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***ICanRead* : A NEEDS-BASED READING INTERVENTION PROGRAM
FOR GRADE 3 PUPILS**

A THESIS
Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
Of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Reading

LOVELYN C. BLANCO
March 2019

APPROVAL SHEET

This thesis entitled **“ICanRead: A NEEDS-BASED READING INTERVENTION PROGRAM FOR GRADE 3 PUPILS”** prepared and submitted by **LOVELYN C. BLANCO** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Reading**, is hereby recommended for approval and acceptance.

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ABSTRACT

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Title: *ICanRead Program: A Needs-Based Reading Program for Grade 3 Pupils*

Keywords: Reading Program, Intervention, Struggling Readers

Degree: Master of Arts in Education

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Adviser: Heidi B. Macahilig, Ph.D

The main purpose of the study was to develop and create a reading intervention program that will help Grade 3 struggling readers to achieve proficiency in reading. It sought to accomplish the following specific objectives: 1) identify the specific reading skill/skills where pupils need intervention; 2) design and develop the reading intervention program that will help struggling pupils improve in the identified reading skill/skills; 3) evaluate the reading intervention program through experts' validation and try-out. This study followed the developmental research design which is a systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness (Richey & Klein, 2005). In this particular

study, a reading intervention program which was named as “*ICanRead*” specifically for Grade 3 struggling readers was conceptualized, designed and developed according to the needs of the struggling readers. It was validated by experts and then tried-out to the student participants, and evaluated. The *ICanRead* program integrates essential components of reading (word recognition, vocabulary, fluency, and comprehension) into a 45-minute routine with individualized instruction. It includes activities which follow the elements of an effective reading instruction (National Reading Panel (NRP), 2000): word recognition (phonics and phonemic awareness), fluency, vocabulary, and text comprehension. These elements are integrated within the three main parts of the program which are Get Ready, Read Aloud, and Reading Skills Boost. The following results and conclusions were drawn from the study: reading intervention programs are helpful for struggling readers to cope up and progress in reading; struggling readers may have different needs according to the skills where the child demonstrates difficulty (word recognition, vocabulary, fluency, and comprehension); effective reading intervention programs are designed and developed according to the specific needs of particular struggling readers and supported by research-based learning principles; teacher’s explicit scaffolding is very important for the students to achieve reading proficiency. Through all the processes and results of the study, the

following recommendations were suggested: this study be replicated in developing reading programs for struggling readers from the other grade levels, like, 1st Grade to the 6th Grade; the struggling readers be assessed using appropriate assessment tools to determine reading level and skills where they demonstrate difficulty as basis for intervention for good outcomes; school directors and educators develop and establish reading intervention programs that will cater to the specific needs of struggling readers in their respective schools; reading intervention programs should be implemented with the teacher's intentional, sincere, and explicit mediation , guidance, and support to the struggling reader.

DEDICATION

This thesis is dedicated to the memory of my mother **Merlinda Cabansag-Blanco**, who has been my inspiration, for her love of wisdom and great faith in God. She is now with her beloved Savior in eternal life in heaven.

I love you Mommy.

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

“Learning to read in the first several years of school is essential to success in later grades and in life.”-E.H.Hiebert et., al 1998

Reading is a very important skill that everyone must learn because learning to read is critical to a child's success not just in school but in his/her life in the future. If a child reads proficiently, he or she could easily gain understanding of himself / herself and the things around him/her and the world. That is if the child has learned to read well. If reading is an indicator of a person's success in school and in life, then children who find reading as a burden and struggle might have it a failure.

Reading is most learned during the early childhood to primary years of a child or from birth through age eight, which is also known as the period for literacy development. Third grade is a stage where students move from “learning to read” to “reading to learn”. According to the Continuum of Children's Development (Neuman, 2000), third graders or 8-year old children are in their independent and productive reading phase wherein they can read with fluency and enjoyment. They use effective strategies in constructing meaning from the text they read. They know what to do when encountering difficult and unknown words. They can

recognize different text structures and are rich in vocabulary and use sentences appropriately. They spell words correctly and compose their own writings. The K-12 program of the Department of Education of the Philippines stated the grade level standards for Grade three pupils in the subject English, which are: the learners read accurately and fluently, they have automatic recognition of words, they demonstrate understanding of vocabulary used both in oral and written texts, and they read with comprehension. Likewise, the Every Child a Reader Program (ECARP) of the Department of Education of the Philippines (DepED MEMORANDUM No. 324 S.2004) enforces a policy that every child should be a reader by Grade 3 and that no pupil shall be promoted to the next higher grade unless he or she demonstrates proficiency in reading. Thus, third graders are expected to be good readers at this stage, and that children who get to fourth grade without learning how to read skillfully may be placed in the dropout track.

Our country, the Philippines is not exempted from having primary graders who are still struggling to read. Fernandez (2015) included in her study entitled READERS Intervention Program for Readers-at-Risk, that in July 2002, an Informal Reading Inventory (IRI) was given to Grades II-VI pupils in all schools in the whole Region 1 of the Philippines which includes the provinces of Ilocos Norte, Ilocos Sur, la Union, and

Pangasinan. Out of 346,625 pupils tested, 31,695 or 9.14 percent were found to be non-readers (most are from Grade II); 100,091 or 28.87% were on frustration level; 160,840 or 46.40 percent were on instructional level; and 53,999 or 15.58 percent were on independent level. This shows that some children are still reading below grade level and even non-readers.

The Whole School Reading program of the Philippine Department of Education (DepEd) and the Department of Education of the Autonomous Region of Muslim Mindanao (DepEd ARMM) was established in 2006 to adapt and reinforce the National English Proficiency Program (NEPP) in elementary schools in Mindanao. This reading intervention program aimed to address the following findings: 1) National Achievement Test results revealed a correlation between low math and science scores and gaps in students' reading comprehension. 2) The scores also revealed that many early grade students (grades 1–3) and intermediate students (grades 4–6) were struggling readers.

According to Hyldgaard, (2015) third graders got a mean percentage score of 54.42% in English Reading Comprehension and 58.61% in Filipino in the National Achievement Test (NAT) in 2012. The result has reflected that Grade Three Filipino children are considered average readers in general who find difficulty in comprehending what they

read whether in English or Filipino. If this concern is not properly addressed then it is so unlikely for us to get them successful in the next years in school and even in their future life.

In the Philippines, teaching and learning to read is usually a part of the daily classroom instructions. There are few separate reading programs that are established in the country particularly reading interventions for struggling readers. Struggling readers continue to struggle because they are exposed to reading lessons where they find difficulties. O'Connor stresses that using grade level classroom text with truly struggling readers doesn't work (O'Connor, et al., 2002).

Reading Intervention programs are of great help in meeting the reading needs of struggling readers. The intervention program is effective if it is designed appropriately, including clear guidelines on what and how to teach.

Using the interactive reading model will make a well-balanced reading intervention program. Interactive reading model is characterized by an interaction between the text and the reader. Reading comprehension works from interplay between the words on the page and the construction of meaning of the reader through the activation of schema or prior knowledge, the use of comprehension strategies like identifying important

information, inferencing, monitoring, generating questions, and summarizing.

Understanding that handling struggling readers is quite difficult, creating an intervention program for them should be carefully, critically, and creatively planned to make it effective. The strategies or approach to be used in the intervention program should be motivating and meaningful to the children. It becomes significant to them if the activity is something that they could relate to their own lives because they actually experience or have experienced it. The goal of reading is comprehension and it occurs when readers relate new information to existing or prior knowledge (Anderson and Pearson, 1984). The role of prior knowledge in reading is important. It has been established through research based on schema theory.

Schema theory is a concept of how readers use prior knowledge to understand the text and learn from it (Rumelhart, 1980). Schema is the existing information store which is an important concept in helping us construct meaning and understand what we read. This means that the readers' schema or prior knowledge impacts the level to which they understand what they read about a certain topic. As Anderson (1977) emphasized, "every act of comprehension involves one's knowledge of the world as well".

Struggling readers usually feel they are being left behind because they do not perform just like the others or the skilled readers. Because of this, they might as well feel “out –of – place” in their own classroom. They do not belong to the group. If activating the schema or prior knowledge is included in the intervention program, then they will be motivated to read because they have it this prior knowledge and they will be confident that they will understand what they will read. Then reading would start to be more fun for them and not a burden.

Literature – based intervention program will surely contribute to the reading improvement of struggling readers. Literature is an excellent source of good language (Raidis Laudiano, 2007). Children can gain so much from stories, poems, and the like. They will learn and understand the right linguistic structures and features of stories and narrative text (Cox and Sulzby, 1984). In addition, Fisher and Medvic (2003) state that if students are exposed to more stories, it means they will have more opportunities to hear rich language and learn new words that add to their vocabulary banks. They will learn how to grasp text structures and develop the love of reading.

In teaching reading, learning is a constructive and interactive process. As children progress in their reading skills, they need support and assistance during instruction. And this is called “scaffolding”. The teacher

can model how to approach a task in reading and it really helps especially the struggling readers.

Hence, a reading intervention program that is interactive in nature, literature-based, and student-centered in approach will make a struggling reader progress in becoming a proficient reader.

Significance of the Study

This study seeks to create a reading intervention program designed along with the interactive model of reading. It explores its effects on the reading progress of 3rd grade struggling readers. Likewise, this study would also benefit the following:

Researchers. It would help researchers in the field of reading gain insights and it can inspire further study for the enrichment of reading intervention programs in the country.

School Administrators and Curriculum Writers. The outcomes of this study may assist school administrators and curriculum writers in planning appropriate reading instruction, developing effective intervention programs, even in authoring and publishing workbooks, textbooks, and other reading materials helpful in teaching reading.

Educators. It would help language and reading teachers better understand the interactive reading model and integrate it in their classroom instructions especially with students who read below grade level.

Moreover, data and facts from this study would provide educators with awareness on student's abilities and encouragements necessary to become a skillful reader. It could help them in providing a more pleasant atmosphere and meaningful learning experience for students in reading classes.

Parents and Guardians. The strategies and the instructional materials that were used in the reading program could be used by the parents or guardians at home in assisting their children with reading difficulties.

Literature Review

Neuman et al 2000 stated that one of the most important and powerful life achievements is learning to read and write. Its value is manifested through the proud and confident smile of the proficient reader; on the other hand, it is expressed through the frustrated and discouraged look of a nonreader. Reading proficiency is essential, especially for young children from K-3, as it is the access to all other knowledge. It is one of the cornerstones of academic success in school and later in life of a person. While the teachers of young children are doing all their best to ensure that every student becomes a skilled reader, there are still individuals who find reading a difficult task and they really struggle.

The purpose of this study is to create an effective reading intervention program that will cater to the needs of students, particularly of third graders who find difficulties in becoming proficient readers. Case (2015) stated in her research study on The Impact of Reading Recovery on the Reading Achievement of First Grade Students that intervention programs are a very important element of increasing the reading success of students who are below grade level. Teachers should not stop thinking of ways on how to assist and help them. Allington (2006) emphasized that schools should provide something more, which he called “intervention” or “support services”, for the students who are not moving into the average reading achievement range. He also indicated that if we expect the struggling readers to read efficiently, they need to have additional reading instruction besides the daily classroom reading lessons. The reading intervention program in this study was designed particularly for struggling third graders. This chapter discusses the concepts most associated with the proposed reading intervention program.

Proficient Reading by Third Grade Matters a Lot

The Every Child a Reader Program (ECARP) of the Department of Education of the Philippines (DepED Memorandum No. 324 S.2004) enforces a policy that every child should be a reader by Grade 3 and that

no pupil shall be promoted to the next higher grade unless he or she demonstrates proficiency in reading. Likewise, the Every Child a Reader program of the United States of America has its Priority 1 that states “All students will read independently and well by the end of 3rd grade.”

There are different studies that were conducted to ascertain the significance of proficient reading by the end of third grade. As measured by National Assessment of Educational Progress (NAEP) of the United States of America (cited in the KIDS COUNT Special Report from the Annie E. Casey Foundation, 2010), it can be a make or break benchmark in a child’s educational development. This is the period in which learners move from the concept of “learning to read” to “reading to learn” stage. This is a part of the reading development of the learners wherein they first learn to read through decoding words using their phonemic and phonics knowledge and then they progress as they construct meaning and gain more information in different content area subjects like Science and Math. The learners use comprehension skills and strategies to solve problems, to think critically about what they are reading, and learn more about things around them and apply them in their lives.

The National Research Council asserts that “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of third grade. A

person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.” Researchers have validated that it does not assure that students will become effective readers by the third or fourth grade with just knowing how to identify and decode individual words. Presently, there are researchers who are studying the "fourth grade slump" phenomenon—a decline in reading abilities frequently experienced by fourth graders. It seems to go like this: reading problems in third grade lead to the “fourth- grade slump”. As the proficient readers are gaining more knowledge and comprehending well with what they are reading, poor readers may start to avoid reading out of failures and frustrations. As in the words of Donald J. Hernandez, a professor of sociology at CUNY–Hunter College, third grade constitutes a critical transition — a “pivot point,” A study conducted by Hernandez, released by the Annie E. Casey Foundation, found that it is possible that third-graders who are not proficient in reading will become high school dropouts (Paul, 2012).

Reading Expectations for Third Grade

Reading is a continuously developing ability in a person. It has developmental stages along with expectations and goals for each stage. Neuman et., al, (2000) described third graders as independent and productive readers. They read confidently, effortlessly, and with enjoyment. They draw meaning from the text using comprehension

strategies. When they encounter unknown and difficult words, they use word identification strategies appropriately and automatically. Third graders recognize the different text structures and make connections; they are able to express their understanding of the text in writing using rich variety of vocabulary in correct spelling and in correct sentence structure. They know how to edit and revise their own write-up during and after composing.

The K-12 program of the Department of Education of the Philippines stated the grade level standards for Grade three pupils in the subject English, which are the following: the learners read accurately and fluently, have automatic recognition of words, demonstrate understanding of vocabulary used both in oral and written texts, and read with comprehension. The teachers of every school are doing all their best to meet all these goals and expectations for third graders. But in every classroom there are children who are not making progress in achieving these goals. They are the ones who need extra help for them to cope up and wouldn't be included in the "fourth-grade slump".

Matthew Effect

If not given attention and support, struggling readers will continue to struggle and may experience the phenomenon called "Matthew Effect". Stanovich (1986, cited in Tracey and Morrow, 2006) published a seminal

paper entitled *Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy*. Stanovich argued that children with phonemic awareness deficits are slower to break the sound –symbol code of reading. As a result of this delay in the development of decoding skills, these children are exposed to less text in school. The exposure to less text in school leads to fewer opportunities to practice reading, and less exposure to content knowledge in general. These cognitive problems are then compounded by motivational issues because when children are less successful with early reading they are less likely to want to read. Reading less further exacerbates the cognitive differences between the reading-disabled students and their nondisabled peers. The Matthew Effect describes the situation in which proficient readers become more proficient and less proficient readers fall further behind their normally developing peers (Rasinski, 2004).

Lesnick et al, (2010) emphasized that failures in school has serious aftereffects for lifetime outcomes. When students struggle and are not able to grasp reading concepts in their early years in school, they may experience higher risk in reading difficulties in their future careers. Proper and appropriate interventions for poor readers will make the “Matthew Effect” turn into its positive side – helping children to succeed in their

reading goals will encourage and motivate them to learn and read more. Reading would become easier and enjoyable for them.

Reading Intervention

What is intervention? According to the dictionary, intervention is the act of coming into or between so as to hinder or alter an action. Cooper et al (1997) associated it with the reading intervention program as the one that hinders or alters the action of reading failure by preventing it from occurring or stopping it if it has already started.

Early reading intervention programs are done on a daily basis in addition to the learner's regular reading classroom instruction. These are programs that provide thorough efficient, effective, and systematic reading instructions that are extremely helpful to problematic readers.

Included in the Education for All 2015 National Review Report: Philippines, is the implementation of programs to enrich the learning experience and the learning environment. Particularly to introduce programs to develop the reading practices of young learners, especially those in Kindergarten and Grades 1 to 3, to revitalize and strengthen ECARP or similar program, and to provide necessary extra support for children lagging behind in reading and numeracy skills. That "extra support" may refer to the intervention programs that will help those children who are not improving in reading.

Kel-Artinian and Parisi (2017) explained that according to research, 75% of third graders who struggle with reading never get ahead, and they are more likely to drop out of high school. However, if diagnosed early and given the right research-based intervention, these students could be saved from that fall.

Good and effective classroom instruction should provide effective learning experiences to meet the needs of the learners, especially those who are in difficult situation by providing appropriate intervention programs for them to become skillful readers. The research of Armbruster, Lehr, and Osborn (2001) found that 85 to 90 percent of poor readers, prevention and intervention programs implemented before third grade can increase reading skills to the average grade levels. However, if intervention is delayed until 9 years of age, approximately 75 percent of children will continue to have difficulties learning to read throughout high school and adult years (Lesnick et al, 2010)

Interventions will make a big difference. Rasinski (2004) stressed that it is a requirement to provide intensive and prolonged interventional instruction for the students who are significantly poor in reading.

Interactive Model of Reading

The interactive model of reading is the choice as the guiding principle in this reading intervention program. Utilizing the interactive

approach makes a balanced reading program which is teaching meaning and skills (Christie et al., 2007). The interactive model is considered by many in literacy education as one of the most effective ways of demonstrating the fundamental skills in reading (Hall et. al., 2003)

In earlier times, reading was viewed through the lens of three models or approaches. It was on these models that teaching and learning reading were based. The bottom-up approach came first. Christie et al (2007) stated that reading in that era occurs by breaking the code, saying the words, and comprehension followed. Reading experts believed that meaning resided in the words and a reader's ability to say them quickly and accurately. The essential element in the bottom-up model is the text, rather than what the reader brings to the text. The reader pays close attention to word parts, synthesizes them, and gets the meaning of what he is reading by "putting the words together" (Hall et.al., 2003). Phonics and other word identification strategies were being utilized in classroom reading instructions. The second model was called the top-down approach. In this perspective, reading comprehension is observed as residing in the head of the reader. Christie et al (2007) emphasized that a reader acquired a text's meaning by using his or her prior knowledge to understand it. Hall et al (2003) indicated that it is not necessary for the reader to read every word to understand the text. Instead the reader utilizes various sources of

redundancy and depend more on his prior knowledge to predict meaning as he reads.

The third model of reading is the interactive approach wherein reading is viewed as an interaction between the text and the reader. Christie et al (2007) described it as the interplay between the words on the page and the understanding that a reader brings to them. It is a continuous and reciprocal action exists between what is in the reader's head and what is on the page. It is through this interaction that reading comprehension happens.

There was a debate then on the best approach to use in teaching reading. On one side were the followers of bottom-up, and the other side were the advocates of top-down. Christie et al (2007) stated that when the two perspectives are intertwined, their significant characteristics will result to a high –quality and effective literacy program which includes speaking, reading and writing. Effective reading programs provide children with interactive environment which is filled with prints and books. Learners must be given many opportunities to engage in meaningful literacy activities with significant adults who give explicit instruction in reading, writing, and speaking skills. It was in this view that the compensatory features of the interactive model occurred. Hermosa (2002) explained it in her book *The Psychology of Reading: Bottom-up*

and top-down models of reading work best and most effective when they are used together in reading. There is a balance between what the reader brings to the text and what the text gives to the reader. Interactive reading is what a skillful reader does. He/she may use phonic analysis when encountering difficult words (bottom-up), or he/she may depend on the use of context clues or prior knowledge to infer the meaning of the unfamiliar word (top-down).

The Big Five – The Key Elements in Reading

In 2000, the National Reading Panel (NRP) identified key skills and method vital to reading success. That was in response to the congressional mandate to assist parents, teachers, and legislators in planning and implementing effective reading instruction.

The five key elements that have been identified crucial to the children's reading achievement were phonemic awareness, phonics, fluency, vocabulary, and text comprehension. A reading intervention program that is designed along with the interactive model is most effective in teaching the five key skills essential in achieving the reading success of each student, especially those who lag behind. The big five are being defined and discussed with their significance to the total reading achievement of a student in the booklet *Put Reading First: Kindergarten to Grade 3* (Armbruster, Bonnie B., Lehr, Fran, Osborn, Jean) as follows:

Phonemic awareness. Phonemic awareness is the ability to understand that spoken words are made up of sounds. This skill is important in learning to read written words. If children know how to work with these individual sounds in words, then they could easily learn how to read print.

Phonics. Phonics refers to the instruction in which children learn the relationships between written letters and spoken sounds. This ability helps them to recognize and decode words correctly.

Fluency. Fluency is reading a text easily and accurately. It is also characterized by appropriate rate, proper phrasing, good expression and comprehension (Allington, 2001). A fluent reader can recognize words and make meaning at the same time.

Vocabulary. Vocabulary refers to the words we know and we must know in order to understand a text. It is very significant in learning to read. Children cannot understand what they read without knowing the words used in print.

Comprehension. Comprehension is the goal of reading. It is the ability of readers to understand and remember the text (Hermosa, 2002).

Literature-based Reading

One important component of a good and effective reading program is the use of literature. It is fundamental to reading and writing. Machado

(2007) stated that literature-based reading instruction was recommended and mandated by many states to be included in the curriculum used in elementary schools in 1980. It includes reading aloud to children, making use of informational texts and stories, and encouraging children's response to books / stories using drama, art, and child-dictated writing. Children can gain so much from books. According to Cullinan (1992, cited in De Carlo, 1995) children learn to read by actually reading and not by doing exercises. Christie et al (2007) emphasized the importance of storybook reading for young children's language and literacy development:

1. To succeed in school, children need experiences with decontextualized language. Decontextualized language is language for which there is no support available in the immediate environment to help children make meaning. Storybook reading provides children with models for decontextualized language (Dickinson, et al., 1992).
2. Reading storybooks to children exposes them to more complex grammar and have them learn more words that are not used in everyday dialogues, and that adds to their vocabulary.
3. Read-alouds contribute to children's understanding of literary elements.

4. Storybook reading builds children's content knowledge.

Presently, school children are exposed to a very limited experience with books. They would just have the time to read books during scheduled library hours which is usually 1 hour per week. And during classroom time, students are focused on their workbook or textbooks. The reading intervention program will include the use of literatures such as stories, informational books, poems, and the like, to relive within each learner the love of reading and experience its benefits in achieving the goal of reading success. Children should be exposed to literature everyday in school so that reading becomes a pleasurable habit that stays with them throughout their lives. The authors of *Becoming a Nation of Readers: The Report of the Commission on Reading* (Anderson, Hiebert, Scott, & Wilkinson, 1985) note that "There is no substitute for a teacher who reads children good stories. It whets the appetite of children for reading, and provides a model of skillful oral reading. It is a practice that should continue throughout the grades (De Carlo, 1995)."

In selecting good books for children it is essential that the books to be used are at the children's instructional level – "just right" (Miller, 2002). Helen Ezell and Laura Justice (2005, cited in Christie et al., 2007) suggest that there are three criteria teachers should use when selecting books: (1) narrative content (themes and topics need to be appropriate to

young children and presented using vocabulary that children can understand), (2) print (the size needs to be large enough for the children to see and positioned to make the print prominent on the page in order to provide opportunities for adult and children to talk about print), and (3) physical characteristics (the composition and shape, illustrations, and packaging need to be appealing and appropriate for the age of the child). The careful selection of quality picture storybooks can play an important role in young children's development.

Schema: Connecting to Prior Knowledge

Effective reading instruction includes connecting information in the text to information already stored in the reader's head – what psychologists call prior knowledge. Hermosa (2002) stressed that it is an important principle of learning. It means that we can learn new information as we link it with something we already know. This principle of learning is anchored to the Schema theory. It is a theory about “how knowledge is represented and about how that representation facilitates the use of the knowledge in particular ways” (Rumelhart, 1980). It is a concept of how a person learns, adapts, and uses information assimilated through life experiences, including reading. For example, a reader who has a rich schema for ballet dancing will understand a text on that topic better than someone who has a very limited schema on ballet dancing. A reader's schemas influence

his/her reading comprehension. Laurice Joseph (2002) explained that students with learning difficulties often have inadequate prior knowledge and skills on which to “hook” new information. From that point, teachers should provide opportunities for students to gain and widen their background knowledge through meaningful exposures, interactive discussions and activities before learners are presented with text that is unfamiliar to them.

Tracey and Morrow (2006) stated that understanding the importance of existing knowledge to the acquisition of new knowledge, it is just right and good for many classroom teachers to become skillful at building and activating students’ background knowledge (schemas) prior to reading texts with students. Instructional practices such as webbing vocabulary activities, anticipation guides, and previewing all build and activate students’ schema prior to reading.

Scaffolding and Gradual Release of Responsibility

Scaffolding is the support given to the learners as they develop literacy skills. It is the careful guidance within the learners’ listening, speaking, reading, and writing experiences during instruction (Sweet, 2000)

Laurice Joseph (2002) indicated that scaffolding means a necessary support given to a child while completing a task. It is to help guide the

child through the learning process. The concept of scaffolding identified with the work of Vygotsky (1978) suggests adults can estimate the amount of necessary verbal support and provide challenging questions for child growth in any given situation. Lev Vygotsky's theory believes the helpful support of more competent others provides "scaffolding" which promotes children's learning (Machado, 2007). If children who can read well are given scaffolding, what more with the struggling readers? Scaffolding should be given more to students who read below grade level. Christie et al (2007) emphasized that parents and teachers should give assistance to children to enable them to do things they cannot do on their own. It is believed that children need experiences and educational opportunities with adults who carefully evaluate, think, and talk daily occurrences through. It includes teacher-responsive conversation, open ended questioning, and facilitation of children's initiatives. An educator using scaffolding believes understanding, discovery, and problem solving can be guided. (Machado, 2007)

Scaffolding is related to the gradual release of responsibility model (Pearson and Gallagher 1983). Miller (2002) explained that the gradual release of responsibility model comes into play when a child learned how to do something new through explicit modeling of significant others around him/her. Explicit modeling means the significant adult does it first,

watches, and gives feedbacks until the learner can do it by himself/herself. This also is true to reading instruction. Pearson and Gallagher, (cited in Miller, 2002) use a model of explicit reading instruction using the four stages that lead the children toward independence: 1) teacher modeling and explanation of strategy, 2) guided practice, where teachers gradually give students more responsibility for task completion, 3) independent practice accompanied by feedback, 4) application of the strategy in real reading situation.

Teacher's explicit modeling, which is a form of scaffolding, is a way of demonstrating students how to come up with a task such as how to use a table of contents and finding the main idea of a story (Sweet, 2000). Effective reading interventions include teachers who scaffold, demonstrate, and model explicitly.

Individualized Instruction

The researcher chooses to use individualized instruction for the intervention program believing that one-on-one reading instruction will give more focused time on what is needed to improve, especially for struggling readers. According to Paul Witty in his article *Reading Instruction – A Forward Look* cited in Barbe (1965), individualized reading allows a pupil to read at his own level without being frustrated by those of differing reading ability. A student can do what he wants and

follow his own reading preferences. When this happens, tensions are lessened. Pupils appreciate the care and attention they receive in teacher-pupil sessions. These beliefs are being supported and claimed by N. Dean Evans in an article Individualized Reading – Myths and Facts, (Barbe 1965) when he stressed the following advantages for individualized reading program:

1. Children are purported to have made greater gains than control groups in vocabulary, comprehension, and total reading completed.
2. Children are much more interested in the reading program when they can select their own books.
3. As children mature, their interests, needs, and abilities become much more diverse. Individualized reading meets these growing diversities more effectively.
4. The amount of class time spent actually reading is increased; consequently more words are learned through context.
5. The psychological effect of the program on the child is favorable. Pressures and tensions to meet the standards of a traditional reading group are eliminated. Group competition is minimized.

Individualized instruction gives the poor reader the opportunity to be himself/herself without the pressure of comparing his/her ability with

the able readers around him/her. It will encourage him/her enjoys reading and eventually he/she progresses to become a proficient reader.

Intervention Frequency and Duration

The factor of frequency and duration of intervention is essential to its effectiveness. An effective intervention program for struggling readers is done on a daily or nearly daily basis (Scammacca et al., 2007 cited in Nugent et al., 2012), and should be distributed over time (Solity et al., 2000 cited in Nugent et al., 2012). A support to this is the concept of ‘little and often’ (Rose, 2009 cited in Nugent et al., 2012) wherein the activities are delivered in four or five short and frequent lessons of 15 minutes each. Hence, a day-to-day practice of 10- 15 minutes per lesson distributed through the week, is more effective than one hour of practice done in a block. Additionally, it is found that short duration, but intensive interventions may offer the most efficient strategy (Vaughn et al., 2000; Brooks, 2007 cited in Nugent et al., 2012). Short and intensive interventions, with daily, targeted support appear to be more effective than longer term interventions. This suggests that teachers may need to think of their work 6 to 12 week teaching sessions (Nugent et al., 2012).

Conceptual Framework

The overall emphasis of the study was to create an intervention program that would help grade three struggling readers achieve reading

proficiency as indicated in the conceptual framework (Figure 1). In order for the program to be more effective, it was designed according to the specific needs of the struggling readers; it could be the need to recognize words automatically, or the need to increase vocabulary and fluency, or it could be the need to understand the text well, or it could be all of the mentioned reading skills. And so, it is also shown in the conceptual framework the major elements of the reading intervention program and the expected result. The program components are: phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction. The intention of the program is to help the struggling readers become proficient in the five areas essential to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension instruction.

Teacher's scaffolding in the reading process is very significant in helping struggling readers to improve in their reading skills. The proposed reading intervention program utilized the individualized reading instruction by the teacher. This important part of the intervention program is rooted in Vygotsky's work focused on the role of social interaction in cognition and his theory of zone of proximal development (ZPD). Vygotsky (1962) described scaffolding as adult support which facilitates the child's learning progress within the zone of proximal development.

ZPD is the distance between a child's existing level of development and the level at which the child is able to do a task with the support and guidance of an adult (Christie et al., 2007). The ZPD is the period wherein the learner needs the adult support and assistance in order to succeed in his/her learning goals. It is in this area that the more knowledgeable other (MKO) can scaffold the learner through evidences, reminders, reinforcements, identifying the problem and solutions, presenting an example, or everything that allows him/her to grow in independence (Tracey and Morrow, 2006). Translating to reading instruction, teachers must be as explicit as possible in teaching reading, especially in doing interventions to struggling readers. Students are motivated and make it a habit to read if they are shown how and when to use reading strategies for them to learn and become proficient readers. Scaffolding and explicit instruction in reading are most achieved with individualized, one-on-one, and small group reading especially with struggling readers. It will give more focused time on what is needed to improve. Individualized reading instruction provides an avenue for the learner to be himself / herself. Sartain (1968) stated that through individualized instruction, the student can progress at the condition which is most comfortable for him / her. He/She can follow his/her reading interest. It provides an opportunity for the learner to develop the love of reading in his / her unique ways. It

eliminates pressures and tensions in meeting the standards of a traditional reading group. These individual learners can be gathered together in a small group when the same reading skill has to be taught.

The proposed reading program was named *ICanRead*. It is founded on the principle that the ability to read proficiently is essential to life and learning to read happens in the early years of school or K-3. The early childhood years- from birth through age eight- are the most crucial period for a child's literacy development (Neuman et al., 2000). When students couldn't achieve their reading goals during those formative years, they are likely to become poor readers and if not given "extra support" then they might experience reading failure and possibly affects their future life. Leighahall (2014) stated that struggling readers usually read one or more years below their present grade-level. They are often observed as deficient in reading skills and so they find difficulty in recognizing and defining vocabulary words, analyzing information, or applying comprehension strategies. Interventions help a lot. Rasinski (2004) stressed that it is a requirement to provide intensive and prolonged interventional instruction for the students who are significantly poor in reading.

This study aimed to witness how the struggling third graders progress, develop reading fluency, construct meaning while reading, and achieve proficiency in reading through the *ICanRead* intervention program

by using the following strategies cited by Miller (2002): activating relevant, prior knowledge (schema) before, during, and after reading text (Anderson and Pearson 1984); creating visual and other sensory images from text during and after reading (Pressley, 1976); drawing inferences from text to form conclusions, make critical judgments, and create unique interpretations (Hansen, 1981); asking questions of themselves, the authors, and the texts they read (Raphael 1984), determining the most important ideas and themes in a text (Palinscar and Brown 1984); and synthesizing what they read (Brown, Day, and Jones 1983)

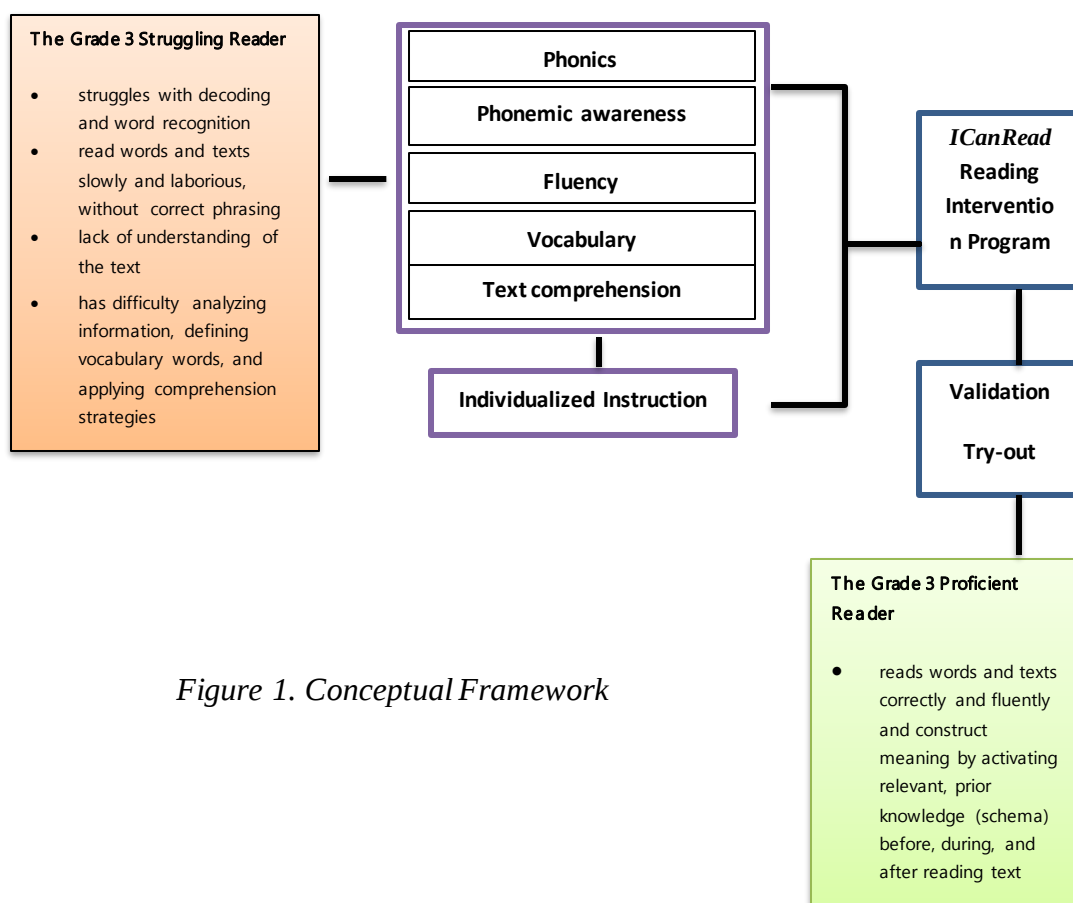


Figure 1. Conceptual Framework

Research Problems

Third grade is a period where the readers make a transition from learning to read to reading to learn – a make or break event in their academic achievement. That is why children are exposed to different learning experiences in literacy development from age 0 to 8 to meet this expectation. But many schools still have third graders who struggle in reading. The teachers often find themselves working hard in helping these students become proficient readers. They are being sent to some form of remedial reading instructions (Harris & Sipay, 1985). However, Allington and Walmsley (1995) argue that there are evidences that show remedial programs have not been that effective in assisting and helping at-risk readers in their reading needs to become successful. Different explanations have been presented why remedial programs have not been effective. Allington, et al (1985) stated that while individual teachers used little instructional variety, they did use a wide range of materials. There was little indication of the use of definite goals or of monitoring of student progress toward goals, and teachers were likely to use a small set of activities for their groups of students. There was a little congruence between instruction in regular classrooms and instruction in the remedial classes. Data also supported previous findings that remedial programs do not provide students with additional time for reading instruction.

Likewise, Fernandez (2015) emphasized that remedial reading programs have been implemented in schools in Region 1 Philippines but lack a specific format that caters to the needs of readers-at-risk and a regular monitoring scheme on each child's performance in every reading component. It is from here that intervention will be developed. The focus will be acceleration rather than remediation. Students will not be taught with what they do not know, but rather start with the known and progress (Rathjen, 1998).

The main purpose of the study was to develop and create a reading intervention program that will help Grade 3 struggling readers to achieve proficiency in reading. Specifically, the study sought to accomplish the following objectives:

1. Identify the specific reading skill/skills where pupils need intervention.
2. Design and develop the reading intervention program that will help struggling pupils improve in the identified reading skill/skills.
3. Evaluate the reading intervention program through experts' validation and try-out.

Scope and Limitations

The focus of the study was limited to the development and evaluation of a reading intervention program for third graders who

struggle in reading in English. It was named *ICanRead*. The content of *ICanRead* intervention program was centered on the identified reading difficulties of the students based on the results of the pre-assessments taken by them. It was evaluated by three (3) experts for content and face validity.

The participants for the try-out were limited to the four (4) third graders who fell on the frustration level of reading. The four students came from the third grade class at a private academic institution located in Taytay, Rizal, Philippines. It has total enrollees of 430 from preschool to college level. Its third grade class has 11 students. The try-out was conducted in the same school by the researcher on April 9 to May 18, 2018.

The *ICanRead* intervention program did not seek to have implications beyond the mentioned boundary, although results of this study may prove to be beneficial to other schools. The intervention program was uniquely designed by the researcher based on the needs of the students in accordance to research-based models.

Definition of Terms

Struggling readers. These are the students who typically read one or more years below their current grade-level but do not have an identified learning

disability of any kind. They are often perceived as lacking the skills other students possess and use with little difficulty such as analyzing information, defining vocabulary words, or applying comprehension strategies (Leighahall, 2014)

Reading intervention. This refers to the act of coming into or between so as to hinder or alter an action. A reading intervention program is one that hinders or alters the action of reading failure by preventing it from occurring or stopping it if it has already started (J. David Cooper).

Program. A plan of action to accomplish a specified end (Dictionary.com)

Needs-Based Reading Program. A reading program that caters to the specific needs or difficulties of struggling readers to become proficient in that identified reading difficulties

Scaffolding. This pertains to the assistance that parents and teachers give to children to enable them to do things the children cannot do on their own (Christie et al., 2007).

Proficient readers. These are the students who read fluently and construct meaning by activating relevant, prior knowledge (schema) before, during, and after reading text, creating visual and other sensory images from text during and after reading, drawing inferences from text to form conclusions, make critical judgments, and create unique interpretations, asking questions of themselves, the authors, and the texts they read, determining the most

important ideas and themes in a text, synthesizing what they read (Miller, 2002).

CHAPTER 2

METHODS

Included in this chapter are the description of the research design, subjects, instruments, procedures, data collection, and data analysis.

Research Design

A developmental research is a systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness (Richey & Klein, 2005). There are two categories of developmental research, referred to as Type 1 and Type 2 (Richey, Klein, & Nelson, 2004). Type 1 developmental studies focus upon a given instructional product, program, process, or tool. They reflect an interest in identifying either general development principles or situation-specific recommendations. Developmental studies often are structured in phases. Type 1 studies may have an analysis phase, design phase, a development phase, and a try-out and evaluation phase. Type 2 studies, on the other hand, focus upon a given design, development, or evaluation model or process.

This study followed the Type 1 developmental research design since a reading intervention program specifically for Grade 3 struggling readers was conceptualized, designed & developed, validated, tried-out, and evaluated. First, the purpose and framework of the research were conceptualized, and then the data needed for the designing of the reading intervention program was done. After the data collection, essential elements and features of the program were completed including the step by step procedure of the implementation part of the program. Experts evaluated the program for face and content validity before its implementation. The program was tried-out to the identified struggling readers and then program evaluation followed.

Research Locale

The study was based at a private school in Rizal, Philippines. The college has the Basic Education Department which is composed of preschool, elementary, junior high school and senior high school and a college department. The study was conducted in the Elementary department of the said school. It is also in this school that the reading intervention program study is planned to be established.

Sampling and Participants

The participants in the study were four struggling readers in third grade of the Elementary Department of a private school in Taytay, Rizal,

Philippines. These students, two boys and two girls, fell on the Frustration reading level that scores 89% and below in word recognition and 58% and below in comprehension in the Philippine Informal Reading Inventory (PHIL-IRI) pre-assessment tool. This is the lowest reading level wherein the student makes errors such as reversal, repetition, substitution, insertion, mispronunciation and inability to interpret punctuation (PHIL-IRI). The four participants are named in this study as Riley, Alphameg, Zeemir, and Martha (not their real names).

Riley got 57% in word recognition and 28% in comprehension which led him to the frustration level. Alphameg got 76% in word recognition and 71% comprehension which mean she fell on the frustration level. Same with Zeemir, he got frustration level because he scored 61% in word recognition, and 42% in comprehension. Martha fell on the frustration level because of her score in word recognition which is 87%.

To determine the students' skills where they demonstrate difficulty, this might be phonics, phonemic awareness, fluency, vocabulary, or comprehension; the four students have undergone reading assessments such as the Fry Sight-Word Inventory for word recognition, cloze test for vocabulary, DIBELS Oral Reading Fluency for fluency, and PHIL-IRI for comprehension. Riley and Zeemir both found difficulty in

word recognition, vocabulary, fluency, and comprehension. Alphameg's areas of difficulty were word recognition, vocabulary, and fluency, while Martha had difficulty in vocabulary.

The results and scores of the assessments were gathered and interpreted and from there the skills where each child demonstrated difficulty were identified, then the development of the reading intervention program followed which was based on the identified area of difficulty: word recognition, fluency, vocabulary, or comprehension.

The reading intervention program was evaluated by three experts for face and content validity. The three experts are all long-time time teachers. Two of them are taking up Master of Arts in Education with Specialization in Reading, and the other one is an experienced Grade 3 teacher. The researcher has communicated with the experts the nature and purpose of the study. Copies of the reading intervention program were given to them for thorough evaluation. Each of them gave their review. All of them validated the program. Their suggestions and recommendations were considered for the improvement of the reading intervention program. Then the reading intervention program was tried-out to the four students.

The parents or legal guardians of these students were asked to sign and return an informed consent for the children to participate in the research to comply with the law. Both the parents and the students were

informed about the study and they were given the right to refuse to participate if so desired. The parents signed the permission form as they agreed to have their children join the program.

The four students and their respective parents were also asked to evaluate the reading intervention program based on their experiences and observations. The parents were also given copies of the program for their reference of evaluation.

Instruments

The five key elements that have been identified by the National Reading Panel (2000) vital to the children's reading success are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The four student participants of the study underwent pre-assessments on the five reading elements to determine their reading levels and areas of difficulty as the basis for the development of the reading intervention program. The instrumentation for measuring reading levels and reading assessment were the Philippine Informal Reading Inventory (PHIL-IRI), Fry Sight-Word Inventory, Cloze Test, Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency.

The Philippine Informal Reading Inventory (PHIL-IRI) aims to define the reading level of the children in the elementary grades. It assesses the reading speed and comprehension of pupils in oral and silent

reading in both English and Filipino (PHIL-IRI Manual and User's Guide 2009). In this study, PHIL-IRI was utilized to measure the reading speed, word recognition accuracy, and comprehension of the participants in English to determine their reading level: independent, instructional, and frustration.

Other assessment tools were administered to determine the skills where the student participants demonstrate difficulty. Word recognition was assessed through the Fry Sight-Word Inventory. It determines a student's ability or inability to recognize individual words. This list of 600 words compiled by Edward Fry contains the most used words in reading and writing. The words are divided into six levels, roughly corresponding to grade levels; then into groups of twenty-five words, according to difficulty and frequency.

Cloze test was used in assessing vocabulary skill. Cloze test is based on a text with gaps. The examinee has to complete the gaps with appropriate words. Mostly more than one option is possible. The first three or more lines of the text are without gaps (Scrivener 261, cited in Pavlů, 2009). The DIBELS Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. PHIL-IRI was used to measure the comprehension level. Copies of these assessment tools are included in the appendices.

Three experts were asked to evaluate the reading intervention program for face and content validity. They were given criteria for basis of evaluation. The evaluation form includes criteria that describe the program: 1) Goals and Objectives, 2) Instructional Programs and Materials, 3) Assessment, 4) Instructional Time. The experts were requested to rate the reading program with a Yes or No which corresponds to each criterion of the evaluation form. A column for comments, suggestions, and a space for recommendations were also provided.

The student participants took the 20-item-multiple choice test on four reading passages before and after the intervention. The test was developed by the researcher which includes questions on word recognition, vocabulary and comprehension check and was utilized for the pre and post measurement of the study. The texts used were derived from DIBELS Oral Reading Fluency Progress Monitoring Third Grade Student Materials (Good, R. H., & Kaminski, R. A., & Dill, S. 2007).

The student participants were also requested to evaluate the reading intervention program according to their experience during the program try-out. They were given a form that includes descriptive criteria for the try-out evaluation. The evaluation form was developed by the researcher. It includes the following: 1) Willing to participate in the program, 2) Attends the reading session regularly with eagerness and joy,

3) Aware of my reading goals in participating in the program, 4) Setting promotes students' engagements for the entire session (location, room), 5) The reading activities are appropriate and attainable, 6) The teacher's instructions are clear, 7) Understands the texts and able to answer the questions with confidence, 8) Session length is appropriate, 9) Known to self that there are improvements in one or two reading skills 10) Developed the love for reading . The students draw a happy face (☺) for 'yes' and sad face (☹) for a 'no' answer for each criterion.

The parents were also asked to evaluate the reading intervention program through an evaluation form developed by the researcher. The evaluation form criteria are: 1) the pupil attends the reading session regularly with eagerness and joy, 2) the pupil shows willingness to participate in the program, 3) the pupil is aware of his/her reading goals in participating in the program, 4) setting promotes students' engagements for the entire session (location, room), 5) the content is aligned with foundational reading skills for the grade , 6) the text and text complexity are appropriate for the reading level of students,

7) a sufficient amount of time is allocated for instruction and the time allocated is used effectively, 8) the instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e. word recognition (phonemic awareness, phonics), fluency,

vocabulary, and comprehension), 9) The pupil is engaged and responsive, 10) improvements in one or two reading skills are evident on the pupil.

The parents were provided with copies of the description of the program as another basis of evaluation. The parents indicated their ratings by checking the number of their corresponding response (Strongly Agree – 4, Agree – 3, Disagree -2, Strongly Disagree – 1) to a criterion.

Data Gathering Procedure

Figure 2 shows the research process which includes the 6 phases in the conduct of the study. The specific data gathering procedures were discussed in each phase of the research.

Conceptualization. In this stage, systematic procedure and coordination were done before the conduct of the actual research process. It was in this stage that the purpose and framework of the research were conceptualized. The researcher explored and examined previous literatures and studies about reading intervention programs including designs, content, assessments, and implementation procedures. Findings from the examined related literatures and studies were considered in shaping the framework of the reading intervention program.

Letters of request and permission were forwarded to the appropriate authorities and obtained approval before going on the research process (see Appendix A, B, C, D, and E). The researcher obtained

approval of the school through the Business Office OIC and the Principal of the Elementary Department, and the Grade Three Teacher-in-charge as well. The approval and consent were also obtained from the student participants and their parents.

Data Collection. Determining the reading levels and skills where the student participants demonstrate difficulty was needed in the development of the reading intervention program. First, a pre-assessment to identify reading levels was given to the student participants using the Philippine Informal Reading Inventory (PHIL-IRI). The PHIL-IRI Oral Test uses set of criteria in identifying the reading levels of the pupils which include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions. Table 1 shows the Phil-IRI Oral Test criteria (Phil-IRI Manual).

Table 1: Phil-IRI Oral Test Criteria

Level	Word Recognition(WR)	Comprehension
Independent	97 - 100% and	80% - 100%
Instructional	90 - 96% and	59% - 79%
Frustration	89% below or	58% - below

The reading levels are being described in the Phil-IRI Manual as follows:

1. Frustration

- This is the lowest reading level.

- The pupil shows withdrawal from reading situations by crying or refusing to read.
- The pupil commits errors in reading such as reversal, repetition, substitution, insertion, mispronunciation and inability to interpret punctuation.
- The pupil scores 89% and below in word recognition or 58% and below in comprehension.

2. Instructional

- It is the level at which the pupil can profit from instruction.
- The pupil's oral reading is rhythmical with conversational tone and correct interpretation.
- The pupil scores 90-96% word recognition and 59%-79% in comprehension

3. Independent

- It is the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher.
- The pupil is free from tension, finger pointing or lip movement.
- The pupil reads with rhythm and with conversational tone and interprets punctuation correctly.
- The pupils scores 97-100% in word recognition and 80%-100% in comprehension.

Tests were administered to assess the reading speed and comprehension of pupils in oral and silent reading in English. Each of the student participants was given a passage for his/her grade level then he/she was asked to read the passage silently and orally. As the student read the passage orally, errors made were marked. Miscue or error includes mispronunciation, substitution, refusal to pronounce, insertion, omission, repetition, and reversal. Then the scores for reading speed and word recognition were computed and recorded. For comprehension test, the

student participants read the passage silently for 2 minutes, then after reading, comprehension questions were asked. The scores were computed accordingly. Then the results were the basis for identifying the reading levels of the pupils (refer to table 1). The tables 2 and 3 show the formula for the computation of the pupil's word recognition and comprehension while table 4 was used to identify the overall reading ability of the child. The reading intervention program was tried-out to the students who fell on the frustration level.

Table 2: Word Recognition Computation

$\frac{\text{No. of major miscue(M)}}{\text{Word Recognition (WR): No. of words in the passage (N)}} \times 100 = \% \text{ of M}$	
$\% \text{ correct} = 100\% - \% \text{ of M}$	

Table 3: Comprehension Computation

$\text{Comprehension (C): } \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of CR}$	
--	--

Table 4: Overall Reading Ability

Word Recognition	Comprehension	Reading Level
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration

Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

The student participants of the study went through another set of assessments to determine the skills where they find difficulty: word recognition, vocabulary, fluency, or comprehension. A word recognition test was administered with Fry Sight –Word Inventory. Each student read the words aloud, and continued until she/he made five or more errors in a group of 25 words. This indicates a frustration level, and instruction should begin on the previous list. The criterion for this is being able to read 100 words in ONE minute with 95% accuracy in the primary grades, and 200 words per minute in intermediate grades. The reading levels could be determined by where the student begins to make errors in reading the word lists—using the general criteria for word recognition levels as 95% is independent, 90% is instructional, and less than 90% indicates frustration level. With DIBELS Oral Reading Fluency student performance was measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate (Good, R.H., & Kaminski, R. A.

(Eds.) 2002). The comprehension level will be based on the PHIL-IRI result on the first pre-assessment. The student read the passage silently for 2 minutes, then after reading, comprehension questions were asked. The scores were computed accordingly. Then the results were the basis for identifying the comprehension level of the pupils (refer to tables 1 & 3).

Development. The design and the development of the reading intervention program were based on the assessment results and findings gathered from related literatures and studies. Essential elements and features of an effective reading intervention program were completed by the researcher in this stage of the research process including the step by step procedure of the implementation part of the program.

The development of the content of the program followed the following criteria: 1) time frame, 2) competencies, 3) content/topic, 4) strategies, 5) assessment, 6) materials.

The *Time Frame* refers to the schedule of day and time of the program implementation, whether daily or weekly or hourly basis. Included in the *Competencies* are the desired outcomes or goals in improving reading skills. The *Content/Topic* is the text or theme to be used in the program. *Strategies* are the learning experiences or approaches to be done to achieve the set goals or desired outcome, basically the pre-reading, during reading, and the post-reading activities. Another

important component is the Assessments which refer to the instruments and procedures for measuring and evaluating reading achievements and essential skills. *Materials* are also necessary in the program. The passages used were derived from the Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency (DORF) third grade student materials. The DORF standardized passages are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Good, R.H., & Kaminski, R. A. (Eds.) (2002).

The reading intervention program includes activities which follow the elements of an effective reading instruction (National Reading Panel (NRP), 2000): word recognition instruction (phonics instruction and phonemic awareness instruction), fluency instruction, vocabulary instruction, and text comprehension instruction.

Validation . Before its implementation, the program was evaluated by three experts for face and content validity. The validation form includes criteria that describe the program: 1) Goals and Objectives, 2) Instructional Programs and Materials, 3) Assessment, 4) Instructional Time (see Appendix F). All the experts gave suggestions and comments. Their suggestions were collected and interpreted. Then, revisions were applied based on some recommendations.

Try-Out. The try-out took place inside the Elementary Department library of the school which is the most appropriate room for the implementation of the study. The library is clean, air-conditioned, and has enough chairs and tables for the students who will participate in the program. The place is safe, away from any possible distractions, child-friendly, and comfortable for the students. The try-out was done 45 minutes daily for 5 school days of the 6 weeks program implementation. The program was evaluated to determine its effectiveness after the try-out.

Evaluation. Try-out evaluations were accomplished by the four student participants and their respective parents. The evaluation forms (Appendix G & H) aim to assess the proposed reading intervention program through the behavior and feedbacks coming from the students' and parents' experiences and observations. The parents were also provided with copies of the description of the program as basis of evaluation. The criteria were read and explained to the children before marking their forms.

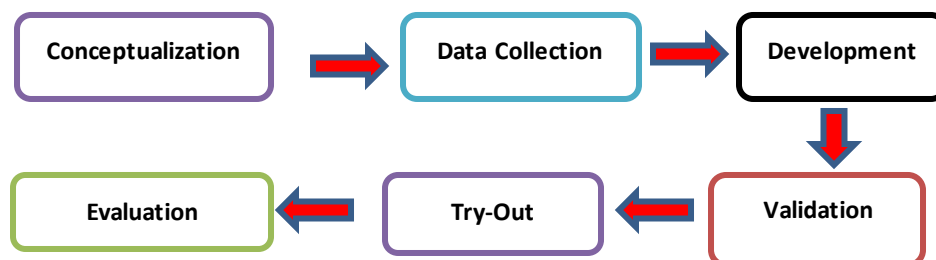


Figure 2. Research Process of the Study

Data Analysis

The raw scores from the research instruments and assessment tools such as the Philippine Informal Reading Inventory (PHIL-IRI), Fry Sight-Word Inventory, Cloze Test, and the Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency for the identification of reading levels and skills where the student participants demonstrate difficulty, and the evaluation of the reading intervention program and the actual try-out were tabulated and interpreted to present the summary and results.

An outcome assessment or measurement was done using the teacher-made 20-item-multiple choice test before and after the treatment. Percentage change was used to measure the gain scores of the students before and after the implementation of the reading intervention program. Through the percentage change, the scores were compared and determined if there is a difference between them, whether there would be an increase or decrease in the scores. A narrative summary was presented to give further description of the results.

Potential Ethical Considerations

To comply with the proper research ethics, the following procedures were taken:

1. Proper coordination was done before the conduct of the study. Letters of request were forwarded to the appropriate authorities like the school principal and the teacher –in-charge, and seek approval for the administration of the research procedures.
2. Since the study involves minors, parental consent and student assent were obtained before the research study was started. Included in the informed consent form were the essential components explaining the nature and content of the study. Parents' and students' decisions were recognized and respected.
3. The program results were pooled for the thesis project and individual results of this study would remain absolutely confidential and anonymous.
4. In the event that some participants showed discomfort and didn't want to continue to be a part of the study, the researcher recognized it and respected the participants' decision.
5. In case the participants are at risk or in danger, relevant authorities would be notified and save the participant from harm.
6. No costs were incurred by either the school or the student participants.
7. The participants were given tokens and gifts as incentive and as a way of expressing gratitude by the researcher.
8. The researcher relayed to the parents the results of all the research procedures that relate with their children.

Result Dissemination Plan

To maximize the benefits of the study, dissemination of results will include the following strategies in addition to giving written feedbacks and face-to-face consultation with participants and the participants' parents or guardians. The whole research study can be published in The Harris Journal of Research in Education, and in the Paradigm, the official newsletter of Harris Memorial College. These materials are made available in the college library wherein all students, faculty, and staff have the access to read them. Copies of the newsletter are distributed to all. The findings from the study can be included in the Harris website, www.harris.edu.ph. In doing so, the results will be made available worldwide for free download to anyone who has internet connections. The researcher could attend local, national, and international Research Congress and Conferences to have oral presentations of the study. Moreover, the Basic Education department of the school has the Parents Enrichment Program done twice within the school year and Faculty In-Service Trainings and Seminars. The college department has its regular Academic Research Forum which is done every first Friday of the month. The researcher could serve as a resource person in the said school events and present the study to the parents and guardians of the students from preschool to Grade 6, as well as to the college students, and faculty

members. Lastly, the reading intervention program that was designed and developed in the study will be established and implemented at Harris Memorial College as part of its curricular programs.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter reports the numerical data, the results of the study, and the discussion of the results. As previously stated, the main purpose of the study is to create a reading intervention program that will help Grade 3 struggling readers to achieve proficiency in reading. Specifically, the study seeks to achieve the following objectives: 1) identify the specific reading skill/skills where pupils need intervention, 2) design and develop the reading intervention program that will help struggling pupils improve in the identified reading skill/skills, and 3) evaluate the reading intervention program through experts' validation and try-out.

Results

1. Identify the specific reading skill/skills where pupils need intervention

The pupils have undergone a pre-assessment to identify reading levels using the Philippine Informal Reading Inventory (PHIL-IRI).

Table 5: Pre-Assessment: Identifying the Reading Level (PHIL-IRI)

Name	Word Recognition		Comprehension		Overall Reading Level
	Rate	Level	Rate	Level	
1. Gideon	93%	Instructional	85%	Independent	Independent

2. Martha	87%	Frustration	71%	Instructional	Frustration
3. Riley	57%	Frustration	28%	Frustration	Frustration
4. Raffy	76%	Frustration	71%	Instructional	Frustration
5. Alphameg	76%	Frustration	71%	Instructional	Frustration
6. Neil	86%	Frustration	85%	Independent	Frustration
7. Johanne	81%	Frustration	85%	Independent	Frustration
8. Dolina	92%	Instructional	71%	Instructional	Instructional
9. Carlo	82%	Frustration	71%	Instructional	Frustration
10. Alicia	93%	Instructional	57%	Frustration	Frustration
11. Zeemir	61%	Frustration	42%	Frustration	Frustration

Table 5 shows that there are 9 pupils who fell on the frustration level and they are supposed to be the subjects of the study. But there were only 4 pupils who agreed to participate in the study. They were given pseudonyms in this study as Martha, Riley, Alphameg, and Zeemir. The 4 pupils took another pre-assessment test to determine their areas of difficulty using the Fry Sight-Word Inventory, Cloze test, DIBELS Oral Reading Fluency. The Fry Sight-Word Inventory was utilized to determine the students' ability or inability to recognize individual words, cloze test was used for vocabulary skill assessment, while DIBELS Oral Reading Fluency for fluency, and PHIL-IRI for comprehension.

Table 6: Pre-Assessment: Determining the Skills Where the Student Demonstrate Difficulty

Name	Fry Sight-Word (Word Recognition)		Cloze Test (Vocabulary)		DORF (Fluency)		PHIL-IRI (Comprehension)	
	Rate	Level	Rate	Level	Rate	Level	Rate	Level
Martha	96%	Instructional	50%	Frustration	99%	Independent	71%	Instructional
Riley	60%	Frustration	33%	Frustration	81%	Frustration	28%	Frustration
Alphameg	80%	Frustration	17%	Frustration	90%	Frustration	71%	Instructional
Zeemir	66%	Frustration	50%	Frustration	83%	Frustration	42%	Frustration

Table 6 shows that Martha got 96% word recognition, 50% vocabulary, 99% in fluency, and 71% comprehension. Martha's scores indicate that she can read words quickly and effortlessly with understanding, but her score indicates that vocabulary is a concern for her. She tended to guess the meaning of words and didn't use context clues to choose the correct meaning of the words.

Riley got 60% word recognition, 33% in vocabulary assessment, 81% fluency, and 28% comprehension. Zeemir acquired 66% in word recognition assessment, 50% in vocabulary assessment, 83% fluency, and 42% comprehension. Riley's and Zeemir's scores have placed them at the lowest level in all the reading skills. This indicates that both of them struggled with decoding and recognition of words, accurate and automatic reading, and understanding the text. The two boys have shown similar

reading difficulties. They frequently slowed when trying to sound out words. They committed errors in reading such as reversal, repetition, substitution, insertion, and mispronunciation. They were unable to interpret punctuations correctly like period (.), question mark (?), and exclamation point (!). They tended to read in a quiet voice. They were monotonic with a less sense of phrase boundaries. They have difficulty remembering information stated in the article and lack understanding of story structure.

Alphameg scored 80% in word recognition assessment, 17% in vocabulary assessment, 90% fluency, and 71% comprehension. Though she was placed at the instructional level in comprehension, Alphameg have shown weakness in recognizing, understanding and reading words fluently. Alphameg read the texts with little expression and enthusiasm in voice. She was unable to interpret the punctuation marks correctly and even pointed words with her finger when reading. She read with extended pauses, substitutions, frequent repetitions, and hesitations.

Table 7: Skills Where the Student Participants Demonstrate Difficulty

Name	Skills Where the Student Participants Demonstrate Difficulty
Martha T	vocabulary
Riley	word recognition, vocabulary, fluency, comprehension
^a Alphameg	word recognition, vocabulary, fluency
Zeemir	word recognition, vocabulary, fluency, comprehension

Table 7 shows the skills where the student participants need intervention. The scores indicate that Riley's and Zeemir's significant areas of weakness are word recognition, vocabulary, fluency and comprehension. Though Alphameg fell on instructional level in comprehension, she got difficulty in word recognition, vocabulary, and comprehension. Martha got frustration level in vocabulary test, instructional level in word recognition, independent level in fluency, and instructional level in comprehension.

2. Design and develop the reading intervention program that will help struggling pupils improve in the identified reading skill/skills

The results of the pre-assessment tests were used as the basis in designing and developing the reading intervention program named as ***ICanRead***. It desired to help Riley, Zeemir, and Alphameg recognize and read words automatically, understand words and expand their vocabulary, read words accurately and fluently, and read text with comprehension. And for Martha to gain independent level on vocabulary skill and for her to enrich more her word recognition, fluency, and comprehension skills for a total reading success. For these reasons, ***ICanRead*** is a reading intervention program designed for Grade 3 pupils who struggle with

reading. It is interactive in nature, literature-based, and student-centered in approach.

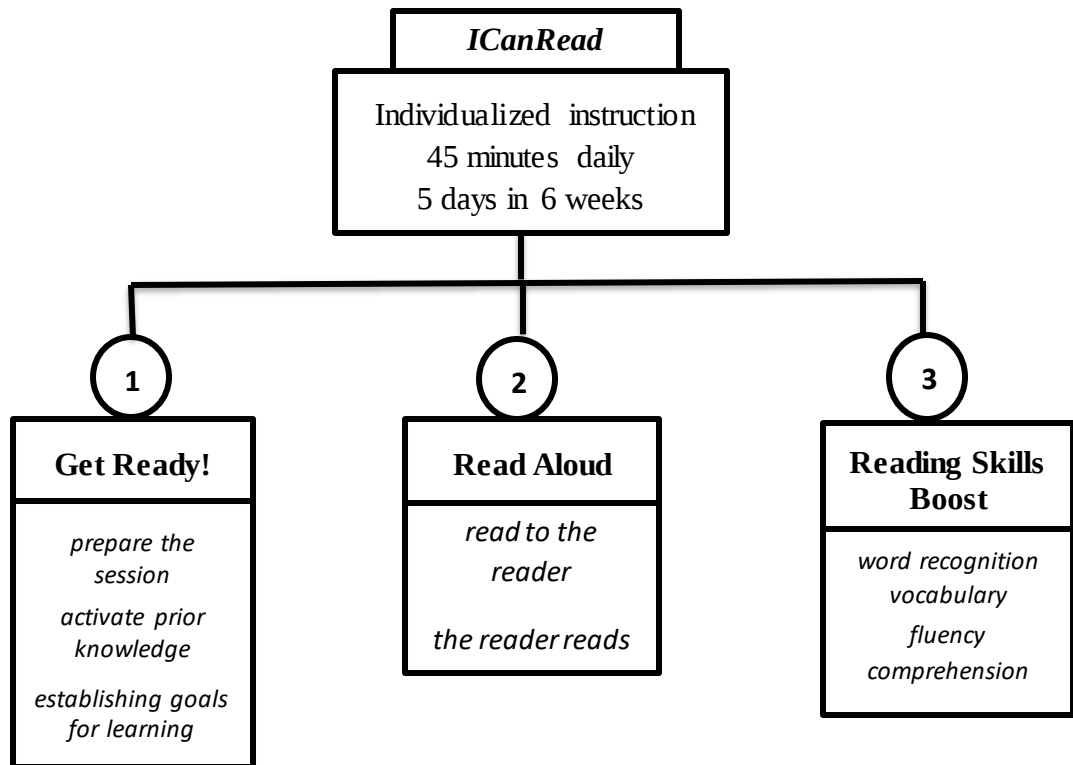


Figure 3: ICanRead Reading Intervention Program Framework

Figure 3 shows the framework of the ICanRead Reading Intervention Program. The reading intervention program integrates essential components of reading (word recognition, vocabulary, fluency, and comprehension) into a 45-minute routine with individualized reading instruction. The main goal of **ICanRead** reading intervention program is to help the Grade 3 struggling readers become proficient in reading.

Specifically, it seeks to provide additional reading instruction besides the daily classroom reading lessons as support services (Allington, 2006) for the struggling readers and to witness how they progress in the identified reading skill/ skills where they need intervention such as word recognition, fluency, vocabulary, and text comprehension (table 7). ***ICanRead*** includes activities that would help the student participants improve on their identified skills where they found difficulty in reading

In order to accomplish these goals, included in the ***ICanRead*** reading intervention program are the elements of an effective reading instruction (National Reading Panel (NRP), 2000): word recognition (phonics and phonemic awareness), fluency, vocabulary, and text comprehension. These elements are integrated within the three main parts of the program which are Get Ready, Read Aloud, and Reading Skills Boost. The ‘Get Ready’ part prepares the session by establishing goals for learning, activate prior knowledge by looking at what is already known about the story or article, and make initial predictions about the text by checking the title, vocabulary, sentence structure and sequence of information. Next is the ‘Read Aloud’ which includes two parts: the ‘Read to the Reader’ wherein the story or article is being read to the student and discuss the events in the story, talk about the characters and the emotions presented, and the second is ‘The Reader Reads’. It is in this time that the

student reads the story or article aloud as the teacher listens and records the unknown and difficult words. The third main part of the program is the 'Reading Skills Boost' wherein the reading skills are being enhanced. Different strategies for word recognition like sight word reading, word flashcards, spelling, and cards for games are being utilized. Vocabulary is expanded through the use of different vocabulary testing techniques like cloze test, matching, sentence completion, odd one out, dictation, and definitions. Echo reading and repeated readings are included for fluency improvement. After-reading strategies like summarizing, retelling, answering comprehension questions, recognizing sequence, comparing and contrasting, identifying and interpreting meaning are employed for comprehension instruction.

ICanRead makes use of the DIBELS Oral Reading Fluency (DORF) third grade student materials. The DORF standardized passages are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Good, R.H., & Kaminski, R. A. (Eds.) (2002).

ICanRead is implemented five days a week, for 45 minutes daily in 6 weeks. These result to 30 intervention sessions per student. It utilizes individualized reading instruction recognizing its efficacy for struggling

readers than using larger group instruction (Swanson and Hoskyn, 1998; Vaughn, Gerten and Chard, 2000; Scammaca et al., 2007; Eurydice Network, 2011, cited in Nugent, Mary, Gannon, Lucy, Mullan, Yvonne, O'Rourke, Diarmuid, 2012).

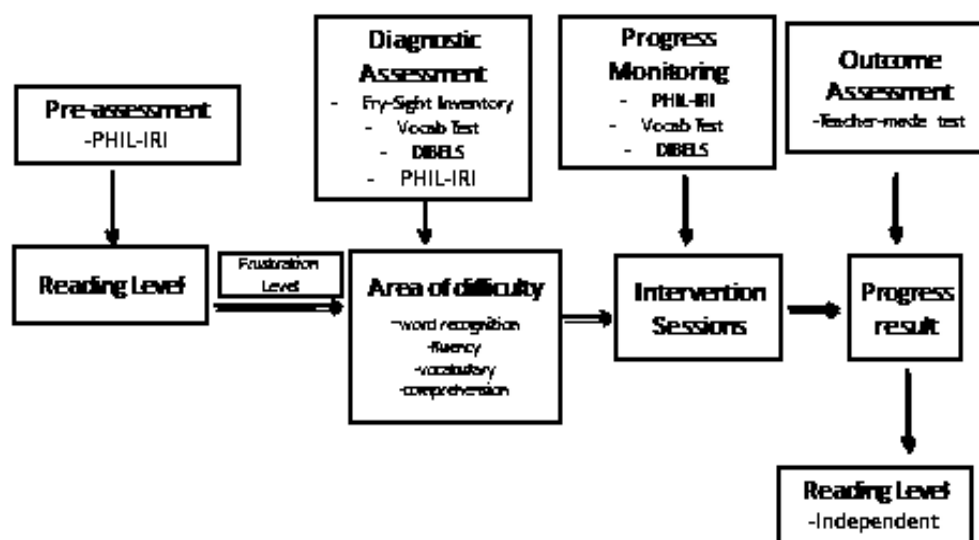


Figure 4: Assessment and Instruction Procedure

Figure 4 shows the assessment and instruction procedure of the intervention program. First step, the students need to undergo pre-assessments on the essential reading elements to determine their reading levels (table 4) and skills where they demonstrate difficulty as the basis of the intervention. The instrumentations for measuring reading levels and areas of difficulty are the Philippine Informal Reading Inventory (PHIL-

IRI), Fry Sight-Word Inventory, Cloze Test, Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency. Further, diagnostic test and progress monitoring are administered for systematic assessment of the students' achievements. Word recognition, vocabulary, and comprehension level are assessed through the Philippine Informal Reading Inventory (PHIL-IRI) computations (tables 2 & 3) and sets of criteria. The DIBELS Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. It is used to measure and assess the fluency level of the readers. With DIBELS Oral Reading Fluency student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate (Good, R.H., & Kaminski, R. A. (Eds.) 2002). An outcome assessment or measurement is done using the teacher-made 20-item-multiple choice test before and after the treatment. The students are instructed to read the reading passages, one at a time, answer the questions by circling the correct choice. The content of the reading intervention program and samples of lessons are included in the appendices (see Appendix I, Appendix J and K).

3. Evaluate the reading intervention program through experts' validation and try-out.

a. Experts' Validation

Three (3) experts evaluated and validated the reading intervention program for content and face validity. They validated the reading intervention program with the following criteria (Table 8) that describe the program: 1) Goals and Objectives, 2) Instructional Programs and Materials, 3) Assessment, 4) Instructional Time.

Table 8: Content and Face Validation

Criteria	Evaluator		
	1	2	3
Goals and Objectives			
Goals and Objectives are clearly defined and measureable at the grade level.	✓	✓	✓
They are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading.	✓	✓	✓
They guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).	✓	✓	✓
Instructional Programs and Materials			
The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e. word recognition (phonemic awareness, phonics), fluency, vocabulary, and comprehension).	✓	✓	✓
The text and text complexity are appropriate for the reading level of students	✓	X	✓
Material cultivates student engagement in reading text carefully.	✓	✓	✓
Material includes questions and tasks that require students to analyze information and evidence focused on the meaning of texts	✓	✓	✓

The content is aligned with foundational reading skills for the grade.	✓	✓	✓
Assessment			
Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	✓	✓	✓
Instructional Time			
A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	✓	X	✓

All the experts gave suggestions and comments which were taken into consideration for the improvement of the reading intervention program. Positive remarks included are; the goals and objectives suit to the needs of the students, the program is very meaningful, it serves as a guide to assess learners by their capability to read and to help them improve themselves in reading, the goals successfully adapt to the curriculum program design. On the other hand, comments and suggestions were made, such as some passages are not within the schema of the learners, most of the selections included feature complex vocabulary for the target learners, the passages are very difficult for the struggling students to comprehend, short duration of intervention (only 6 weeks), and goals are immeasurable in 45 minute-sessions.

The researcher reviewed the reading intervention program based on the suggestions of the experts and made some improvements. The passages which were not within the context of the learners were removed

and replaced with more appropriate texts. Included in the program are activities and strategies that expand and understand vocabulary words. The passages were appropriate to the grade level because they were derived from the Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency (DORF) third grade student materials which are standardized based on the program of research and development of Curriculum-Based Measurement of reading. The researcher maintained the duration of the reading intervention program which is 6 weeks, 45-minutes daily in five days. It is based on the concept of ‘little and often’ (Rose, 2009 cited in Nugent et al., 2012) wherein short and intensive interventions, with daily, targeted support appear to be more effective than longer term interventions (Nugent et al., 2012).

b. Try-Out

The proposed reading intervention program was tried-out to the four (4) third grade students from a private school in Taytay, Rizal namely, Riley, Alphameg, Zeemir, and Martha. These four student participants were assessed and identified to have difficulty in the different reading skills: Martha on vocabulary, Alphameg on word recognition, vocabulary, and fluency, Riley and Zeemir both on word recognition, vocabulary, fluency, and comprehension. The try-out was done to evaluate the efficacy of the program in helping the struggling readers gain

proficiency in reading. The try-out was held from April 9, 2018 to May 18, 2018, five times a week for 45 minutes each session. The study was conducted for a total of 6 weeks and resulted in 30 sessions of intervention per student. The intervention was implemented through individualized instruction. The researcher-facilitator implemented the instructional practices/ activities as indicated in the reading intervention program for each session which include Get Ready, Read Aloud, and Reading Skills Boost (Appendix I). The students took the 20-item-multiple choice test on four reading passages before and after the intervention. The test was developed by the researcher which includes questions on word recognition, vocabulary and comprehension check and was utilized for the pre and post measurement of the study.

Table 9: Word Recognition

<i>Name</i>	<i>Before Treatment</i>		<i>After Treatment</i>		<i>Percentage Change</i>
	<i>Score in Percentage</i>	<i>Level</i>	<i>Score in Percentage</i>	<i>Level</i>	
Riley	89.3	Frustration	95.9	Instructional	6.6 % increase
Alphameg	87.7	Frustration	97	Independent	9.3 % increase
Zeemir	82.1	Frustration	98	Independent	15.9 % increase
Martha	94.4	Instructional	100	Independent	5.6 % increase

Table 10: Comprehension

<i>Name</i>	<i>Before Treatment</i>		<i>After Treatment</i>		<i>Percentage Change</i>
	<i>Score in Percentage</i>	<i>Level</i>	<i>Score in Percentage</i>	<i>Level</i>	

Riley	80	Independent	100	Independent	20 % increase
Alphameg	100	Independent	100	Independent	-
Zeemir	60	Instructional	100	Independent	40 % increase
Martha	100	Independent	100	Independent	-

Table 11: Vocabulary

Name	Before Treatment		After Treatment		Percentage Change
	Score in Percentage	Level	Score in Percentage	Level	
Riley	80	Independent	100	Independent	20% increase
Alphameg	80	Independent	100	Independent	20% increase
Zeemir	80	Independent	100	Independent	20% increase
Martha	100	Independent	100	Independent	-

Table 12: Fluency

Name	Before Treatment		After Treatment		Percentage Change
	Score in Percentage	Level	Score in Percentage	Level	
Riley	89.2	Frustration	94.8	Instructional	5.6 % increase
Alphameg	89	Frustration	95.8	Instructional	6.8 % increase
Zeemir	83.6	Frustration	98.5	Independent	14.9 % increase
Martha	94	Instructional	100	Independent	6 % increase

The results of the pre and post measurements of the study shown in Tables 9, 10, 11 and 12 were computed using the percentage change formula to determine if there is a progress in the participants' reading skills through their scores that could help evaluate the efficacy of the **ICanRead** intervention program. The results of the computations are not intended to show statistical significance since the sample size is too small and it is intended specifically for this study only.

Table 13: One Minute Probe- words correct per minute (WCPM)

Student Name	Fluency (<i>One Minute Probe- words correct per minute (WCPM)</i>)		WCPM Growth
	Before Treatment	After Treatment	
Riley	25	55	30
Alphameg	81	93	12
Zeemir	41	67	26
Martha	85	120	35

One-minute fluency assessment was also conducted as the students read the passage on fluency before and after the intervention. The students' scores are shown in Table 13: Riley got a WCPM growth of 30; Alphameg got an increase of 12; Zeemir had 26 WCPM increase; and Martha 35. The scores show that the students have improved in their reading fluency as their scores got higher after the treatment.

Table 14: Students' Try-out Evaluation

Criteria	Pupil				% of Yes	% of No
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
1. Willing to participate in the program.	Y	Y	Y	Y	100	0
2. Attends the reading session regularly with eagerness and joy.	Y	Y	Y	Y	100	0
3. Aware of my reading goals in participating in the program.	Y	Y	Y	Y	100	0
4. Setting promotes students' engagements for the entire session (location, room)	Y	Y	Y	Y	100	0
5. The reading activities are appropriate and attainable	Y	Y	Y	Y	100	0

6. The teacher's instructions are clear.	Y	Y	Y	Y	100	0
7. Understands the texts and able to answer the questions with confidence	Y	Y	Y	Y	100	0
8. Session length is appropriate	Y	Y	Y	Y	100	0
9. Known to self that there are improvements in one or two reading skills	Y	Y	Y	Y	100	0
10. Developed the love for reading	Y	Y	Y	Y	100	0

Table 15: Parents' Try-out Evaluation

Criteria	Parent Evaluator				Weighted Mean	Interpretation
	1	2	3	4		
1. The pupil attends the reading session regularly with eagerness and joy.	4	4	4	4	4.0	Strongly Agree
2. The pupil shows willingness to participate in the program.	4	4	4	4	4.0	Strongly Agree
3. The pupil is aware of his/her reading goals in participating in the program.	4	4	4	4	4.0	Strongly Agree
4. Setting promotes students' engagements for the entire session (location, room).	4	4	4	4	4.0	Strongly Agree
5. The content is aligned with foundational reading skills for the grade.	4	4	4	4	4.0	Strongly Agree
6. The text and text complexity are appropriate for the reading level of students	4	4	4	4	4.0	Strongly Agree
7. A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	4	4	4	4	4.0	Strongly Agree
8. The instructional program and materials provide explicit and systematic instruction on critical reading.	4	4	4	4	4.0	Strongly Agree
9. The pupil is engaged and responsive.	4	4	4	4	4.0	Strongly Agree
10. Improvements in one or two reading skill are evident on the pupil.	4	4	4	4	4.0	Strongly Agree

Try-out evaluations were also accomplished by the four student participants and their respective parents. The evaluation forms (Appendix G & H) aim to assess the proposed reading intervention program through the behavior and feedbacks coming from the students' and parents' experiences and observations. The parents were also provided with copies of the description of the program as basis of evaluation. The criteria were read and explained to the children before marking their forms. Tables 14 and 15 present the try-out evaluation results from the students and parents. The students draw a happy face (☺) for 'yes' and sad face (☹) for a 'no'. The parents indicated their ratings by checking the number of their corresponding response (Strongly Agree – 4, Agree – 3, Disagree -2, Strongly Disagree – 1) to a criterion. All the four students marked all the criteria with a 'yes' (☺). The parents checked #4 expressing their strong agreement with all the criteria presented in their evaluation form.

Discussion

In order to help struggling readers, it is important to identify their reading level and determine their skills where they demonstrate difficulty. Students who fall in the frustration level are those who need extra reading instruction (Allington, 2006) in order to cope up. Riley, Alphameg, Zeemir, and Martha were some of the students who were placed at the frustration level of reading and became the student participants in this

study. The National Reading Panel in 2000 identified phonemic awareness, phonics, fluency, vocabulary, and comprehension as the five key skills vital to the total reading proficiency of a student. A student falls in the frustration level when he or she has difficulty in one or more of the mentioned reading skills.

Though Martha had just one skill of difficulty which is the vocabulary, it still affected her total reading achievement. She tended to guess the meaning of words and didn't use context clues to choose the correct meaning of the words. However, she recognized and read the words quickly and that would result to her fluent reading of the passages. Alphameg received low scores on word recognition, vocabulary, and fluency. She often slowed when trying to sound individual words she could not recognize automatically. Her low scores in fluency could be attributed to her low level on word recognition skills. Riley and Zeemir both scored low in all the reading skills, though each of them got different scores in each reading skill. This situation brought Riley and Zeemir to read words and texts slowly and laborious, without correct phrasing, and less comprehension.

It was from this result that the proposed reading intervention program was designed and developed. ***ICanRead*** was conceptualized to

address the needs of these struggling readers through including activities which follow the elements of an effective reading instruction (National Reading Panel (NRP), 2000): word recognition (phonics and phonemic awareness), fluency, vocabulary, and text comprehension. These elements are integrated within the three main parts of the program which are Get Ready, Read Aloud, and Reading Skills Boost (Appendix I).

The researcher-facilitator tried-out the program to Riley, Alphameg, Zeemir, and Martha. It was implemented individually to give more focused time on what is needed to improve (Barbe, 1965), specifically on their identified area of difficulty. Each student was given the opportunity to read at his own level as he /she was being guided with reading instructions indicated in the program. ***ICanRead*** aimed to guide, teach, and support struggling readers to improve their reading level, not to give activities and evaluate performance and label them according to their ability. It is to help guide the children through the learning process and enable them to do things they cannot do on their own until they can do it by themselves.

The purpose of the 'Get Ready' part is to activate the prior knowledge or schema of the learner by looking at what is already known about the passage. Through this reading activity, the student can learn

new information as he/she connects the text to information already stored in his/her head (Rumelhart, 1980). Riley, Zeemir, Alphameg, and Martha, through this part of the reading intervention program, have learned to use their schema to have initial understanding of the text. By checking their prior knowledge, they would start to think of related words included in the text. And when the time they would actually encounter those words, they would use their schematic cueing system to read and understand the text. One example is when each of them went through Lesson 3 entitled Colors of the Rainbow (Appendix K). One activity in the “Get Ready” part was listening to a riddle that went like this, *“Violet, indigo and blue, red, yellow, orange and green. At the end of this object a pot of gold can be seen. What is this?”* then each of them answered ‘rainbow’. So whenever they read the word ‘rainbow’, they did it quickly as well as the names of the rainbow colors present in the text. They have enhanced their prediction skills and motivated them to go further with the passage and read.

The ‘Read Aloud’ part provides opportunities for the student to develop and enhance the listening skill as the passage is read to him/her by the teacher. Listening is a very important factor in learning to read. When a learner hears a word from a story it will add to his/her vocabulary bank and when he/she encounters the word on a written text then he/she would

associate it and be able to decode and read. It is also in this part of the reading intervention program that the events in the story, characters, and emotions presented are discussed. After listening to the passage, the student reads and would apply what he/she would have heard from the teacher. The teacher listens and records the unknown and difficult words.

When asked to read the text *Color of the Rainbow*, Riley, Zeemir, and Alphameg have an idea on how to decode some words they hardly recognize because they have heard it first from the teacher.

The third main part of the program is the ‘Reading Skills Boost’ wherein the reading skills are being enhanced. It is in this part of the program that the researcher-facilitator put more emphasis on the specific needs of the four student participants.

Different strategies for word recognition like sight word reading, word flashcards, spelling, and cards for games are being utilized. Riley, Zeemir, and Alphameg were assisted with the unknown words from the passage that were noted during the Read Aloud part. One sample is with Riley. He struggled recognizing the words *decided, choose, shiny, sunset, clouds, ocean, bubble, meadow, dance, breeze, applesauce, climbing, special, almost, and anyone*. After the researcher-facilitator have noted these difficult words for Riley, she wrote them on flashcards and helped

Riley read the words by assisting him sound and blend the letters to form the word. Same strategy was applied to Zeemir, Alphameg, and Martha. It is also in this part of the reading intervention program that the vocabulary is expanded through the use of different vocabulary testing techniques like cloze test, matching, sentence completion, odd one out, dictation, and definitions. In Lesson 3 with the passage *Colors of the Rainbow*, each of the student participants tried to find the odd word from the given words derived from the passage:

1. *red, yellow, green, blue, candy, purple*
2. *clouds, sky, ocean, rainbow, sun, moon*
3. *trees, grass, flowers, ice crea*

Each of them got the correct answers with the same reasons of choosing their answer. For #1 each of them said that ‘candy’ is the odd word because it is not a color while red, yellow, blue, and purple are colors. For #2, ‘ocean’ is the odd word because it is not found up in the sky, and for #3, ‘ice cream’ is the odd word because it is not a part of plants or kind of plant. The students learned how to analyze and understand words through testing vocabulary activities like the mentioned above. Echo reading and repeated readings are included on this part of the program for fluency improvement. During the echo reading, the researcher- facilitator read a

line of the text aloud and student read it back matching the facilitator's emphasis and fluency. During the repeated reading, each of the student participants read the same passage a number of times and they were timed. These two fluency activities allowed Riley, Zeemir, Alphameg, and Martha to practice the words they found difficult during the 'Read Aloud' part. After-reading strategies like summarizing, retelling, answering comprehension questions, recognizing sequence, comparing and contrasting, identifying and interpreting meaning are employed for comprehension instruction. Riley, Zeemir, Alphameg, and Martha learned how to construct meaning through the different comprehension strategies. See Riley's work below on comprehension (Figure 5). He was able to describe the rainbow on his own words and accomplished the second activity. That was how he has understood the passage, likewise with Zeemir, Alphameg, and Martha.

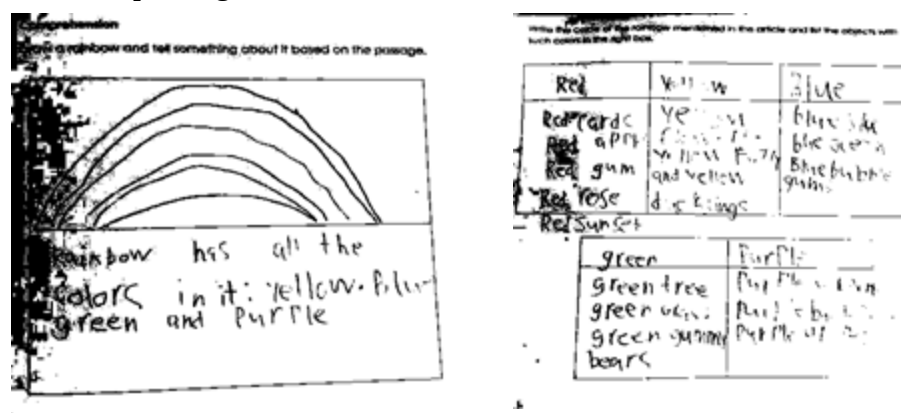


Figure 5: Riley's works on Comprehension

Each activity included in the reading intervention program was implemented with the researcher-facilitator's guidance and assistance, patiently and explicitly. Scaffolding (Vygotsky, 1978) and explicit reading instruction (Miller, 2002) should be given more to students like Riley, Alphameg, Zeemir, and Martha. Each session became very meaningful to the children as they enjoyed the attention given to them. The researcher-facilitator followed the gradual release of responsibility model (Pearson and Gallagher 1983) wherein the student learns how to do something through explicit modeling of the significant others around him/her like the teacher. For example with the learning experiences included in ***ICanRead*** reading intervention program, the researcher-facilitator modeled first and explained the strategy to Riley, Zeemir, Alphameg, And Martha, then employed the guided practice where the teacher gradually allowed the student to complete his/her tasks with her assistance.

The four students demonstrated growth and improvements in the identified skills where they found difficulty after the intervention. Zeemir made a significant progress in word recognition with a 15.9 % increase. His comprehension score was improved to 40% increase. He gained 20% increase in vocabulary and 14.9 % increase in fluency. Even in the WCPM exercise, Zeemir made 26 WCPM growth. Just like Zeemir, Riley gained

higher scores in all the reading skills after the intervention. He showed improvements in word recognition with 6.6 % increase, his comprehension was raised to 20%, his vocabulary gained 20% increase and his fluency score displayed 5.6 % increase. Alphameg demonstrated improvements in her areas of difficulty; word recognition 9.3% increase, vocabulary and fluency 6.8% increase as shown in her scores, same with Martha who gained higher scores after the treatment including their WCPM gained scores. The students demonstrated growth in their reading assessments.

Intervention programs make a difference. It can increase reading skills for poor readers (Armbruster, Lehr, and Osborn, 2001). It hinders reading failures and stops the phenomenon called Matthew Effect (Stanovich, 1986) for less proficient readers. Matthew effect describes a situation wherein poor readers become poorer (Rasinski, 2004), and they are less likely to want to read if not given guidance and extra support. Intervention helps struggling readers gain reading proficiency, and it encourages them to read and learn more. The content of the intervention program significantly contributes to its efficacy. The instructional activities should meet the needs of the students. The improvements achieved by Riley, Alphameg, Zeemir and Martha are attributed to ***ICanRead*** intervention program. The use of literature in teaching reading

is very effective. As stated by Cullinan, 1992 (cited in De Carlo, 1995), children learn to read by actually reading. Through literature, the students are exposed to correct grammar and sentence structure and to vocabulary that is not used in everyday conversations. Good stories stimulate the appetite of children for reading, and reading to them provides a model of skillful oral reading (Anderson, Hiebert, Scott, & Wilkinson, 1985). In this study, *ICanRead* used articles, passages, and stories in teaching reading.

The results show that the *ICanRead* intervention program produced a variety of opportunities for a positive and effective experience in literacy, specifically in learning to read. Included in the program are story/ article reading aloud, listening activity, echo reading, repeated reading, word recognition strategies such as word reading, word flashcards, spelling, and cards for games, vocabulary testing techniques, and comprehension strategies. These literacy activities enabled the students to develop, enhance, and exercise their reading skills. They were given the venue to practice their schema and knowledge in construction of meaning and new information as they connect their experiences or prior knowledge to the stories read (Rumelhart, 1980). Also, the literature used in the program provided the children with models for decontextualized language. The stories read helped the students make meaning though some of the contents were not in their story schema (Dickinson, et al., 1992).

Moreover, when the students listened to stories read aloud, it helped them develop good listening practices which promoted deeper understanding of the content which improved their comprehension skills. It also provided a model of how words are correctly pronounced and passages are interpreted orally (Rasinski, 2003). During the “The Reader Reads” part, the students were given the time to read the story or passage, as well as during the Repeated Reading time. These strategies helped the students build accuracy and automaticity in reading word, develop prosody (appropriate use of phrasing and expression) and improve fluency (Rasinski, Timothy V., 2004). Furthermore, the activities employed in the program helped the students expand their vocabulary as they are exposed to more stories and reading passages.

The students didn’t just achieve improvements in their reading by measurement of numbers, but they gained self-confidence and self-esteem, not just at the end of the intervention but during the process. This was confirmed through the try-out evaluation forms they have accomplished. It is significant to note that all of them were willing to attend each reading session with eagerness and joy. And they knew for themselves that they improved through the program. Even the parents of the students gave a high rating for the program based on their children’s experience, behavior, and progress.

The activities also enriched their feelings of success and pleasure in dealing with stories and literacy practices. As struggling readers and experiencing failures in literacy, they found a protected environment through ***ICanRead*** reading intervention program that led them to “small successes” as they dealt with the learning activities in each reading session daily for 5 days in 6 weeks

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The purpose of this study is to design, develop, and create a reading intervention program that will help Grade 3 struggling readers achieve proficiency in reading. Specifically, the study sought to achieve the following objectives: 1) identify the specific reading skill/skills where pupils need intervention, 2) design and develop the reading intervention program that will help struggling pupils improve in the identified reading skill/skills, and 3) evaluate the reading intervention program through experts' validation and try-out. The study followed the developmental research design that deals with instructional development (Richey & Klein, 2005) that includes the designing, developing, and evaluating the proposed reading program.

The student participants of the study were four third graders from a private college in Taytay, Rizal, who were placed at the frustration level in reading, namely, Riley, Alphameg, Zeemir, and Martha (not their real names). They underwent pre-assessments to identify the reading skills where they demonstrated difficulty. The result was the basis for designing the reading program. The proposed reading program was named

ICanRead. The main goal of this reading intervention program is to witness how the struggling third graders progress in word recognition, increase their vocabulary, develop reading fluency, construct meaning while reading, and achieve proficiency in reading by using effective and meaningful strategies. The program was evaluated by experts and through actual try-out. The reading intervention program was implemented and tried-out to the participants of the study for 45 minutes daily for 5 school days in 6 weeks .The students were subjected to word recognition, vocabulary, fluency and comprehension test immediately before applying the intervention and the same tests were administered immediately after the implementation.

Summary of Results

The reading skills where the four (4) participants demonstrated difficulty were determined through pre-assessment tools: Fry Sight-Word Inventory, Cloze test, DIBELS Oral Reading Fluency, and PHIL-IRI. Riley and Zeemir both found difficulty in word recognition, vocabulary, fluency and comprehension. Alphameg got frustration level on word recognition, vocabulary, and comprehension. Martha got frustration level in vocabulary. The ***ICanRead*** was created based on the needs of the students. To help the students gain proficiency in the identified reading skills where they demonstrated difficulty, ***ICanRead*** includes activities

which follow the elements of an effective reading instruction (National Reading Panel (NRP), 2000): word recognition (phonics and phonemic awareness), fluency, vocabulary, and text comprehension. These elements are integrated within the three main parts of the program which are Get Ready, Read Aloud, and Reading Skills Boost. The ***ICanRead*** was evaluated through experts' validation and try-out. The experts validated the reading intervention program with the following criteria: Goals and Objectives are clearly defined and measureable at the grade level; they are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading; they guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions); the instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e. word recognition (phonemic awareness, phonics), fluency, vocabulary, and comprehension); the text and text complexity are appropriate for the reading level of students; material cultivates student engagement in reading text carefully; material includes questions and tasks that require students to analyze information and evidence focused on the meaning of texts; the content is aligned with foundational reading skills for the grade; instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide

reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways; a sufficient amount of time is allocated for instruction and the time allocated is used effectively.

The *ICanRead* reading intervention program was tried-out for a total of 6 weeks with 45 minutes session five times a week. This resulted in 30 sessions of intervention per student. The students demonstrated significant progress in their reading skills: word recognition, vocabulary, fluency, and comprehension. Their experience with *ICanRead* helped them gained confidence and boosted their self-esteem in reading.

Limitations of the Study

The study was limited to the *ICanRead* reading intervention program; therefore, this study does not assume it would result in the same outcome for other reading programs. Data collection during the try-out was limited to the four identified struggling readers, and therefore the design and content of the *ICanRead* reading intervention program were limited to address the needs of the four student participants. It is possible that other intervention programs could be used depending upon the needs of students. Another limitation of this study is with the use of instrumentation. The assessment tools and reading skills instrumentation

were selected by the researcher. Other instruments would result differently. There are no measures for statistical significance that have been documented since the reading intervention program was designed for this specific study.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The struggling readers in the study have different needs according to the reading skills where they demonstrate difficulty: one had difficulty in vocabulary, two students have difficulty in word recognition, vocabulary, fluency, and comprehension, and the last one had difficulty in word recognition, vocabulary, and fluency. It was from this result that the ICanRead Reading Intervention Program was designed. The program integrates essential components of reading (word recognition, vocabulary, fluency, and comprehension. The design of the ICanRead program includes individualized instruction which allows students the attention necessary to produce higher achievement in reading. Teacher's mediation, guidance, and support are very important for the students to have a successful, productive, and meaningful reading experience.

2. The ICanRead Reading Intervention Program was developed following the developmental research design which helped the researcher

to engage in a systematic way of identifying the content and design of the program. It was conceptualized, designed & developed, validated, tried-out, and evaluated.

3. Evaluation of the reading intervention program through experts' evaluation is necessary for its improvement and validation.

4. Reading Intervention program should have a clear and measurable goals and objectives according to the grade level. The essential elements (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading should be included. The instructional program, content, and materials should be appropriate for the reading level of students. There should be clearly specified instruments and procedures for assessing reading achievement, for measuring essential skills. These instruments and procedures should provide reliable and valid information about student performance. A sufficient amount of time is allocated for instruction and is used effectively.

5. Reading intervention programs like *ICanRead* are helpful for struggling readers to cope up and progress in reading and save them from failures.

Recommendations

Based on the results of the study, the researcher recommends that:

1. This study be replicated in developing reading programs for struggling readers from the other grade levels, like, 1st Grade to the 6th Grade

2. The struggling readers be assessed using appropriate assessment tools like the Informal Reading Inventory (PHIL-IRI), Fry Sight-Word Inventory, Cloze Test, Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) Oral Reading Fluency, to determine reading level and identify the reading skills where they demonstrate difficulty as basis for intervention for good outcomes.

3. Schools and educational leaders continue to search for reading programs that are needs-based and produce positive results.

4. Other similar researches be undertaken to a bigger population and use statistical measurements to address the stated limitations of this study.

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Appendix A

Letter of Permission to Conduct the Study

Date:

Mrs. Cleanor C. Ladia
Principal, Basic Education Department
Harris Memorial College

Dear Mrs. Ladia:

I am completing a Master's thesis at Philippine Normal University in Taft, Manila. The thesis title is, *ICanRead Reading Intervention Program for Grade 3 Struggling Readers: Initial Approximation*. It is a developmental research that relates to instructional development which plan, design and assess the effectiveness of the program.

I humbly request your permission to conduct my study in the Elementary Department of Harris Memorial College, particularly in the Grade 3 class which is under your area of authority. Due to the nature of the study, please allow me to administer the pre-assessment test and the reading intervention proper in the Grade three class. The target subjects will be given a consent form to be signed by their parents or guardians and return to the researcher.

If approval is granted, student participants will undertake the pre-assessment individually this February 2018 and the intervention proper which take 45 minutes daily/ 5 school days / 6 weeks in March to April 2018. The program results will be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Their names will not appear on the published results for this study. No costs will be incurred by either the school or the student participants.

If you agree, please sign this letter in the next page and return it to me in the enclosed return envelope. Thank you very much.

Yours truly,

LOVELYN C. BLANCO

Cc: Mr. Ronnel G. Pineda, Grade 3 Adviser

Appendix B

Letter of Permission to Conduct the Study

Date:

Mrs. Jessica B. Burgos
 OIC-Finance Director, Business Office
 Harris Memorial College

RE: Permission to Conduct Research Study

Dear Mrs. Burgos,

I am completing a Master's thesis at Philippine Normal University in Taft, Manila. The thesis title is, *ICanRead Reading Intervention Program for Grade 3 Struggling Readers: Initial Approximation*. It is a developmental research that relates to instructional development which plan, design and assess the effectiveness of the program.

The subjects of my study are the Grade 3 pupils of Harris Memorial College. In line with this, I humbly request for your permission to conduct my study at Harris Memorial College particularly to administer the pre-assessment test and the reading intervention proper in the Elementary Library.

If approval is granted, student participants will undertake the pre-assessments and the intervention proper individually or in small groups which take 45 minutes daily/ 5 school days / 6 weeks in March to May 2018. The program results will be pooled for the thesis project. If there'll be financial obligation to pay, I am willing to shoulder it.

If you agree, please sign this letter in the next page and return it to me in the enclosed return envelope. Thank you very much.

Respectfully yours,

LOVELYN C. BLANCO

Cc: Mrs. Cleanor C.Ladia, Basic Education Principal

Appendix C

Letter of Request for the Parents

Date:

Dear Parents,

I am completing a Master's thesis at Philippine Normal University in Taft, Manila. The thesis title is, *ICanRead Reading Intervention Program for Grade 3 Struggling Readers: Initial Approximation*. It is a developmental research that relates to instructional development which plan, design and assess the effectiveness of the program.

My study will be conducted in the Elementary Department of Harris Memorial College, particularly in the Grade 3 class. In connection to this, I am requesting for your permission to allow your child to participate in this study.

If approval is granted, student participants will undertake the pre-assessment and the program proper individually which takes 45 minutes daily/ 5 school days / 6 weeks in March to May 2018. The program results will be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Their names will not appear on the published results for this study. No costs will be incurred by either the school or the student participants.

Please read the attached informed parental consent for the detailed description of the study. Thank you very much.

Yours truly,

LOVELYN C. BLANCO

Appendix D

Informed Parental Consent

You are requested to have your child become a participant in my research study. Please read this form and indicate whether you give consent for your child to participate. Your child was selected as a possible participant since he/she is a third grader at Harris Memorial College. I ask that you read this form and ask any questions you may have before agreeing for your child to be in the study.

Researcher: *Lovelyn Cabansag Blanco, MAED in Reading, Philippine Normal University, Manila.*

Inquiries: The researcher will gladly answer any inquiries regarding the purpose and procedures of the present study. Please send all inquiries via email at lovelynblanco@gmail.com.

Description:

The purpose of this study is to develop and establish an effective reading intervention program that will cater to the needs of students, particularly of third graders who are not making progress in becoming proficient readers. The intention of the program is to help these students become adept in the five areas essential to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension instruction.

Procedures:

If you choose to consent for your child to participate, he/she will undertake the pre-assessment and the program proper individually which takes 45 minutes daily/ 5 school days / 6 weeks in March to May 2018. Identifying information will only be provided to the researcher. The researcher will take precautions to protect the participants' identity by not using their names in the study. The researcher will use the data and assessment results for the thesis project, publication, and presentation purposes.

Participant Benefits

There are benefits for participating in this research project. Participants may increase in overall reading achievement and become proficient readers. The outcomes of this study may assist school administrators and teachers in planning appropriate reading instruction and developing effective intervention programs. Moreover, information from this study will provide educators with valuable insight into student's motivation, attitudes, and skills needed to become a

proficient reader. This knowledge can assist them in providing a more enjoyable environment and learning experience for students in reading classes.

Confidentiality:

All data and information that will be provided for the research will be treated privately. The researcher will store all research documentation on her password-protected computer for the duration of one year and will then delete the documentation from the computer database. Any hard copies of the data will be stored in a secured filing cabinet and be torn at the end of one year. The participants' identity will remain anonymous. Their names will not appear on the published results for this study.

Voluntary Participation:

Your child's participation is totally voluntary and he or she may stop his/her involvement at any time. Your consent may be withdrawn at any time without prejudice, penalty or loss of benefits to which your child is otherwise entitled.

Contacts and Questions:

If you have question, please contact the researcher at 09172434019 or by email at lovelynblanco@gmail.com.

Statement of Consent:

I have read and understood the above information. I have been given the opportunity to ask questions and have received answers. I give my informed consent for my child to participate in the study.

Signature of parent or guardian:_____ Date: _____

Printed name of parent or guardian:_____

Child's name: _____

Signature of Investigator_____ Date: _____

Appendix E

Student Assent Form

I am doing a study on creating an effective reading intervention program for children who needs help in order to read well. I am requesting you to be a part in this study.

If you agree to be in, you are going to take pre-assessment tests on reading which includes word recognition, fluency, vocabulary, and text comprehension. Then, if based on the results of the pre-assessments that you will be included in the actual try-out, then you will undertake the program. It takes 45 minutes daily/ 5 school days / 6 weeks in March to May 2018. You can ask questions about this study at any time. If you decide at any time not to finish this study, you can ask me to stop.

If you sign this paper, it means that you have read this and that you want to be a part in the study. If you don't want to be in the study, don't sign this paper. It will be your own decision. It will be alright if you don't sign and change your mind later.

☐ YES I want to be in this study.

☐ NO I do not want to be in this study.

Your signature: _____ Date _____

Your printed name: _____ Date _____

Signature of the Researcher _____ Date _____

Appendix F

Reading Intervention Program Evaluation Form

Content and Face Validation

Name:

Date of Evaluation:

Direction: Please use the following criteria to evaluate the developed reading intervention program. Kindly put a check (✓) under the corresponding response to each criterion below.

Criteria			Comments / Suggestions
Goals and Objectives	Yes	No	
Goals and Objectives are clearly defined and measureable at the grade level.			
They are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading.			
They guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).			
Instructional Programs and Materials			
The instructional program and materials provide explicit and systematic instruction on			

critical reading priorities (i.e. word recognition (phonemic awareness, phonics), fluency, vocabulary, and comprehension).			
The text and text complexity are appropriate for the reading level of students			
Material cultivates student engagement in reading text carefully. Material includes questions and tasks that require students to analyze information and evidence focused on the meaning of texts			
The content is aligned with foundational reading skills for the grade.			
Assessment			
Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.			
Instructional Time			
A sufficient amount of time is allocated for instruction and the time allocated is used effectively.			

Others Suggestions

Evaluated by:

(Signature over printed name)**Reference**

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Appendix G

Try -Out Evaluation Form (Parents)

Name: _____

The following statements describe the experiences of the pupils during/after the treatment. Based on your observation put a check (✓) under the number of your corresponding response.

Response Option

Strongly Agree - 4

Agree - 3

Disagree -2

Strongly Disagree – 1

Criteria	1	2	3	4
1. The pupil attends the reading session regularly with eagerness and joy.				
2. The pupil shows willingness to participate in the program.				
3. The pupil is aware of his/her reading goals in participating in the program.				
4. Setting promotes students' engagements for the entire session (location, room).				
5. The content is aligned with foundational reading skills for the grade.				
6. The text and text complexity are appropriate for the reading level of students				
7. A sufficient amount of time is allocated for instruction and the time allocated is used effectively.				
8. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e. word recognition (phonemic awareness, phonics), fluency, vocabulary, and comprehension).				
9. The pupil is engaged and responsive.				
10. Improvements in one or two reading skills are evident on the pupil.				

Signature over printed name

Date

Appendix H

Try -Out Evaluation Form (Pupil)

Name: _____

The following statements describe your experiences during/after the treatment. Based on your observation put a check (✓) under the number of your corresponding response.

Response Option

☺ - “yes” ☹ - “no”

Criteria		
1. Willing to participate in the program.		
2. Attends the reading session regularly with eagerness and joy.		
3. Aware of my reading goals in participating in the program.		
4. Setting promotes students’ engagements for the entire session (location, room).		
5. The reading activities are appropriate and attainable		
6. The teacher’s instructions are clear.		
7. Understands the texts and able to answer the questions with confidence		
8. Session length is appropriate		
9. Known to self that there are improvements in one or two reading skills.		
10. Developed the love for reading		

Signature over printed name

Date