

Integration of Reading Assessment: A Strategy to Improve Reading Skills of Students

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Abstract- *This research paper investigates the integration of reading assessment as a strategy to improve the reading skills of students using the Comprehensive Reading Assessment Module. A quasi-experimental design, pre-post no control group was utilized in the study. The participants of this research were the 105 students who completed the pre-and post-intervention tests. The Comprehension Assessment of Reading Strategies Module was used as an intervention to effect the change of the level of reading comprehension skills and mastery of the students. The whole module includes Comprehensive Assessment of Reading Strategies I as book on which includes ten lessons with reading passages and 12 selected response questions. Book two, Strategies to Achieve Reading Success which provides essential instructions for twelve reading strategies. Book 3, the Comprehensive Assessment of Reading Strategies II which contains reading series that assess the 12 reading strategies that are practiced in Book 1 and 2. The whole module was completed in 12 weeks time. The scale provided by the module was utilized to rate the pre-and post-intervention performance of the students. To describe the pre-and post-intervention performance of the students, means and standard deviations were computed. The significance of the difference in this investigation was determined using the t-test for dependent samples. A significant difference was noted between the pre-and post-intervention performance of the students in favour of post-intervention.*

Indexed Terms- *Reading Assessment, Reading Skills, Student Achievement, Integration*

I. INTRODUCTION

It has been said that “The man who reads is the man who leads”. As Villamin, et al. (1994) also stated, reading experts agree that reading is the golden key to the world of enlightenment and enjoyment. Also,

through reading we can reach the unreachable, climb the unclimable and see the invisible.

Reading is a valuable ingredient for blending our inner psychological world with the outer social world, and for emerging into a new universe of thought, imagination and reality.

Reading means many things to many people. It is said to be an active process where students work intensively, interacting with the text in order to create meaningful discourse. It is also considered a basic tool for learning in all subjects; but the fact that it is basic does not exempt it from being complex. It is composed of skills and abilities ranging from simple recognition of words to association of past experiences and the printed form, grasping meaning, interpreting and applying ideas gained from the printed page (Villamin, Salazar and Gatmaitan, 1987).

Reading is an all-important language skill. Since students are faced with a bombardment of information, they need to be better prepared for the demands that reading in society places on them. Understanding the role of speed in the reading process is essential especially for ESL students because they need to be able to read at a level challengeable to a native speaker of English in order to keep up with him in the academic field.

The declining proficiency in English among Filipino students is alarming. College graduates are adjudged as no longer globally competitive. The plan of restructuring the Basic Education Curriculum to ensure quality education is still flickering. Restructuring means upgrading the quality of Filipino learners in three disciplines: English, Mathematics and Sciences.

To achieve quality learning, the learners must be honed in four skills: listening, speaking, writing and

reading. One of the most important areas that should be managed by teachers is reading.

Teachers who understand that reading is a strategic process establish environments that provide opportunities for children to learn language and learn about language while they use language for a real purpose (Kaiser, 1997).

Villamin (1994) states that most of us read because it gives the pleasure of knowing, feeling, acting and learning or escaping from our individual worlds. Reading should be at as fast a rate as the material can be understood properly. A good reader will have several different reading speeds, each of which can be used appropriately in the correct way. Villamin, et al. (1994) also mentioned the research study of Wendell Holmes (1976) which described reading as reasoning. Holmes believes that the power and speed of reading can adequately explain the act of reading. The power of reading means the power to read, comprehend and apply relatively difficult textbook material.

But then, there is a common trend among the schools, colleges and universities in the Philippines. Most of our students now are not serious with reading. They read because it is required to pass the subject. It is also alarming to know that there are college students who read by syllables. Some students have the habit of reading very slowly. Some could not even read. This permits their attention to wander and encourages daydreaming; then they lose interest because of the small amount of material covered. They need special training to speed up most of their reading. Comprehension in reading is the most important aspect to consider in assessing our students on whether they are already at the threshold level of it. Comprehension has been called the teacher's bugbear. Many students achieve accuracy in recognition and pronunciation, but very few succeed in comprehension. To comprehend means to understand the meanings not only of single words and sentences but also of the interrelationships among sentences in a discourse.

Slow reading is one of the widely recognized problems faced by learners and teachers throughout the ESL/EFL world (Hamp-Lyons, 1983). It has been defined by Brown and Hirst (1983) as stated by Bell

(2001) as a “weakness independent of the purpose of reading”, involving the processing of information at such a slow rate that the reader is unable to hold enough detail in short term memory to permit decoding of the overall message of the text.

One study correlated the reading rate and comprehension levels of the freshmen students of Southern Christian College who were taking English 11 for the first semester of the school year 2005- 2006. A timed reading material and 15-item multiple choice comprehension questions were given to 60 students who were chosen through stratified random sampling with equal allocation.

Results showed that most freshmen college students have slow silent reading speed but fall either in the average or high level of reading comprehension. Silent reading speed is related to comprehension of readers, but at a low degree of relationship. Fast readers tend to have high comprehension level; and slow readers tend to have low comprehension level. The socio-demographic characteristics of the freshmen college students are not related to their reading speed but are related to their comprehension level.

Furthermore, the study recommends that Southern Christian College needs to plan an improved reading program to enhance more cognitive exposures to develop an improved reading speed and comprehension of students, and that classroom instructors need to expose students to more reading materials through motivation, assignments, and requirements.

Early reading intervention is crucial for identifying students who may have disabilities or developmental delays. Effective interventions enable teachers to address students' needs when they are learning to read (grades K-1), rather than in upper grades where struggling students may already be failing academically and frustrated about learning in general.

Early reading interventions can help children become proficient readers when teachers use them with intensive methods to reinforce individual skills. Interventions are effective because students get help in the specific area of reading that is difficult for them.

Most early interventions feature an activity, accompanied with materials, to work on a specific goal. Early reading interventions help children become proficient at skills that are necessary to become successful readers. Research proves that if children are not good readers by the end of first grade, they will continue to struggle as they progress through elementary school and beyond. The American Federation of Teachers has published a report stating that early reading intervention can improve reading ability in an estimated ninety percent of children.

According to Blair and Rupley (1983), children who experience reading problems are at a disadvantage in school and later in life. In school, they find that reading is often frustrating; it is something to avoid. As a result, such children often do poorly in other areas of learning and may also demonstrate behavior problems. If their reading difficulties are not corrected nor remediated, these children can have limited future achievements both in and out of the school.

According to Taylor, regardless of the causes for reading difficulties, classroom teachers are confronted with the task of addressing and overcoming the symptoms of the problem. The teacher plays a pivotal role in this learning process, especially in the teaching of reading. He has to know how to teach and understand the meaning and conditions that promote reading ability.

Integration of the Reading Assessment Program in the English Curriculum for Third Year High School is anchored to Eileen Kaiser's statement and belief, aside from the fact that reading is a skill essential for formal education and learning the ABCs of language, which makes the learner succeed in real life, and a test of how, in one way or the other, reading becomes instrumental in their personal success.

II. STATEMENT OF THE PROBLEM AND THE HYPOTHESIS

This Integration of the Reading Assessment Program in the English Curriculum for Grade 9 aimed to determine what skills are being learned and what skills are needed to be strengthened by the Grade 9 Junior High School students of Central Philippine University High School, Jaro, Iloilo City.

Specifically, the study sought answers to the following questions:

1. What is the pre-intervention performance of the students in the Comprehensive Assessment of Reading Strategies in English 9?
2. What is the post-intervention performance of the students in the Comprehensive Assessment Reading Strategies in English 9?
3. Is there a significant difference between the pre-intervention performance and the post-intervention performance of the students in the Comprehensive Assessment Reading Strategies in English 9?

This study attempted to test the following hypothesis:

There is no significant difference between the pre-intervention performance and the post-intervention performance of the students in Comprehensive Assessment Reading Strategies in English 9.

III. RELATED LITERATURE

This study aimed to determine the effectiveness of integration of reading assessment to increase the reading skills of the students. This section reviews the literature and studies related to investigation. This section has three (3) parts: (1) The Role of the Teacher, (2) The Importance of Reading, and (3) The Reading Strategies.

Part One, The Role of the Teacher, discusses the significant function of teachers hold in the academic institutions and cites literature on the ingredients of effective teaching and student learning.

Part Two, The Importance of Reading, discusses the process and the advantages of reading and the way to assess reading difficulties.

Part Three, The Reading Strategies, cites the literature and studies related to the reading strategies that the students need to possess in order to gain success in reading.

The Role of the Teacher

Teaching is the noblest profession and the most important profession in the world. Teaching is

especially important to the nation because teaching is building the builders of the nation. No one who is performing an important task in nation building can claim that he has not passed through the hands of a teacher or teachers. Teaching not only imparts knowledge and skills but also builds character all of which make up the nation builders, the citizens (Calderon, 1998).

When a teacher stands before the class and lectures or directs the pupils to recite, this is only small part of teaching (Calderon, 1998). The teacher acts as a second parent in school, does counseling and guidance to the students, does follow up work on the performance of students among other tasks expected of the teaching profession. A teacher also needs to be resourceful in order to make the lessons interesting to the students. One factor that has influenced the interest of students in school is the advent of computers, the internet, mobile phones with different features, are great competitors against effective learning in school. Many students may find playing on the computer more interesting than being in the classroom doing schoolwork. Their attention in class is distracted by incoming messages or emergency calls. As a result, teachers are faced with the challenge of making lessons attractive and interesting to the students of the “internet generation.” This makes the teacher a very important person and it must follow that he or she must be a good teacher (Calderon, 1998).

However, effective instruction is not just good teaching. Otherwise, the best lectures and lessons could just be captured on video tapes and shown to the students (Slavin, 1994). Good and effective teaching demands a lot of effort in the presentation of the lesson.

The Good and Brophy Model (Castillon-Boiser, 2000; Ornstein, 1990) enumerated the ingredients to effective teaching and student learning. First, the teacher should possess knowledge about the content and ways of teaching. Teachers are expected to be knowledgeable about their subject matter and how to present the lessons in a lively fashion to sustain the interest of the students. The Metlife survey on the American Teacher revealed that 25% of the students who participated identified the teacher’s knowledge of the subject area as the second most important in their

role as teachers. This finds support in Calderon (1998) who said that teachers should master the content of their subject matter and have a variety of strategies, approaches, techniques, and tools of teaching. These concepts are mentioned in the next ingredient of teaching.

There should be variety in the use of teaching and media. Gregorio (1960) and Rozycki (1999) said that the variety of teaching is a means to an end. That is, to accomplish the aim of learning situations. “Variety is the spice of life”, as the saying goes- the spice of lessons also, because variety can enhance both teaching effectiveness and student achievement (Sadker & Sadker, 2005). Thus, it is the role of the teacher to facilitate efficient learning by coming up with appropriate strategies to challenge the students to learn and think critically. Classroom activities must also match that of the subject matter.

Sadker and Sadker (2005) said that variety alone will not produce achievement but connections must be made or variety will be reduced to mere activity. However, variety will accommodate the different learning styles. Some students might miss what is said in a lecture (not being an auditory learner), but easily understand lessons when pictures are shown (because visual connection is clear). This view finds support in Gardner’s growing inventory of multiple intelligences. With the advent of modern technology and devices, one can almost do anything by touching the keypads of the computer. Relevant outlines, visual aids, activities, video clips can be conveniently organized, and programs and illustrations can be downloaded via the World Wide Web, This means that there is an increasing area of media resources for teachers and students.

The third is monitoring classroom activities. Teachers are to see to it that students are engaged in the class (Castillon-Boiser, 2000). Engaged time is the time a student spends attending to academic tasks or content such as intently listening to a lecture, participating in a class discussion, writing an essay, reading stories, or solving math problems (Ornstein, 1990; Sadker and Sadker, 2005). The idea is that when the students are working on their tasks, there is little opportunity for discipline problems to arise and student achievement

increases (Castillon-Boister, 2000); Sadker and Sadker, 2005).

Next is that the students are accountable for learning and accepting responsibility for student learning. College students feel empowered to do tasks assigned to them. Their creativity can be maximized given the chance. When they are given the responsibility, they are likewise given “ownership” of the task, making them feel accountable for the outcome of their work.

This followed by the realistic expectations with the students’ abilities and behaviors. The level of difficulty and the coverage of work given to them provide them a sense of accomplishment. In contrast, overwhelming them with too great a task may decrease their motivation.

Providing appropriate feedback, giving them praise, asking questions, and making comments are additional ingredients in the list: This view finds support in the Business Academic Approach (Castillon-Boister, 2000). One of this model’s major categories is to give feedback to the students to enhance academic monitoring. It is important that teachers pay careful attention to the completion of classroom and homework or assignments. Feedback provides a clear blueprint for improvement (Sadker and Sadker, 2005). This helps the students recognize their mistakes or weaknesses and correct them. In contrast, if students are merely told that an output is wrong and nothing more, they are not offered any strategies for improvement. Student achievement will likely increase when students get clear, specific, and positive feedback (Sadker and Sadker, 2005). On the same study of MetLife Survey, 27% of the students rated “teaching individual students according to their different needs and abilities” should be the topmost aspect of teachers’ roles but it is not being practiced as much as it should (Sadker and Sadker, 2005).

Providing appropriate praise should not be neglected. This idea is supported by J.B. Watson’s and B. F. Skinner’s Operant Conditioning. When rewards are given, such as praise, the student will tend to strive better as a result. Jere Brophy suggested the following praise: praise must be specific, sincere, lets the students know about their competence and importance

of their accomplishments, and is attributed to their ability or effort. (Ornstein, 1990).

The Importance of Reading

Reading is the basic foundation on which academic skills of an individual are built. The education system knows this fact very well, and hence ‘it’ is given a top priority in primary education. Many believe that reading is an apt measure of a person’s success in academics. Most of the subjects taught to us are based on a simple concept - read, synthesize, analyze, and process information. Although a priceless activity, the importance of reading has been deteriorating rapidly. One of the prominent causes for this is the technology boom, wherein you can get whatever information you need with just a click!

Reading, however, doesn’t mean making it through your school texts to clear the approaching tests. Neither is it restricted to educational purposes only. You can read almost anything including encyclopedias, novels, dailies, magazines...the list is pretty long, but that hardly matters, as long as you like doing it. Whether you like fiction or non-fiction is not important, but whether you like reading or not is! Sadly, however, people nowadays seem to have totally lost interest in this activity. Children are too busy with their computer games and television, whereas adults are glued on to their computer screen, amassing the wealth of knowledge through Internet search engines. Reading does have its loyal fan following, but the fan base is rapidly decreasing.

The right time to inculcate good habits and values in a person is his childhood. With so many advantages to its credit, reading has to be inculcated in children at a young age.

The biggest difference between reading a book and watching a movie is the scope to unleash your own creativity. In movies, the concept is conceived by the writer and director and presented before you in a specific form. On the other hand, the writer does conceive the concept of the book, but you are also given ample freedom to unleash your creative thinking and power of imagination. Reading a book is in itself an exercise to sharpen your creative thinking skills, whilst you broaden your horizons. An individual not

so keen on learning history is bound to take some interest in the subject after reading the biography of Abraham Lincoln or Theodore Roosevelt.

The foremost requirement here is that the parents themselves understand the importance of reading at home. If they themselves don't know why reading is important, it won't be possible for them to inculcate this habit in their children. One can understand that people have become very busy with their day-to-day work, but that's not an excuse for neglecting your children or not stressing on the importance of reading for children. Surprisingly though, we also seem to have forgotten the importance of reading the Bible and other religious texts. Reading religious books also helps inculcating good values in children. These books help us in knowing about the Almighty and how He wants us to live our life. Reading the Bible doesn't just help us to become a better person in life, but time and again helps us by showing us the right path. Technology has seemingly made the means of amassing knowledge easier, wherein you can sit at your home and find out about everything happening in the world.

Reading yields great benefits is a fact which cannot be questioned by anyone. This is the reason one has to understand the importance of reading and writing, and be well versed with these activities. In this world of competitiveness, it's always advantageous to amass vast knowledge, and there is no better way to do so, other than reading. So, it's high time you find a cure for bibliophobia - fear of books, especially thick books, and dive into the world of literature or whatever you like to read.

The Reading Strategies

Reading skills and strategies enhance the child's ability to comprehend various concepts with immense ease. It develops critical thinking skills in children by making them think, instead of spoon feeding them. Understanding the concept and critical thinking are the two important qualities of a successful individual. Other than this, reading also improves the person's vocabulary, command on the language, and communication skills. Trends show that children who read are able to concentrate on their lessons more properly than those who don't. More importantly, good reading skills are directly related to good writing

skills. A person who doesn't read will always experience a dearth of words when it comes to writing.

The reading strategies that the students need to develop are: finding main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language, and summarizing.

One of the benefits of mastering these reading strategies is that students will become successful in their lives because reading is the basic foundation on which academic skills of an individual are built.

IV. METHODOLOGY

Research Design

In this pre-intervention-post-intervention study, the researcher utilized integration of reading assessment in the English Curriculum of the Grade 9 Junior High School using the commercialized Strategic Steps to Reading Success materials which is designed in accordance with the principles of Understanding by Design. These materials are designed to diagnose, teach, practice, and assess the reading skills and identify the level of mastery for the twelve reading strategies. Instructional materials for the twelve reading strategies are given and they use a step-by-step approach which provides practice with self-assessment to achieve reading success.

The reading assessment materials are composed of 4-step reading program. The first tier of the program is Comprehensive Assessment of Reading Strategies, a diagnostic reading series that allows the teacher to identify and assess a student's level of mastery in each of the 12 reading strategies. The second tier is Strategies to Achieve Reading Success which provides remediation for strategies in Comprehensive Assessment of Reading Strategies. Extensions in Reading Series is the third tier of the program which extends concepts developed in Comprehensive Assessment of Reading Strategies II which is the fourth tier of the program, is for use after students have been diagnosed with Comprehensive Assessment of

Reading Strategies and have been instructed with Strategies to Achieve Reading Success or the Extensions in Reading Series.

Participants

The participants of the study were the 105 students in English 9 who completed the pre and post-intervention assessment tests in the different strategies.

Data Gathering Instrument

The Comprehensive Assessment of Reading Strategies I which is the pre-intervention test was used by the researcher to diagnose by identifying the student's level of mastery for each of 12 reading strategies and by developing effective practices with self-assessment and goal-setting.

Data Collection Procedure

After the students had answered the pre-intervention assessment test, their papers were checked and their level of mastery was identified. The result of the pre-intervention test was discussed to them showing them the level of mastery they had in each reading strategy. The strategies that they did not master yet should be given emphasis through the reading package which would be given to them as remediation or intervention so that they would be able to master all the strategies of reading at the end of the school year. To check their mastery at the end of the school year, they were given the post-intervention assessment test.

The Intervention

The Strategic Steps to Reading Success materials are designed to diagnose, teach, practice, and assess the reading skills and identify the level of mastery for the twelve reading strategies. Instructional materials for the twelve reading strategies are given and they use a step-by-step approach which provides practice with self-assessment to achieve reading success.

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Reading Series is the third tier of the program which extends concepts developed in Comprehensive Assessment of Reading Strategies II which is the fourth tier of the program, is for use after students have been diagnosed with Comprehensive Assessment of Reading Strategies and have been instructed with Strategies to Achieve Reading Success or the Extensions in Reading Series.

Each student has a module for reading assessment. The whole module includes the 4-step Reading Program namely: Comprehensive Assessment of Reading Strategies (CARS) as book one, Strategies to Achieve Reading Success (STARS) as book two, Comprehensive Assessment of Reading Strategies Extensions in Reading (CARS Extensions in Reading) as book three, and the Comprehensive Assessment of Reading Strategies II (CARS II) as book four. Book 1, Comprehensive Assessment of Reading Strategies (CARS) will first be read and answered by the students.

In Comprehensive Assessment of Reading Strategies (CARS), students practice the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying the Author's Purpose
- Interpreting Figurative Language
- Summarizing

Each student book contains:

- ten lessons; each lesson provides a reading passage and 12 selected-response questions
- three self-assessment forms for students; students' complete Self-assessment 1 after lessons 1-5 and Self-assessment 2 after lessons 6-10; if students work on lessons 1-10 without a break after lesson 5, they only complete Self-assessment 3

- an answer form; students use the Answer Form to record their answers.

The students have to complete one lesson each week for five weeks and then complete Self-assessment 1. The first book takes ten to twelve weeks to complete. The students should complete their self-assessment for lessons 1-5 and lessons 6-10 within one to two days completion of lesson 5 and lesson 10 respectively. If necessary, the teacher may provide individual conferencing before the student completes the remaining five lessons and Self-assessment 2.

Each of the ten lessons requires 45 minutes for completion, correction, and discussion. Each student self-assessment requires about 20 minutes to be completed.

The teacher can pause and focus on the question types and strategies before students move on to the next lesson. The teacher will read the reading passage aloud or ask a student to read it. Then each strategy-based question and the answer choices should be discussed referring to the strategy descriptions in Understanding the Strategies. As the students answer each question, the teacher explains why an answer choice is correct, as well as why the remaining choices are not correct.

Because CARS is a diagnostic tool, the teacher can determine areas where an individual student needs improvement. She/he can then use the results to provide targeted remediation to specific areas of need and to place students in Strategies to Achieve Reading Success (STARS).

The completed student's self-assessment, the teacher assessments, and the Answer Form may be placed in the student's portfolio for review by reading specialists, administrators, or another teacher. As a student works through CARS, the portfolio allows teachers and parents to see the student's growth and performance over time.

The teacher may record the number of correct responses to the strategy-based questions for the entire class on the reproducible Class Performance Chart of the teacher guide. For the student, record the number of correct responses (out of 10) for each strategy. Then

total the responses to determine the overall number of correct responses for each student.

The second book in the program is Strategies to Achieve Reading Success (STARS) is a prescriptive reading series that provides essential instruction in the 12 reading strategies. This provides precise instruction in and practice of the strategies that students need to master in order to achieve reading success.

The students receive step-by-step instruction in the 12 reading strategies which are also seen in book 1. From this book, students learn how to understand and apply the 12 reading strategies. Each of the 12 strategy lessons focuses on one specific reading area. Teaching sequences use meta-cognition to lead students to understandings about the reading concepts through reading passages and questions.

Reading passages reflect a variety of genres and curriculum content areas, including:

- biographies
- narratives
- science articles
- social studies articles
- folktales
- fantasy
- book reviews
- advertisements
- journal entries
- fables
- directions

Each student's book contains 12 reading lessons. Each ten-page lesson provides instruction and practice in a specific reading strategy. Students read several passages and answer 16 selected-response questions that focus on the target reading strategy. A four-page review lesson follows each strategy lessons. (A two-page review lesson follows every two strategy lessons). Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons. Also, a twelve-page final review gives practice in the twelve reading strategies. Students read four longer passages and answer 48 selected-response questions that focus on the target reading strategies presented in the book.

Each of the twelve strategy lessons is organized into the following sections:

Part One: Think About the Strategy

This two-page preview section encourages students to activate their prior knowledge of the reading strategy to be investigated. The student enters the instructional phase with information about concepts they have already learned, as well as concepts that need further study.

Part Two: Learn About the Strategy

This two-page section introduces the target strategy by having students study information that makes them think about the strategy and how it is applied. Modeled instruction reinforces understanding of the concept. Students read key characteristics of the strategy and then answer two selected-response questions that provide practice in applying the strategy.

Part Three: Check Your Understanding

This two-page section provides text-guided instruction where students respond to two selected-response questions. Students then read which answer choices are correct and the reasons why they are correct.

Part Four: Learn More About the Strategy

This two-page section teaches new information and provides one or more additional connections with the basic strategy. Eight selected-response questions provide practice in applying the new information.

Part Five: Prepare for a Test

This two-page section helps prepare students for test items that target the strategy. Students answer four selected-response questions that follow the format of those found in CARS.

The student book also includes four review lessons, one after every three strategy lessons. Each review provides practice in the reading strategies taught in the three previous lessons. Review lessons are divided into two parts. Each part contains a reading passage and six selected-response questions, two for each of the strategies being reviewed.

The final review provides practice in the 12 reading strategies explored in the student's book. The final review is divided into four parts. Each part contains a

reading passage and 12 selected-response questions. The questions follow the format of those found in CARS. In all, the final review includes 48 selected-response questions, four questions for each strategy.

The students read the selections and answer them by recording their answer to part one on a separate paper or directly in the student book. The answer to part one are agreed upon during partner or all-class discussions. Students record their answers to parts two-five on the reproducible answer form found on the teacher guide. Students may also record their answers directly in the student book.

For best results, correct each strategy lesson orally with students immediately following its completion. Explain concepts that students do not understand. Encourage students to participate in a discussion about the targeted strategy and how to apply it in everyday life experiences.

The third book, *Extensions in Reading* is a reading comprehension program. It gives a step-by-step instruction and thorough practice to support students as they develop into strategic, thoughtful, and confident readers.

Students are guided in applying reading strategies used by successful readers. Students fill in graphic organizers as they learn how each strategy connects to ideas and information in texts.

In *Extensions in Reading*, students work with the following 12 reading strategies and graphic organizers:

- Finding main idea (problem solution map)
- Recalling facts and details (timeline)
- Understanding sequence (sequence chain)
- Recognizing cause and effect (cause-effect diagram)
- Comparing and contrasting (Venn diagram)
- Making predictions (plot-line prediction diagram)
- Finding word meaning in context (context clue chart)
- Drawing conclusions and making inferences (conclusions/inferences diagram)
- Distinguishing between fact and opinion (fact/opinion chart)

- Identifying author's purpose (author's purpose questionnaire)
- Interpreting figurative language (figurative language chart)
- Summarizing (5Ws web)

Book four is a reading series that assess the 12 reading strategies that are practiced in Book 1-3. It allows the teacher to identify and assess a student's level of mastery for each of 12 reading strategies. It is used after the students have been diagnosed using Book 1 and have been instructed using Book 2 & 3. This book contains five lessons which include reading passages in variety of literary genres. Each lesson provides a two-page reading passage and 12 selected-response questions. Each question focuses on a specific reading strategy. It is used after the students have received remediation in any or all of the strategies for which they were diagnosed to have difficulty after using the Comprehensive Assessment of Reading Strategies.

Data Analysis Procedure

The data gathered for this study were subjected to appropriate computer-processed statistics.

Mean: The score that was obtained was used to describe the pre- and post-intervention mastery of the students of the twelve reading strategies in English 9.

Standard Deviation: In order to determine the students' homogeneity or heterogeneity in terms of their performance, the standard deviation was used.

T-test. To determine significance of the difference between the pre-and post-intervention mastery of the students of the twelve reading strategies, the t-test for dependent sample set at .05 alpha level was utilized.

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