduction

The most important part of a paragraph is its topic sentence in which the author states the main idea of the paragraph.

If read in isolation, the topic sentence would rarely be understood by the reader. The main idea needs further explanation and amplification and this support is the purpose of other sentences in the paragraph. The topic sentence states the main idea; other sentences offer more information, rephrasing, clarifications, and examples to help the reader understand the main idea.

When a reader completes a paragraph, the topic sentence should express its full meaning without additional explanation.



Pre- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Study the following sentences. Identify the topic sentence of each paragraph and write your answer on the space provided after the paragraph.

1. Getting on the honor roll is not easy.
2. It requires hard work.
3. One must develop good study habits.
4. One must be attentive during recitations.

1. Which is the topic sentence in each word groups?

- a. Sentence 1 b. Sentence 2 c. Sentence 3 d. Sentence 4

1. Public speaking is easy.
2. One exerts a great deal of effort and time in communicating with the audience.
3. It is not a “gift”, like musical talent or artistic inclination.
4. Anybody who can talk can speak in public.

2. Which is the topic sentence in each word groups?

- a. Sentence 1 b. Sentence 2 c. Sentence 3 d. Sentence 4

1. In preparing your speech, organize your main points logically.
2. You need a beginning—usually a brief description of the problem you intend to attack.
3. The middle part enumerates the main points in your solution.
4. Then, your ending summarizes your entire presentation.

3. Which is the topic sentence in each word groups?

- a. Sentence 1 b. Sentence 2 c. Sentence 3 d. Sentence 4

1. Air pollution may be defined as presence of foreign elements, both visible and invisible, in the air other than its natural constituents.
2. In urban areas, motor vehicles emitting carbon monoxide, lead and oxidants are among the highest source of air pollution.
3. Manufacturing activity in different industries is another major source of air pollution.
4. The disposal of big quantities of municipal and industrial refuse by incineration is also an air pollution source.

4. Which is the topic sentence in each word groups?

- a. Sentence 1 b. Sentence 2 c. Sentence 3 d. Sentence 4

1. My friend Carlos is a hard- working student.
2. He submits assignments and reports on time.
3. He participates actively in class discussions.
4. He reviews for examination.

5. Which is the topic sentence in each word groups?

- a. Sentence 1 b. Sentence 2 c. Sentence 3 d. Sentence 4

Source: Moving Ahead in English I (Villamejor, Socorro R. Ph. D.)



For You Information

What is a topic?

The **topic** is the broad, general theme or message. It is what some call the subject.

What is a topic sentence?

Topic sentence is the sentence that states the paragraph's main idea.

Important terms:

Paragraph: a group of sentences that focus on a single idea

Main idea: the point the paragraph makes about a topic

Supporting details: those sentences that explain the topic sentence

*The **main idea** is the “key concept” being expressed. Details, major and minor, support the main idea. Supporting details help you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.*

Steps in Identifying the Topic Sentence of a Paragraph

1. The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic- the subject of the paragraph.
2. Think of the paragraph as a wheel with the topic being the hub - the central core around which the whole wheel (or paragraph) spins.
3. Your strategy for topic identification is simply to ask yourself the question, "What is this about?"
4. Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

Let us try this topic-finding strategy.

*Reread the first paragraph on this page - the first paragraph under the heading **Grasping the Main Idea**. Ask yourself the question, "What is this paragraph about?" Say the answer to yourself or in your mind.*

Two girls quarreled at the market place. One was short and fat, the other tall and thin. The short, fat one had a thin, high voice and the tall, thin one had a big, booming voice, and I wondered if she was not a boy disguised as a girl. The short, fat girl was very aggressive. She advanced upon the tall, thin girl with her arms raised threateningly. The tall one backed away from her, protesting loudly.

*The first sentence in the paragraph expresses the whole thought developed in the paragraph. In that case, we say that is the **topic sentence**. The **topic sentence** of a paragraph is usually its first or last sentence. Sometimes, it may be differently located, but in every case the topic sentence of a well-written paragraph will be recognized as the basic idea of it. All other sentences will further explain or clarify some portion of the topic sentence.*



Now that you know what you are expected to learn from this lesson, let's find out first how much you know about them. Follow the directions for each set of activities.



Guided Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Choose the best topic sentence for each paragraph, and circle the letter of the correct answer.

1. Do you have a favorite season? Winter, fall, and spring have many advantages. However, summertime is my favorite season because it offers the tranquility of the beach as well as the exhilaration of outdoor sports. First, sitting on the other side of a sand dune, hidden by sea oats and sedge, I like looking at the Atlantic Ocean, scanning for dolphins and pelicans. Looking at something larger than I am gives me a sense of awe and gratitude and provides a backdrop for some deep musings. Second, summertime provides me with the chance to go sailing, surfing, and hiking along the shore. The exercise enhances my sense of well being and creates a feeling of optimism.

The topic of the paragraph is

- a. Sailing and surfing
- b. Summertime
- c. Seasons at the beach
- d. Ways to develop optimism

2. Anthropology is the study of humankind, especially of *Homo sapiens*, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people and nature interact wherever human beings are found.

(Marvin Harris, (1975), *Culture, People Nature*, p. 1)

The topic of the paragraph is

- a. Anthropology is the study of humankind.
- b. Stages of life
- c. Mode of social life
- d. The study of how our species evolved

1. There were three reasons why I did not enjoy the school trip. Firstly, the journey to our hotel was long, hot and boring. Secondly, we spent all our time in museums doing boring worksheets. And thirdly, we had to go to bed really early.

The topic of the paragraph is

- a. We spent all our time in museums doing boring worksheets.
- b. Spending a year as an exchange student changed my whole life.
- c. There were three reasons why I did not enjoy the school trip.
- d. we had to go to bed really early.

2. There are many things that students can do to improve their English more quickly. They can join an after-school club which will give them the chance to practice spoken English while doing an activity that they enjoy. They can also watch films, particularly DVDs with the English subtitles turned on. Best of all, however, is to do plenty of reading for pleasure. Non-fiction in particular is an excellent way of acquiring a strong academic vocabulary.

The topic of the paragraph is

- a. They can also watch films, particularly DVDs with the English subtitles turned on.
- b. There are many things that students can do to improve their English more quickly.
- c. Non-fiction in particular is an excellent way of acquiring a strong academic vocabulary.

3. In the past few years, social networking sites such as MySpace, Facebook, and Twitter have become hugely popular across all ages. Despite the opinions of some that young people are in danger of turning into crouching androids glued to their computers, research shows that the majority of friendships are still maintained offline. Offline friendships are characterized by more interdependence, depth, understanding, and commitment, but online friendships can gain some of these qualities with time. Most online friends tend to be rather cautious about disclosing personal information. However, this does not apply to people with a negative view of themselves and others; they instead seem to share more information, possibly in an attempt to become more self-confident in their interactions. Interestingly, even in online friendships people seem to gain more satisfaction when befriending people of a similar age and place of residence.

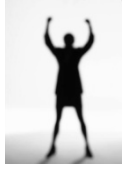
—Kunz, *Think Marriages & Families*, p. 82

The topic of the paragraph is

- a. offline vs. online friendships
- b. technology and self-image
- c. personal information sharing online
- d. satisfaction in online friendships



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following paragraphs and underline the topic sentence in each.

1. You develop your mind as you develop your body. You engage in physical exercises to make your body strong and healthy. You do your daily calisthenics. You raise your arms and swing them about; you rise on your toes; you do deep breathing and bending exercises. You should exercise your mind in the same way. When you read, you do your best to understand what is set before you on the printed page. When you hear others talk, listen to what they say. These activities are healthy for your mind.

2. Poets tell us that the world is full of beautiful, wonderful things. You need not be a poet to realize that this is true. All you need is to rub sleep out of your eyes and look around with a keener, more observant gaze. Feel some leaves of the banana, smoother and more delicate than the palms of a baby's hands. Watch the clouds as they float lazily across the summer sky. Study the outlines of trees. You don't have to be a poet to know that the world is full of beauty.

3. If the books which teachers make students read are too hard, the students will not understand what they read and give up reading. But if they find the first books they read interesting and easy to understand, they will come to like reading and even become good readers. It is a fact that most students hate to read because they were not introduced to the right books at the right time.

4. "If at first you don't succeed, try and try again." This proverb means that we should develop the virtues of patience, fortitude and perseverance. It is a good thing never to get discouraged, to rise stronger after each fall. Every end is a beginning. It all depends upon how you look at it. You will not succeed if you concentrate on your failures. But if you see beyond your failures and reach your hands towards the success that lies in the future, that success will be yours.

5. We have many delicious dishes from different parts of Luzon. From the Ilocos region comes goat *Kilawin*. This goat's meat served with raddish and flavored heavily with vinegar, garlic, onions, and pepper. From that region also comes *pinakbet*, a vegetable dish made from eggplant, sitao, ampalaya, okra and fish bagoong. From Central Luzon comes *paksiw*- milkfish cooked in vinegar and garlic with dashed of pepper. Central Luzon is also famous for its *tamales*, one person's lunch wrapped up in banana leaves. From Southern Luzon we have delicious coconut milk dishes, for the Bicolanos love to cook their vegetables in coconut milk.



Now, let us find out how much you have gained since you took the guided practices. Take the post test now !



Post- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Choose the best topic sentence for each group of supporting sentences. Write it on the space provided.

Example: _____. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

- a) Skiing is expensive.
- b) Skiing is my favorite sport.
- c) Skiing is dangerous.

Answer: **b)** Skiing is my favorite sport.

Start here:

1. _____. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

- a. Sending cards is very popular in North America.
- b. Birthday cards are the most popular kind of card.
- c. It is important to send thank-you cards.

2.) _____. I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- a. I like to garden in summer.
- b. Summer is my favorite season.
- c. Summer is too short.

3.) _____. First of all, we need money to repair old roads and build new roads. We also need more to pay teachers' salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not raised soon .

- a. We should raise city taxes.
- b. City taxes are too high.
- c. City taxes pay for new roads.

4.) _____. For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly place an order with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game being played in Los Angeles.

- a. Airplanes have changed our lives.
- b. Advances in technology have made the world seem smaller.
- c. The fax machine was an important invention.

5.) _____ . One thing you must consider is the quality of the University's educational program. You also need to think about the school's size and location. Finally, you must be sure to consider the university's tuition to make sure you can afford to go to school there.

- a. It is expensive to attend a university in the United States.
- b. There are several factors to consider when you choose a university to attend.
- c. You should consider getting a good education.

Source: Baraceros. E. L., Ph.D. Communication Skills I
Villamin, Araceli et.al, Developmental Reading



Congratulations for finishing all the activities in this module! You are a diligent learner. If you are able to get a good score, then you may proceed with Module 4. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 1: Literal Comprehension

Focus skill 3: Selecting the topic sentence of a paragraph



1. A
2. A
3. A
4. A
5. A



Guided Practice

1. You develop your mind as you develop your body.
2. You don't have to be a poet to know that the world is full of beauty.
3. It is a fact that most students hate to read because they were not introduced to the right books at the right time
4. "If at first you don't succeed, try and try again."
5. We have many delicious dishes from different parts of Luzon



Independent Practice

1. B
2. A
3. C
4. B
5. D



1. A Sending cards are very popular in North America.
2. B Summer is my favorite season.
3. A We should raise city taxes.
4. B Advances in technology have made the world seem smaller.
5. B There are several factors to consider when you choose a university to attend



After checking your answers, ***interpret the results as follows:***

5 If you got all the correct answer, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the section.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

Lesson 2: Critical Comprehension Skills



Focus Skill 4: Drawing logical Inferences



Objective: Infer meaning of words and actions

Introduction

Sometimes, writers do not state something directly. They decide to suggest it or say it indirectly. For example, instead of writing “Evening came,” a writer may say, “The descending sun slowly hid among the mountains, and darkness took possession of the village.” We know from experience that when the sun disappears from the sky, the earth is covered with darkness.

To understand this kind of writing, you must know how to **infer or to get the meaning by reasoning from facts, evidence, or experience.**



Pre- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Choose the letter that answers the question or completes the sentence after each passage.

1. The man kept wiping his neck with a damp handkerchief.
What kind of day is it?

- a. Hot b. cold c. rainy d. stormy

2. He chopped slabs of stone from the mountainside, and with his hammer he breaks the stone until small.

Who is referred to?

- a. A stonecutter c. a jackhammer operator
b. a mason stormy d. a bulldozer operator

3. The sight struck with cold horror at his heart.

What feeling is described?

- a. Anger b. surprise c. fear d. sorrow

4. Tense, silent moments of pain followed when the old body was shaken with the agony of knife meeting flesh. And calm, sure hands ripped open the boil on the quivering lid; knife cut on nerve, nerve trembled with indefinite pain.

What is going on?

- a. An accident b. an operation c. a slaughter. d. a stabbing affray

5. "I circle several times while I lose altitude trying to penetrate the shadows from different vantage points, getting the lay of the land as well as I can in darkness."

Who is speaking?

- a. A skydiver b. a cameraman c. a hitch hiker d. a pilot



For You Information

What is an inference?

An inference...is a statement about the unknown made on the basis of the known.

Hayakawa, Language in Thought and Action (2nd ed.) p. 41

How to make inferences from a passage?

To “infer” is to draw a logical conclusion from what is known or assumed to be true, in this case from what is written in the passage. Inferences are not stated explicitly in the passage. *Rather, inference questions require you to draw conclusions from the factual knowledge or evidence presented.* In order to answer an inference question, you must understand the logic of the author’s statements and decide what is or is not reasonable. Inference questions are as much about critical thinking as they are about critical reading.

Most inference questions will include one of the following key words: *imply, suggest, infer, assume, most likely, probably, seem, predict, indicate, and conclude.* One type of inference question will ask you to draw a conclusion that is supported by facts presented in the passage. Another type of inference question may ask you the meaning of a word or phrase that is included in the passage. Such questions are not meant to test your vocabulary. Rather, they are designed to test your ability to understand a word or phrase *by the context in which it appears.*

Strategies for Answering Inference Questions:

- Look for key words that identify the question as an inference question.
- Identify the most important substantive word(s) in the question
- Read the passage and make notes. Read the passage, making a note related to the substantive word or phrase you’ve identified in the question.
- Learn to spot wrong answers. Wrong answers for inference questions often make a wild leap not supported by the details of the passage or contain a factual error, a conclusion that runs counter to the details of the passage.

Academic Achievement Center BO: 2/7/05

Be Careful of the Meaning You Infer!

When a sentence contains an unfamiliar word, it is sometimes possible to infer the general meaning of the sentence without inferring the exact meaning of the unknown word.

For instance:

When we invite the Dizons for dinner, they never invite us to their home for a meal; however, when we have the De Guzmans to dinner, they always reciprocate.

*In reading this sentence some students infer that the De Guzmans are more desirable dinner guests than the Dizons without inferring the exact meaning of **reciprocate**. Other students conclude that the De Guzmans differ from the Dizons in that they do something in return when they are invited for dinner; these students conclude correctly that **reciprocate** means "to do something in return."*



Now that you know what you are expected to learn from this lesson, let's find out first how much you know about them. Follow the directions for each set of activities.



Guided Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following sentences carefully and answer the items that follow.

Left alone, Cutie would lie down on her mattress with her forepaws under her head.

1. It can be inferred that Cutie is a
a. Baby b. Cat c. Bird d. Chick
2. Which word gives a clue to your answer in the preceding item?
a. Mattress b. Head c. Forepaws d. lie down

“Oh God! The locusts have destroyed our crops! What are we going to do now?”

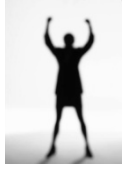
3. What feeling is expressed by the speaker?
a. Worry
b. Surprise
c. Excitement
4. The speaker is most probably a
a. Teacher
b. Gardener
c. Farmer

“Look at that orchid. I’ve never seen anything like it before.”

5. It can be inferred that the speaker is full of
a. admiration
b. happiness
c. love



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following passages and answer the questions below each passage.

The locusts landed on all the trees and bushes and covered the whole earth like a rolling carpet, chewing... chewing... chewing... They ate everything, every leaf, every branch, every flower. And when they had moved on, the villagers came out of their houses. Looking at the scene, they cried, "Oh, God! We are all ruined! Ruined! There will be no more food for months."

1. This article as a whole is about
 - a. The way the locusts eat
 - b. The destruction of the crops by the locusts
 - c. The manner the villagers stopped the locusts
 - d. The living condition of the villagers
2. The feeling expressed by the villagers is
 - a. Anger
 - b. Surprise
 - c. Despair
 - d. Revenge
3. Although not directly stated, it can be reasoned from the article that the villagers
 - a. Would go after the locusts
 - b. Would not plant anymore
 - c. Would experience hunger
 - d. Would eat bread instead of rice

Scientists say that it is only right for growing boys and girls to have a large appetite. They require ample food for energy and repair of worn-out tissue. Foods must supply certain needs of the body. A day's meals contain all the elements the body needs for repair, growth and energy. There must also be enough minerals and vitamins. Food for growing boys and girls must contain a pint of milk, leafy vegetables, and vegetables which is eaten raw, fruits, bread or cereal, fish, meat or legumes like peas and beans. Unwise eating may satisfy the appetite but will not make a person healthy.

4. This article as a whole is about
 - a. A study made by scientists on food
 - b. The use of various kinds of food
 - c. A well-balanced diet

- d. The need to eat more food
- 5. It can be inferred that
 - a. Peas and beans can be a substitute for meat
 - b. Vegetables should not be eaten raw
 - c. Growing boys and girls must eat not any food
 - d. Minerals are not important in a diet
- 6. Although not directly stated, it can be concluded that
 - a. Young boys and girls should have a large appetite
 - b. The right kind of food is necessary for young people
 - c. The more young people eat, the more energy they get
 - d. Eating always satisfies the stomach

First Class Flier

The other day, I was sitting in the room and a fly came buzzing in. He flitted about, sat down whenever he wanted to. He zoomed down and nibbled at the crumbs of leftover food. He did whatever he pleased.

An ordinary housefly is quite a thing. He beats an aircraft. No plane can fly the antics a fly can. He takes off without a runway like a helicopter. He lands immediately. He never crashes and never bumps into anything or has any kind of accident. His pilot does not have to learn how to fly and needs to pass no tests. He never has engine trouble or runs out of fuel. And what is more: he can produce another similar plane or no effort.

It is pretty hard to find a computer or machine that can equal what a fly can do all by itself.

He's just one of God's many creatures... showing that someone with a mind produced him.

- 7. To what is a housefly compared?
 - a. An engine
 - b. An aircraft
 - c. A computer
- 8. To what does a pilot in the second paragraph refer?
 - a. The housefly
 - b. A person
 - c. A helicopter
- 9. How does the writer describe the housefly?
 - a. A tiny creature that flies everywhere
 - b. A dirty insect carrying germs
 - c. An ordinary insect with extraordinary abilities
- 10. What does the passage point out?
 - a. The source of everything on earth is God
 - b. God is kind and merciful
 - c. We cannot fully understand God's ways



Now, would you care to find out how much you have gained since you took the guided practice?



Post- test

Time Started: _____ Working Time: _____

Time finished: _____ No. of Correct Answers: _____



Your next reading selection is a fable. A fable is a story about animals that is meant to teach a moral lesson.

The Scotty Who Knew Too Much

James Thurber

Several summers ago there was a Scotty who went to the country for a visit. He decided that all the farm dogs were cowards, because they were afraid of certain animal that had a white stripe down its back. "You are a pussy-cat and I can lick you," the Scotty said to the farm dog that lived in the house where Scotty was visiting. "I can lick the little animal with the white stripe, too. Show him to me." "Don't you want to ask any questions about him?" said the farm dog. "Naw," said the Scotty. "You ask the questions."

So the farm dog took the Scotty into the woods and showed him the white-striped animal and the Scotty closed in on him, growling and slashing. It was all over in a moment and the Scotty lay on his back. When he came to, the farm dog said, "What happened?" "He threw vitriol," said the Scotty, "but he never laid a glove on me."

A few days later the farm dog the Scotty there was another animal all the farm dogs were afraid of "Lead me to him," said the Scotty. "I can lick anything that doesn't wear horse shoes." "Don't you want to ask any question about him?" said the farm dog. "Naw," said the Scotty. "Just show me where he hangs out" So the farm dog led him to a place in the woods and pointed out the little animal when he came along. "A clown," said the Scotty, "a push over" and he closed in, leading with his flat exhibiting some mighty fancy footwork. In less than a second the Scotty was flat on his back, and when he woke up the farm dog was pulling quills out of him. "What happened?" said the farm dog. "He pulled a knife on me." said the Scotty, "but at least I learned how to fight about here in the country, and now I am going to beat you up." So he closed in on the farm dog, holding his nose with one front paw to keep out the knives. The Scotty couldn't see his opponent and he couldn't smell his opponent and he was so badly beaten that he had to be taken back to the city and put in a nursing home.

Directions: Read each passage taken from the story you have just read and write the letter of the best answer to each question.

“You are a pussy-cat and I can lick you,” the Scotty said to the farm dog that live in the house where Scotty was visiting. “I can lick the little animal with the white stripe, too.”

- _____ 1. Who is Scotty?
 - a. A cat
 - b. A wolf
 - c. A dog

- _____ 2. What does lick mean?
 - a. Defeat
 - b. Insult
 - c. Eat

- _____ 3. What trait of the speaker can be inferred from his words?
 - a. Coward
 - b. Foolish
 - c. Boastful

It was all over in a moment and the Scotty lay on his back. When he came to, the farm dog said, “What happened?” “He threw vitriol,” said the Scotty, “but he never laid a glove on me.”

- _____ 4. What happened to the Scotty?
 - a. He lost the fight.
 - b. He returned home
 - c. He became sick

- _____ 5. What does Scotty mean by the last sentence?
 - a. He threw stone but it did not reach me.
 - b. He threw a grenade but it did not explode
 - c. He threw acid but he never hit me

..and he closed in, leading with his flat exhibiting some mighty fancy footwork. In less than a second the Scotty was flat on his back, and when he woke up the farm dog was pulling quills out of him.

- _____ 6. What kind of sport is referred to in the first sentence?

- a. Boxing
- b. Basketball
- c. Tennis

_____ 7. What does the phrase “flat on his back” as used in the passage mean?

- a. Fell asleep
- b. Lost consciousness
- c. Became sick

_____ 8. Which of the following animals could have been the Scotty’s opponent?

- a. Tiger
- b. Crocodile
- c. Porcupine

_____ 9. How did the story end?

- a. Sad for Scotty
- b. Sad for the farm dog
- c. Sad for both animals

_____ 10. What is the message of the story?

- a. Don’t ever insult anyone.
- b. It’s better to keep quiet all the time.
- c. Overconfidence could be dangerous.

Source: Workbook in English I (With Interactive and Integrative Learning Activities)



Congratulations for finishing all the activities in this module! You are a good learner. If you are able to get a good score, then you may proceed with Module 5. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 2: Critical Comprehension

Focus skill 4: Drawing logical Inferences



Pre- Test

1. A
2. A
3. C
4. B
5. D



Guided Practice

1. B
2. C
3. A
4. C
5. A



Independent practice

- | | |
|------|-------|
| 1. B | 6. B |
| 2. C | 7. A |
| 3. C | 8. A |
| 4. A | 9. C |
| 5. C | 10. A |



Post- Test

- | | |
|------|-------|
| 1. B | 6. A |
| 2. A | 7. B |
| 3. C | 8. C |
| 4. A | 9. B |
| 5. A | 10. A |



After checking your answers, ***interpret the results as follows:***

For Pre- Test and Guided Practice

5 If you got all the correct answers, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the section.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

For Independent Practice and Post- Test

10 If you got all the correct answers, you are now ready for the next activity / module.

5-8 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-4 If you got more errors than correct answers, reread and study the section

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

Lesson 2: Critical Comprehension Skills



Focus Skill 5: Drawing conclusions



Objective: Draw conclusions from a set of details

Introduction

Drawing conclusions is an important kind of critical thinking. Inferences and conclusions give you a powerful tool for understanding people and the decisions they make.

An **inference** is an assumed fact, based on information you have at your disposal.

A **drawn conclusion** is an assumption developed as a next logical step for the given information.

You can employ inferences and conclusions together to increase the accuracy of your conclusions and learn to better understand the people around you.



Pre- test

Time Started: _____ Working Time: _____

Time finished: _____ No. of Correct Answers: _____

Directions: Read the fable that follows. Write C before each conclusion that you can draw by using story clues and your experiences. Write X if the conclusion cannot be drawn from the clues.

A hungry fox saw a thrush sitting high on a tree. "Good morning, dear thrush," said the fox. "I heard your pleasant voice, and it made my heart rejoice."

"Thanks for your kindness," said the thrush. The fox called out, "What did you say? I cannot hear you now. Why don't you come down on the grass? We'll take a nice, long walk and have a good friendly talk."

But the thrush said, "It isn't safe for us birds on the grass."

"Oh no, my dearest friend. There is a new law in the land. Today there is peace among all beasts. We are all brothers. None is allowed to hurt another."

"That's good," said the thrush. "I see dogs coming this way. Under the old law, you would have to run away. But now there is no reason for you to be frightened."

As soon as the fox heard about the dogs, he picked up his ears and started running.

"Where are you going?" cried the thrush. "We have a new law in the land. The dogs won't touch you now."

"Who knows?" answered the fox as he ran. "Perhaps they have not heard about it yet"

- _____ 1. The thrush is a bird.
- _____ 2. The thrush is safe from the fox.
- _____ 3. The fox is glad to see the thrush.
- _____ 4. The thrush is polite.
- _____ 5. The fox greets the thrush every morning.
- _____ 6. The fox cannot understand the thrush's language.
- _____ 7. The fox wants to eat the thrush.
- _____ 8. The fox tries a clever trick to get the thrush down from the tree.
- _____ 9. The hungry fox eats the thrush.
- _____ 10. The thrush plays a trick on the fox.

Source: Workbook in English I (With Interactive and Integrative Learning Activities)

For your information



Conclusion?

A **conclusion** is an idea drawn from facts.

How does it differ from facts?

Facts are ideas stated in a story or any given passage.

When you draw conclusion, you carefully examine evidence in order to figure out an explanation. In other words, you have to think about facts and what they mean.

What is Drawing Conclusions?

Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

Conclusions rely on the facts of a situation to make a determination that is not implicitly stated or implied by the information.

Essentially, a conclusion is the next logical step in an information series. A statement requires two conditions to serve as a conclusion.

- **First**, it must be a logically derived statement from the available information.
- **Second**, it must not be stated or inferred from the available information.

For instance,

If you know that Jane's current purse looks discolored and damaged, that she has enough money to buy a new purse, and that she is in the purse aisle of a store, *you can conclude that she will buy a new purse.*

Buying the purse is the next logical step, but there is no inference that suggests she has made the decision to purchase the new purse.

Source: <http://classroom.synonym.com>



Now that you know what you are expected to learn from this lesson, let's find out first how much you know about them. Follow the directions for each set of activities.



Guided Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the facts and choose the conclusion that can be drawn from the three choices given.

1. The sky is dark. There's thunder and lightning.
 - a. Its night time.
 - b. It's very cold.
 - c. It's going to rain.
2. Russel set up the ladder against the wall. He opened a gallon can and stirred the contents thoroughly. Then he put a brush in his pocket, took the can, and climbed the ladder.
 - a. Russel was going to repair the roof.
 - b. Russel was about to paint the house.
 - c. Russel was testing the ladder for safety.
3. Miss Rubio fluffed the pillows. She asked each person how he or she felt. Then, she took their temperatures.
 - a. Miss Rubio works in a factory.
 - b. Miss Rubio is a waitress.
 - c. Miss Rubio is a nurse.
4. Beatriz put on her sneakers. Beatriz and Allana waited for the nets to be set up. Carrying their rackets Beatriz and Allana walked onto the court.
 - a. The girls went camping.
 - b. Beatriz and Allana played tennis.
 - c. Allana did not have sneakers.
5. Which of the following statements justifies the conclusion that the twelve- year old boy is kind and generous?
 - a. The twelve- year old boy saw the victims of fire.
 - b. The twelve- year old boy and his brother and sister huddled together.
 - c. The twelve- year old boys were not able to save anything.
 - d. The twelve- year old boy stripped off his shirt and offered it was wrap for the baby.



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the selection, and then answer the questions that follow.

Good Enough for Grandma?

- (1) Mom was busy in the kitchen when my brother Marco and I got home from school Friday. "Did you remember your grandmother's coming today?" she asked.
- (2) "Sure Mom." we laughed. "Didn't you notice we cleaned the room?"
- (3) Mom smiled. "Thanks. I know I shouldn't be nervous, but my mother hasn't been here in almost six years! As I was growing up, her house always looked perfect. So I want everything to be . . . well . . ."
- (4) "Perfect," I said with a smile. "What else can we do to help before she gets here?"
- (5) Mom looked around, "You two could set the table. Use the good china . . . and be very careful with the glasses. . . . Grandma gave those to your dad and me before you were born!"
- (6) As Mom prepared a sumptuous meal, Marco and I set the table. We carefully put a plate, glass, and silverware at each place. I taught Marco how to line up the forks on the left side of each plate and the knives and spoons on the right. In the center of the table, we placed a set of tall white candles. Then we stepped back and looked at our work. It seemed something was missing. "What's missing?" I asked Marco.
- (7) "Napkins?" he asked. "And I don't think Mom would want us to use paper ones!"
- (8) We both laughed. Marco opened a drawer and took out the nice cloth napkins Mom saved for special occasions. The soft white squares were folded in the middle, and we placed one on each plate. "Do you think that looks good enough?" I mumbled.
"No," Marco whispered. "Let's make them look fancier. Remember that restaurant we went to last year? Their napkins were folded to look like crowns! Now that was elegant!"

(9) I nodded and unfolded the cloth napkin in front of me. "Look," I said, pointing to the creases in the cloth, "these lines make triangle shapes. That gives me a great idea!

(10) Let's do origami . . . that'll make the napkins unique!"

(11) Marco looked confused, so I explained, "Origami's a kind of folding art. People usually use paper, but you can use cloth. You make boats, birds, or flowers just by folding. No glue, tape, or staples are needed!" Mom overheard us. "I know how to make an origami bird and flower," she said.

(12) She quickly folded a napkin, and then unfolded it to show us how the shapes fit together.

(13) Just then, Dad came home from work and showed us how to make a crown and a boat. "Okay," he said, "in 20 minutes your Grandma will walk through that door. Better get these napkins folded once and for all!"

(14) We did. We placed a different origami napkin on each plate. Now, the table looked elegant! And just in time.

(15) Grandma arrived by taxi and shared hugs all around. She gave us gifts from a bag labeled ORLY AIRPORT – PARIS. Then, as we walked into the dining room, she said, "Oh, my, who fixed these fabulous folded napkins? I've never seen anything so perfect!"

(16) We all smiled . . . happy that Grandma thought Mom's home was perfect, too!

1. You can draw conclusion that Marco is younger than the narrator because

- a. He wants to make the napkins look elegant.
- b. The narrator and he come from school together.
- c. The narrator teaches him to set a table and explains what origami is.
- d. He opens the drawer to get out the napkins.

2. Why might you conclude that Grandma lives in France?

- a. She came in a taxi.
- b. She had a labeled PARIS.
- c. She had not visited in six years.
- d. She liked to hug people.

3. What conclusion can you draw about an everyday meal at Marco's house?

- a. His dad never cooks.
- b. The family never has time to eat together.

- c. His mother is not a very good cook.
- d. The family uses paper napkins.

4. From the story, what can you conclude about the narrator and Marco?

- a. They usually don't keep their rooms clean!
- b. They very seldom go to bed on time!
- c. Spaghetti is their favorite food.
- d. They were named after their father's grandparents.

<http://academic.cuesta.edu/acasupp/as/309.HTM>

Small children have their own way of looking at the world. As I dressed my three year old one day, I remarked that the pants I was pulling on him were a pretty shade of blue. "No, they're green," he announced. "No sweetheart, they're blue," I said. "Green!" he said. "Blue," I said. Finally, drawing himself up to his full thirty-six inches, he decided to stop pulling his punches and to bring the discussion to an end. "What do you know about it anyway?" he huffed. "They're not YOUR pants!"

5. From the passage we can conclude that the author is

- a. the boy's mother or father.
- b. understanding of the boy's point of view.
- c. the boy's grandmother.



Now, would you care to find out how much you have gained since you took the guided practice?



Post- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Study the following passages and complete each sentence after the passage with the correct answer chosen from the options given.

Jay always enjoyed his morning walk. It only took him ten minutes to reach the play area and his friends were there when he arrived. By the time the bell rang, they were ready to go inside where, at least on this day, it would be more comfortable.

1. Jay always walked _____.
a. To school b. To the movies c. To basketball practice
2. Jay most likely lived _____.
a. Far away b. Nearby c. Off the bus route
3. On this day the weather was likely _____.
a. Good b. Not a factor c. Bad

The whole city was buzzing about the upcoming celebration. The city officials would dress in their centennial costumes that were fashioned after early Filipinos. All the floats entered in the parade would remind the city of its past two hundred years of history. The children would get together after the parade to play native games. The grand finale would be a spectacular display of fireworks in the evening.

4. The city was celebrating _____.
a. Its fiesta b. Its anniversary c. Independence
5. The city was established in the year _____.
a. 1700 b. 1800 c. 1900

6. The celebration was held _____.
- On the city's two hundredth birthday
 - Every year for 200 years
 - For the first time in the city

Victor almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

7. Which probably happened?
- Victor realized that he had an unnatural fear of falling radio parts.
 - Victor had promised himself to do something silly that morning.
 - Victor had heard a weather forecast that predicted rain.
 - Victor planned to trade his umbrella for a bus ride.

"Larry, as your boss, I must say it's been very interesting working with you," Miss Valdez said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today."

8. What was Miss Valdez telling Larry?
- She would feel really bad if he decided to quit.
 - He was being fired.
 - He was getting a raise in pay.
 - She really enjoyed having him in the office.

Bill and Jessica were almost done taking turns choosing the players for their teams. It was Jessica's turn to choose, and only Kurt was left.

Jessica said, "Kurt."

9. We can conclude that _____
- Kurt is not a very good player.
 - Jessica was pleased to have Kurt on her team.
 - Kurt was the best player on either team.
 - Jessica was inconsiderate of Kurt's feelings.

Juan loves to play games. His favorite game is chess because it requires a great deal of thought. Juan also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he's alone, Juan likes to play action video games as long as they aren't too violent.

10. What conclusion may be drawn from the paragraph?

- a. Juan dislikes violence.
- b. Juan likes to think.
- c. Juan enjoys Monopoly.
- d. Juan enjoys playing games



Congratulations for finishing all the activities in this module! If you are able to get a good score, then you may proceed with Module 6. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 2: Critical Comprehension

Focus skill 5: Drawing conclusions



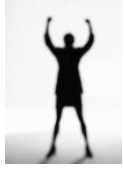
Pre- Test

1. C
2. X
3. C
4. C
5. X
6. X
7. C
8. C
9. X
10. X



Guided Practice

1. C
2. B
3. C
4. B
5. D



Independent Practice

1. C
2. B
3. D
4. A
5. B



Post- Test

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



After checking your answers, *interpret the results as follows:*

For Guided and Independent Practice

5 If you got all the correct answers, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the lesson.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

For Pre-Test and Post- Test

10 If you got the correct answers, you are now ready for the next activity / module.

5-8 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-4 If you got more errors than correct answers, reread and study the section

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

Lesson 2: Critical Comprehension Skills



Focus Skill 6: Recognizing the author's purpose



Objective: Determine the author's purpose in writing

Introduction

In taking any standardized test, whether it's the Division Achievement Test, National Achievement Test, Regional Achievement Test, National College Admission Examination or something else – you'll typically have at least a few questions about author's purpose. Sure, it's easy to point out one of the *typical* reasons an author has for writing like to entertain, persuade or inform, but on a standardized test, those are not usually one of the options you'll get. So, you must do some author's purpose practice before you take the test!



Pre- test

Time Started: _____ Working Time: _____

Time finished: _____ No. of Correct Answers: _____

Directions: Read the following passages. Identify the author's purpose in a paragraph and encircle the letter of the best answer.

1. Katrina and her brother, Jesse were playing with the water hose outside one day. Jesse ran to the house to hide from Katrina so she wouldn't squirt him with the water. The back door opened, and Katrina pointed the water hose toward the door ready to squirt Jesse. To Katrina's surprise it was Mom who was now dripping wet!

What is the author's purpose?

- a. To inform b. to persuade c. entertain

2. HAMSTERS FOR SALE: Humble Pet Store, in the mall: We have a large selection of hamsters for sale this week. They are interesting pets, and you will enjoy having one! They are only ₱50.00 this week!! Come and buy yours today!

What is the author's purpose?

- a. To inform b. to persuade c. entertain

3. Skin Miracle's amazing Wrinkle Remover Cream will make you look younger in thirty days or less. This remarkable cream has special ingredients to make your wrinkles disappear. The cost for a thirty day supply is ₱509.99. You'll be amazed at what you see!

What is the author's purpose of this writing?

- a. To inform b. to persuade c. entertain

4. Tommy was not happy one little bit. His sister, Susan was making honor roll... again! His parents would let her do anything she wanted to do. Tommy was not making honor roll this time and he was not going to be allowed to do all the things he wanted to do. Poor Tommy! He decided he would just have to study harder and get back on the honor roll. He'd show them!

What is the author's purpose of this writing?

- a. To inform b. to persuade c. entertain

5. Laura Elizabeth Ingalls Wilder was born on February 7, 1867 in Pepin, Wisconsin to Charles and Caroline Ingalls. She met and married James Wilder in 1885. She published many books based on her travels to the West. Her writing became the basis for the "Little House" series. She died in 1957.

What is the author's purpose of this writing?

- a. To inform b. to persuade c. entertain



For your information

What is author's purpose?

The **AUTHOR'S PURPOSE** is the reason that the author chose to write the passage.

When discussing author's purpose we usually use verbs such as **persuade**, **entertain**, or **inform**, or some combination of these.

The **AUTHORS PERSECTIVE** is how an author feels about the topic he or she is writing about.

Why Is It Important?

If you know how to figure out author's purpose you will be able to:

- Recognize **bias** and decide whether a source of information can be **trusted**.
- Understand why an author **says** things in a **specific way** or includes some facts and not others.

Strategies for Answering Author's Purpose Questions:

- *Look for key words that identify the question as an author's purpose question.*

If the question includes any of the author's purpose key words listed above, make a note that you are looking for the author's purpose – the reason the author wrote the passage. This will help you focus on the author's tone as you read, which in turn will help you identify his or her purpose.

- *Read the passage and make notes.*

Once you've identified the question as an author's purpose question, read the passage, making note as you read.

- *Consider the vocabulary of your answer options.*

Is the author really *analyzing* something, or is she *describing* it? Use your knowledge of key vocabulary words to eliminate wrong answers and identify the better answer.

For example,

Calligraphy is a form of handwriting. A special pen must be used. Letters are formed using up and down strokes. Most old documents were written in this form. Diplomas, certificates, and other awards are often written in calligraphy.

What is the author's purpose?

- a. To inform b. to persuade c. entertain

Answer: **a. To inform**

An author might write a passage in order to inform or describe something, explain a process, and define a term.



Now that you know what you are expected to learn from this lesson, let's find out first how much you know about them. Follow the directions for each set of activities.



Guided Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the following passages. Identify the author's purpose in a paragraph and encircle the letter of the best answer.

1. Students ordinarily make sense of concepts in either of two ways. For *sequential learners*, understanding occurs as they take in information in small, connected steps. By contrast, *global learners* may seem to miss the information initially but later grasp concepts in a leap of understanding.

The purpose of this passage is to

- a. Inform b. persuade c. entertain

2. If you are interested in sharing your ideas with like-minded people who can comment on your writing, you may want to try blogging. **Blogging** is short for "Web logging," logging on to a Web site where you can upload your writing and ask other "bloggers" to post their comments.

The purpose of the passage is to

- a. Inform b. persuade c. entertain

3. Alonzo winked at his mother's shocked gaze and with a grin quipped, "Sausage and pepperoni pizza for breakfast makes perfect sense. Allow me to demonstrate. You have your tomato. Tomato is technically a fruit. You have your cheese. Cheese is a dairy product. You have your crust—necessary carbs for quick energy in the morning. And don't forget the sausage and pepperoni—my protein. If you think about it, it's just like bacon and eggs, toast, and orange juice." Still grinning, he added, "Really it is. Well, almost. Why are you looking at me that way?"

The purpose of this passage is to

- a. Inform b. persuade c. entertain

4. Do you want to add years to your life and feel better too? Here are a few tips. First, to decrease your chances of a heart attack eat a handful of nuts each day. Also, to ease the effects of rheumatoid arthritis, be sure to include some citrus, such as orange juice, in your diet. Finally, exercise on a regular basis. Include weight-bearing activities such as walking and jogging. Also, try yoga for flexibility and stress relief.

The purpose of the passage is to

- a. Inform b. persuade c. entertain

5. If teachers would learn to recognize students' learning styles, they could tailor their teaching strategies to accommodate those in their classes. Although most people in the Western culture are visual, most lectures are geared toward the auditory learner. A good teacher should take note and provide pictures, graphs, and diagrams to enhance the lecture. Also, although some people actively process information well in groups, reflective learners need time to ponder new material. Instructors should provide collaborative opportunities from time to time and also recognize that some students need guidance and encouragement when working in groups.

The purpose of the passage is to

- a. Inform b. persuade c. entertain



Are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you become a good reader.



Independent Practice

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the essay silently and answer the following questions.

Writing was never one of my finer points. My papers during my grade school were returned to me with full of corrections. I had trouble writing a paper that was “grammatically correct”. The papers were full of punctuation mistakes and had no variety in sentence structure. During that time, I regarded writing as simply throwing my thoughts on paper when I was in high school. It was in college when I have grown as a writer.

1. The author’s purpose in writing the essay is to _____.

- a. Influence others to write
- b. Share experience as a struggling writer
- c. Present arguments about writing
- d. Describe the life of a writer

All normal children learn to speak spontaneously. All that seems to be required is that people speak to them. It is a rare child who learns to read without instructions. Associating the visual symbols of the written alphabet with the sounds and meaning of a spoken language is a complex task.

At the very beginning of the process of learning how to read, children learn to read aloud because they must match the printed symbols to the speech sounds they are already familiar with. Essentially, they go through three steps. First, they identify a letter of the alphabet by the way it looks. Is it open or closed (a or c)? Does it have a straight line in it (d or g)? Second, once they can recognize the letters, they pronounce or produce them as speech sounds. They learn that there are letters that match two or more sounds--- for example *c* in English may have the sound of /k/ in a *cat* or /s/ in *city*. Also, they learn that one sound can be written as two or more letters -- /f/ can be written as *f* in the *face*, *ff* in *cliff* *ph* in *phrase*, *gh* in *rough*. Finally, because many combinations of letters are pronounced differently from the letters by themselves—*oo* in English is different from *o* -- they must begin to learn the pronunciation of common groupings of letters. After gaining this skill, they process sounds, words, and meanings simultaneously.

Adapted from *Human Development* by
Kurt W. Fischer, NY: W.H.
1984, pp. 465-466

2. The main purpose of the essay is to

- a. inform.
- b. describe.
- c. persuade.
- d. inspire

Calligraphy is a form of handwriting. A special pen must be used. Letters are formed using up and down strokes. Most old documents were written in this form. Diplomas, certificates, and other awards are often written in calligraphy.

3. What is the author's purpose?

- a. inform.
- b. describe.
- c. persuade.
- d. inspire.

Recycling is something everyone should do. Our earth is becoming more and more polluted. One thing we can do to help with this problem is to recycle. People can take papers, glass, and plastics to recycling centers or some places will pick them up. Another way to recycle is to use things over again. Wash out a paper cup and use it two or three times before throwing it away. Any little bit will help a great deal, so recycle often.

4. What is the author's purpose?

- a. inform
- b. describe
- c. persuade
- d. inspire

Buy this DVD now and learn to play the guitar in less than a month. We guarantee that after using our six-step program you will be performing for all your friends. They will want you to entertain at all the parties. So, hurry before our offer ends, and we'll send you a free guitar pick with the DVD.

5. What is the author's purpose?

- a. inform
- b. describe
- c. persuade
- d. inspire



Now, would you care to find out how much you have gained since you took the guided practice? Good luck as you begin!



Post- test

Time Started: _____ Working Time: _____
Time finished: _____ No. of Correct Answers: _____

Directions: Read the selection, and then answer the questions that follow.

One day, Jacob got ill. The neighbors came to him. They boiled some bitter herbs and made him drink the water. They rubbed fragrant oil over his body. They brought him fruits and milk. Ani gave him his pet bird. “Here take my pet bird. His songs will full you to sleep. “King Jacob was very happy. “Surely I am the richest man in the world. People love and cared for me when I was sick.”

Soon he learned that the families around him were to be ejected from the place. They could not pay their debt to the landowner. King Jacob looked at his neighbors who started packing their meager belongings. He looked at the money stashed in his small box. He figured the gold coins he got from his vault.

“How much the whole would cost?” he asked the landowner.

“Ten pieces of gold.”

“Ten pieces of gold only!” King Jacob asked.

1. What could be the author’s purpose in writing this selection?
 - a. To discuss the importance of love
 - b. To criticize King Jacob’s behavior
 - c. To make other people live longer
 - d. To inspire others to do some act of kindness

“Firefighting is not simply riding in truck and putting out fire. You must also keep every piece of equipment in perfect working condition. Then, too, we have to go back to school at times to learn new ways to fight fires.” The chief went on.

2. What is the purpose of the author?
 - a. To convince the people to fight fire.
 - b. To prove that firefighting is not an easy task.
 - c. To inform the people how to fight fire.
 - d. To inform the children to learn new ways to fight fire.

1. Nature is all around us. 2. It is in the fresh air we breathe, in the green grass spread under our feet, and in the blue sky above. 3. It is in the flowers that bloom today and die tomorrow. 4. Nature speaks to us in the rain and in the sunrise.

3. What is the purpose of the author in writing the paragraph?
- To inform the beauty of nature.
 - To persuade that air is everywhere.
 - To inform that nature is found anywhere.
 - To inform that nature blooms.

1. Rain is very important to all living things. 2. If there were no rain, there would be life only in the sea. 3. Rain is treasured and prayed for in countries where there is not enough of it, or where it falls only at certain seasons of the year. 4. Rain is something that cleans and washes air. 5. It nourishes the vegetable life in which life depends. 6. It ensures a supply of fresh water.

7. On the other hand, too much rain can cause rivers to flow. It can cause flood in towns and cities. 8. Rain destroys farm crops as well.

4. What could be the author's purpose in writing the selection?
- To criticize what the government does about the flood
 - To inform the reader about the importance of rain
 - To encourage others to store rain water for drinks
 - To warn people of the destruction brought about by rain.

Nelson Mandela used his skills as a lawyer to win equal rights for his people, the non-white races in South Africa. In South Africa, under the system of "apartheid", only white people can vote, everyone else regarded as a second class citizen. Mandela believes all people are equal whatever the color of the skin.

For his beliefs, and his resistance to white – only power, Nelson Mandela was jailed for 27 years. Mandela is now the President of South Africa.

5. What could be the author's purpose in writing the selection?
- To inform people about system of apartheid
 - To describe the life of Nelson Madela
 - To entertain the white races
 - To persuade people about human rights



Congratulations for finishing all the activities in this module! If you are able to get a good score, then you are a good reader. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

SELF-CHECK

Lesson 2: Critical Comprehension

Focus skill 6: Recognizing the author's purpose



Pre- Test

1. C
2. B
3. B
4. B
5. A



Guided Practice

1. A
2. B
3. C
4. B
5. B



Independent Practice

1. B
2. A
3. A
4. C
5. C



Post- Test

1. D
2. B
3. A
4. B
5. D



After checking your answers, ***interpret the results as follows:***

5 If you got all the correct answers, you are now ready for the next activity.

3-4 If you find that you have made errors in a particular section, go back and review some of the items you may have missed.

0-2 If you got more errors than correct answers, reread and study the section.

FOR YOUR INFORMATION. Then, go back and focus on the items you may have missed.

Appendix B

Name of the Evaluator: _____

Position: _____

School: _____

Module Assessment Experts Evaluation Form

Evaluation of the SURE (Supplementary Reading Materials in English)

Direction: Circle the number that best represents the accurate descriptions of the areas to be evaluated.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. OBJECTIVES					
1. The objectives are simple and attainable.	5	4	3	2	1
1. The objectives are clearly stated.	5	4	3	2	1
2. The objectives are applicable to the needs of the learner.	5	4	3	2	1
B. CONTENT					
1. The content can arouse the interest of the readers.	5	4	3	2	1
2. The content is arranged sequentially. (simple to complex)	5	4	3	2	1
3. The content is relevant to the needs of the learner.	5	4	3	2	1
4. The content develops critical thinking among the readers.	5	4	3	2	1
C. LANGUAGE					
1. The language used is appropriate with the level of Grade seven students.	5	4	3	2	1
2. The language used is easy to understand.	5	4	3	2	1
D. FORMAT AND DESIGN					
1. The layout of the reading materials is clear and appealing.	5	4	3	2	1
2. The appearance of the reading materials can awaken the interest of the readers.	5	4	3	2	1

E. USEFULNESS					
1. The reading materials are useful to the Grade seven students in the development of reading concepts and skills	5	4	3	2	1
2. The reading materials are practical. (Can be applied in daily living)	5	4	3	2	1
3. The reading materials can enable the teachers to make learning interesting and enjoyable.	5	4	3	2	1
4. The reading materials can serve as a tool for instruction.	5	4	3	2	1

Comments/ Suggestions:
