

BIBLIOGRAPHY

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ABSTRACT

This study determined the oral reading levels of Grade III pupils in Tinoc, Ifugao using Dolch Basic Sight Words; the oral reading word recognition levels of Grade III pupils in Tinoc, Ifugao using Philippine Informal Reading Inventory; the oral reading comprehension levels using Philippine Informal Reading Inventory; and the compensatory reading strategies employed by Grade III teachers in Tinoc, Ifugao.

Findings showed that there were no significant differences between the pre-test and post test in oral reading levels using the Dolch Basic Sight Words. There were highly significant differences between the pre-test and post test of the Grade III pupils in oral reading word recognition levels. There were also highly significant differences between the pre-test and post test of Grade III pupils in oral reading comprehension levels.

Finally, the leading compensatory oral reading strategies were grouping of pupils according to their capabilities, conducting remedial reading, making a continuing assessment of pupils' reading abilities, providing reading materials which are to the child's interest and asking parents to spend quality time with their children.

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INTRODUCTION

Background of the Study

Deficiency in reading ability among children and adults has become an increasing concern. In this day and age, school children from elementary grades with reading deficiencies are unlikely to become successful in the secondary and college levels. Aptly said, poor readers hardly find suitable employment (Bautro, 1988).

Ybanez (1985) was convinced that at least moderate reading ability is needed to apply for most jobs. But even if employment is secured, advancement for the severely retarded reader is difficult, if not impossible.

The presence of slow learners in the grade school has been traced to their reading deficiencies. Most of these pupils hardly recognize symbols, letters, and numbers. One reason for this disability has been failure of parent to put across to their youngster the notion that reading can be a challenge and a delight. Parents need to read aloud to their pre-school children to inculcate on them that reading is fun. As such, they may start school with interest in reading and associating it not with drudgery but with pleasure. With this, they might be in a hurry to learn to read by themselves (Belisario, 1993).

The success of the teaching-learning process in general is dependent upon the ability of the pupils to read. Elucidating this point, Bautrol (1988) stressed that reading is a tool to successful school achievement.



Failure to read, however, does not refer solely to the disability to recognize letters or words. Rather it encompasses other difficulties related to it such as oral reading difficulties and oral reading levels. It is therefore important for a teacher to be a keen observer of these difficulties.

It is only when a mentor discovers these difficulties that remedial measures can be planned and implemented. This then leads to the improvement of the reading ability of the child, and the teaching-learning process as a whole. This is the focus of the present study.

Reading instruction must change from an isolated skill to one that emphasizes understanding (Giron 1955). This way, the teaching of reading requires appropriate instruction, model and practice in the use of learning and thinking strategies.

The numbers of children who experiences difficulty in learning to read, or who never advance beyond the fifth-grade reading level, is estimated at 15 to 30 percent of the school population (Klausmeier and Goodwin, 1971).

Reading is a two-part perceptual process, visual and auditory (Modern Teacher, 1999). By this time the normal child is four years old, he can perceive visual objects and able to discriminate between fine details.

Strang (1976) being concerned with the outcome of the reading processes, points to and emphasizes the teachers ability to give some remedial measures on the difficulties made by the readers.



With the special deficiencies in arithmetic, spelling, speech, or reading of the slow reader or child is the major concern of the teachers in the elementary level, especially in the primary grades (Blair et. al., 1962). This is because it is in this level that they learn how to interpret symbols and read words.

A common observation of mentors among elementary grade pupils is their difficulty in identifying written symbols, letter, and numbers. Apparently most pupils cannot read well especially English words. Since reading is the most essential tool in the teaching-learning process, pupils with oral reading difficulties hardly read and comprehend what the teacher is writing. This observation is true in all subjects taught in the grade school. Under this condition, the pupil finds it difficult to read and understand his lessons. This leads to a communication gap between the mentor and the learner, consequently, this creates a negative impact on the teaching-learning process.

Apparently, this problem exists among Grade three pupils at Gumhang Elementary School, Binablayan Elementary School, Tulludan Elementary School and Wangwang Elementary School in Tinoc, Ifugao. However, as to what kind of oral reading levels these problems are, there is a compelling need to be empirically identified and corrected.

Statement of the Problem

This study focused in finding out the oral reading levels of Grades III pupils in Tinoc, Ifugao.



Specifically, it seeks to answer the following questions:

1. What are the oral reading levels of Grade III pupils using Dolch Basic Sight Words tests?
2. What are the oral reading word recognition levels of Grade III pupils using the Philippine Informal Reading Inventory?
3. What are the oral reading comprehension levels of Grade III pupils using the Philippine Informal Reading Inventory?
4. What are the oral reading strategies employed by Grade III teachers in Tinoc, Ifugao?

Objectives of the Study

Though this study the researcher aimed to:

1. Determine the oral reading levels of Grade III pupils using Dolch Basic Sight Words test;
2. Determine the oral reading word recognition levels of Grade III pupils using the Philippine Informal Reading Inventory;
3. Find out the oral reading comprehension levels of Grade III pupils;
4. Find out the oral reading strategies employed by Grade III teachers.

Importance of the Study

It has been admitted that one of the most critical problems of schools is the improvement of the quality of instruction. But improvement of the quality of instruction depends upon the pupil's ability to read and to comprehend various



printed materials. Unless the pupils know how to read and interpret these materials, they are practically barred from learning effectively the other subjects of the curriculum.

Reading efficiency, however, is influenced by the pupil's ability to identify printed letters, words, and numbers. His ability to read groups of words like phrases and sentences as well as paragraphs further contributes to his reading efficiency.

It is therefore of prime importance to develop the reading skills and competencies of the pupils to promote better comprehension. This turns aside a communication constraint between the teacher and the learner.

The results of this research are addressed to different beneficiaries like pupils, teachers, administrators, supervisors, researchers, and parents.

To the Pupils, eliminating the oral reading levels lead to a better and fruitful teaching-learning process. This prepares the pupils to undertake higher levels of learning. Improving the reading abilities of poor readers, however, can only be successfully remedied and implemented if their oral reading difficulties are properly and correctly identified and diagnosed. Early diagnosis as well as proper implementation of remedial measures directed to the solution of the oral reading difficulties improves the reading skills and comprehension of the respondents. This learning device enhances their ability to recognize printed



letters, words, symbols and numbers. Further, this enhances their ability to understand and interpret what they are reading.

Better decoding and comprehension skills instill in the child the love and interest for reading which results in widened knowledge. In the final analysis, this reduces the learner's dependence on the teacher.

To the Teachers, correct diagnosis of the oral reading levels of pupils helps the mentor find better ways and means of improving the reading performance of her pupils. Improved decoding skills and comprehension of the learner instill in the teacher the feeling of success and happiness. As such, she is inspired to develop better teaching methods and strategies resulting in a more efficient teaching-learning process.

To the guidance counselors, administrators, and supervisors, develop more efficient teaching-learning processes to minimize problems on slow learners, thus affecting faster turnover of graduates with better and more efficient education. This minimizes problems of guidance counselors and administrators.

To the Researchers, the presence of slow learners serves as a challenge for researchers to continue searching and developing more efficient teaching methods, strategies/approaches, and techniques in order to improve or enhance the reading skill and comprehension of poor readers.

To the Parents, this study makes parents appreciate the continuing efforts of mentors in enhancing the reading abilities of their clientele. Parents are also



encouraged to discover the constraints that hamper the ability of their children to acquire a better education. Given the proper and correct dissemination about the results of this study, parents are better informed about the reading problems of their children.

With better information, parents are motivated to make or develop strategies directed towards the improvement of the reading abilities of their own children. This reduces the number of non- or poor readers among school children.

Scope and Delimitation of the Study

This research is concerned with the diagnosis of oral reading levels of Grade III pupils in Tinoc, Ifugao particularly Gumhang Elementary School, Binablayan Elementary School, Tulludan Elementary School and Wangwang Elementary School using the Dolch Basic Sight Words test, oral word recognition levels and oral comprehension levels using Philippine – Informal Reading Inventory test.



REVIEW OF LITERATURE

Deficiency in reading ability among children and adults has become an increasing concern. In this day and age, school children from elementary grades with reading deficiencies are unlikely to become successful in the secondary and college levels. Aptly said, poor readers hardly find suitable employment (Bautro, 1988).

Reading problems should alarm parents and educators if they are interested in the pupil's well being and fulfillment. Belisario (1993) disclosed that ignoring it, and letting it "merely take its course" could prevent children from fully developing their talents and from becoming the whole person they are meant to be. She also added that serious reading problems could develop serious emotional and behavioral problems, ranging from poor self-concept to disruptive behavior and in extreme cases, injury to self and others.

Relative to what Belisario, Ybañes (1985) reported that deficiency in reading ability among children and adult has become an increasing concern. He mentioned that physically capable young adults but severely retarded in reading are unlikely to find suitable employment. Moreover, even if employment is secured, advancement for the severely retarded reader is usually difficult if not impossible.



On the other hand, skill in reading is a fundamental factor that will enable and will inspire the child to success in school and later on in his daily life (Villanueva, 1995).

Oral Reading Levels

During the 1970's a number of researchers used children's reading errors as a "window onto the reading process at work" (Goodman and Goodman, 1977).

One question that can be answered by examining children's reading errors is whether or not they make use of sentence context in identifying particular words (Klausmeier and Goodwin, 1971). Goodman, (1965) as cited by Klausmeier and Goodwin (1971), stated that when children are asked to read sentences containing words they have missed in reading word lists, they get most of the words right, indicating that they are using sentence context.

Pronouncing words is not reading, but identifying words not known as sight words is essential in independent reading. The more widely a child reads, the less likely it is that he will know as a sight word every word he meets. A sight vocabulary is made up of words that are not spelled the way they sound (e.g., know, they) but are recognized instantly by the child. Developing independence in reading depends on acquiring methods of identifying words to get at meanings. The clues used in identifying words include sight recognition, structural analysis, context clues, language patterns, and phonic analysis (Heilman et.al., 1986).



Translating or decoding process stands at the core of reading. This decoding process must be learned in early school years and later shaped to a variety of purposes in learning other subject matters (Klausmeier and Lesgod et al.(1978). On the other hand, he contend that in the early grades (I through III), the most important determinant of reading skills is perceptual ability. At this stage pupils are just learning to recognize letters (Anderson, 1985).

The visual components of the decoding process can be listed as follows: matching, discrimination, and identification of a single letter and letter sequences, including attention to orientation, grouping, and ordering and left-right processing of information. The auditory components are the matching and discrimination of single sounds and the association of symbols with sounds (Klausmeier and Goodwin, 1971). Inability for visual and auditory discrimination on the part of the pupils results to error in reading.

A sight vocabulary is made up of words that are not spelled the way they sound (e.g., know, they) but are recognized instantly by the child. Applying letter-sound relationships, recognizing word parts, knowing words on sight, and using context clues are all important parts of the learning-to-read process (Heilman et al., 1986).

Some learners read without understanding what they read, others have difficulty in recognizing new or unfamiliar words, others read slowly and



laboriously, and still others read too rapidly and carelessly (Storm and Smith, 1930).

Hudgins et al. (1983) said that some children develop difficulty in associating sound, meaning, and symbols. Words that look like are frequently confused, or letters are reversed. Phonemes (or sound units) may be mispronounced, omitted, or inappropriate relationships between letters, frequent misspelling, letter inversion (made-wade), total reversal (dog-god), phoneme reversal (animal-aminal), and structural confusion (happen-happy), and phoneme intrusion (album-alblum).

Another factor associated with reading deficiency is error in reading the symbols, a condition that Orlon (1925), as cited by Stroud (1946), has named strephosymbolia, meaning twisted symbols, a common form of which is the making of reversals, as in the confusion between was and saw, on and no, b and d, and others. It is agreed that poor readers are more prone to this kind of error than are pleasant readers.

Children must learn, however, that a “b” is not a “d” not a “p” a “q” a collection of blocks is still the same set of blocks when it is rearranged; “ab,” however, is not the same as “ba.” Letters and words must be processed in left-right order from line to line if letter-sound correspondences are to lead to recognition of words, and whole-word correspondences are to lead to sentences. This processing order is not innate for a child; three are, of course, languages that



are written and therefore also read from top to bottom (chinese) or right to left (Hebrew) (Kausmeier and Goodwin, 1971).

In a study on the reading performance of the Grade V pupils of Malabbac Elementary School, Lim (1998) found that the descending order of frequency of errors were: mispronunciation, ignoring punctuation, repetition, substitution, refusal to pronounce,, mumbling of words, improper expression and omission.

Milo (1966), as cited by Alcantara et al. (1988), reported a study of common reading abilities and disabilities in public elementary schools of Manila. The following disabilities in oral reading were noted: inadequacy of phrasing, word-by-word reading, ignoring punctuation, habitual repetition, omissions, lack of expression, poor enunciation, strained voice, stammering, reversed and confused symbols and substitution of words.

Parayno (1962), as cited by Alcantara et al. (1988) undertook a study on oral reading difficulties and found the most common errors: omission of final letters, habitual repetition of word, disregard for punctuation and substitution of a different word.

The influence of learning upon perception is an important consideration for teachers. Cases of reading reversals distorted visual perceptions, and short perceptual span structural defect may do little in solving such problems (although structural factors may contribute) (Blair et al., 1962).



Ervin (1979) cited a child who had obvious symptoms of reading disability. Ervin narrated that John was repeating third grade, and was still having a terrible time learning to read. John had prevalent perceptual problems, constantly reading “now” for “won,” he muddled up the order of the letters, and even missed out letters, reading “back” for “black,” and he made the same mistakes in his writing.

Goodman (1967) proposed that the number of semantically and syntactically constrained errors indicate that some children can have problems reading individual words but still can grasp the meaning of passages.

Shanweider and Liuberman (1972) recommended that the most common focus of difficulty in early reading lies not at the passage level but at the single-word level. They also found that vowels were more misread than consonants, which they attributed to the more complex encoding of vowels in speech and the greater difficulty of isolating vowels.

For noting errors, the following points must be considered:

1. The learner refuses to pronounce before pronouncing words. Such refusal to pronounce indicates that he does not know the word well. This is a pronunciation error. Count only the word as an error, not both, the refusal to pronounce and the word.
2. The pupil does not know the word. It has to be pronounced by the teacher. The pupil substitutes an incorrect word, like took for book.



3. The pupil repeats the word twice. This is an error because he is unsure of the next word and repeats the preceding word while trying to analyze the unknown word (Alcantara et al., 1996).

Characteristics of Poor Readers

Poor readers are those who are not able to function as well in reading ability as their general learning ability would indicate that they should. These are pupils or students who have deficiencies in reading skills (Zintz, 1970).

Zintz (1970) further cited that most poor readers are crippled all the way through the elementary school because they do not learn how to attack polysyllabic words.

Although they do well with sight words, they find difficulties in recognizing longer words because they do not know what a syllable is or how to divide words in parts.

Furthermore, poor readers are also characterized as the overlay of the ability to attend and prevent their learning on what the teacher teaches or have organic problems currently labeled neurological, minimum brain dysfunction, or a number of others.

Apparently, Bond and Tinker (1967) classify the poor readers as 1) simple retardation cases, 2) specific retardation cases, 3) listening disability cases and 4) complex disability cases.



Moreover, poor readers are described as slow learners, reluctant readers, disadvantaged readers, disadvantaged readers, and retarded readers (Dechant, 1970). The slow learner's ability to read is limited by general learning ability, while the reluctant reader lacks the desire to read. On the other hand, the disadvantaged reader fail to see the relevance of the school to his personal life, and he may need to learn "how to learn," while performance is below their potential performance levels.

These accounts on the characteristics of poor readers which are essential on the part of the reading teacher. These serve as guides in the determination and assessment of oral reading difficulties of the pupils.

Strategies Used by Teachers in Solving Oral Reading Levels

According to the law of effect, a modifiable bond is strengthened if satisfaction results and is weakened if annoyance results. The children who are slow in reading continually experience annoyance because of their failure to cope with the mechanics of reading. Thus, the acts of reading bring then dissatisfaction rather than satisfaction and they eventually lose interest in the subject and sometimes acquire a positive distaste for it. So the first step in remedial instruction often resolves itself into the task of reviving the child's desire to read through some special appeal to his interests (Storm and Smith, 1930).

One effective way of helping the child desire to read is through the effective guidance of reading activities related to a unit of work. Children seek



answers to their problem through various means, one of which is reading. When children meet difficulties in reading in their search for answers to problems, they should be encouraged to seek the help of the teacher or classmates. Such daily experiences with reading to learn provide stimulation to establish goals for reading (De Guzman, 1998).

Effective teachers of reading attend to classroom structure and direct instruction to:

1. Maximize pupil's involvement in tasks or academic activities related specifically to lesson content and desired outcomes.
2. Control pupil behavior by the use of task-related comments rather than criticizing or scolding pupils for not focusing on learning tasks.
3. Monitor and guide direction of pupils learning.
4. Vary the degree of structure and less direct instructions are employed for inquiry or creative outcomes.
5. Utilize a pattern of instruction at the primary level that allows pupils to be accessible to pupils to work in small that allows pupils to be accessible to pupils, to work in small groups, and to use a variety of materials (Heilman et al., 1986).

The area in which teachers most frequently encounter the need for remediation efforts is reading, Kennedy (1977) identified eight general principles of remedial reading instruction:



1. Beginning reading instruction on a level of understanding and enjoyment.
2. Building a background for understanding and enjoyment.
3. Teaching new words thoroughly, and developing the meaning they will have in the selection.
4. Taking plenty of time.
5. Helping pupils gain confidence in themselves.
6. Being systematic in planning for instruction.
7. Providing for regular practice using the skills taught.
8. Providing for extensive reading from conventional materials (Hudgins et al., 1983).

Strang (1987), as cited by Valle (1999), concerned with the outcome of the reading processes points to and emphasizes on the ability of teachers to give some remedial measures on the difficulties made by the reader. Vale (1999) stated that if the reading difficulty is primarily visual task, the concern will be with the correction of visual defects and the provision of legible reading material if reading is thought of as word recognition skill to drill on basic sight vocabulary and word recognition skills is necessary (Valle,1999).

In addition, the following suggestions are recommended: presenting drills on words and phrases, giving phonetic analysis, providing a strong motive for reading, and working on speech defects with phonetics (Storm and Smith, 1930).



Remedial teaching comes in, when “what is” does not match with “what should be”, insofar as the outcome of teaching is concerned. It is ideal for every curricular problem providing basic education to always include a specific time slot for remedial instruction.

Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-frustration-reaction cases. However, excellent the instruction in schools, some problems and immediate attention to children are cornerstones of effective reading instruction. Obviously, the emphasis in schools is still on cure, not prevention (Hillman et al., 1986).

Brooks (1926), as cited by Storm and Smith (1930), gave the following principles underlying remedial work in oral and silent reading:

1. Interest and attention are indispensable aids.
2. Division of the class into small groups according to their reading defects is an essential means of effective remedial work.
3. No one method is suited to all cases.
4. The unit of meaning is the phrase-not the individual word.
5. A well-balanced reading program is desirable.
6. At short intervals, informal tests of rate and comprehensive are given to stimulate the child. At the end of the term or year, standardized



tests should be given to determine accurately the amount of improvement made during the term or year.

Grouping together pupils of similar needs and abilities has proven successful in the treatment of reading disability. The studies, chosen from a number on this subject, reported convincing evidence of the value of this plan. Dellone (1947), as cited by Heilman (1986), reported gratifying gains among pupils from grades 4,5, and 6 who were grouped according to their needs and reading levels without regard to grade classification. A similar plan for reading instruction was described by Jones (1948), as cited by Woolf and Woolf (1957).

Storm and smith (1930) suggested that the teacher should remember to commend, whenever possible, the effort which these children make.

Effective mentors of reading attend to maximizing pupils' attention to and engagement in learning tasks by:

1. Providing academic feedback to pupils about their work to increase attention to tasks and amount of engaged time.
2. Incorporating positive reward systems to reinforce specific attending behaviors, such as materialistic rewards, sincere teacher praise, tokens, and so forth. Specific rewards are intended to reward pupils thinking and effort rather than just correct answers (Hielman et.al., 1986).



At present, the literature on remediation indicates no technique that is universally successful except, perhaps, a very simple one: spending extra time working with children (Klausmeier and Goodwin, 1971).

Teachers who are willing to make a “total commitment” to beginning reading will find that many of the approaches in beginning reading contain elements, which are based upon sound psychological principles of learning (Aukerman, 1976).

Lim (1998) gave the following recommendations on reading performance:

1. Teachers should always find time for individualized instructions and remedial reading activities.
2. More reading materials should be provided in the learning resource center for pupils to read.
3. A functional reading center in every classroom should be put up for pupils to read.
4. Reading deficiencies of pupils should be properly identified for proper instructions.
5. Contest in oral reading can be conducted among pupils in the classroom.
6. Parents should also follow up the reading assignments of their children to facilitate the classroom check-up.



7. Teachers should have a continuing assessment of pupils' reading abilities so that proper assistance can be provided.

8. Corrective measures should be applied and made after proper diagnosis of reading difficulties to avoid greater problems in the field of reading (Lim, 1998).

Types and Causes of Oral Reading Problems

On one account, McGinnis and Smith (in: Belisario, 1993) identified four types of reading problems as 1) severe reading disability, 2) under achievement in reading, 3) specific reading deficiencies, and 4) reading retardation related to limited learning ability.

On the other hand, several causes of reading difficulties were pointed out by Mondero (1995) and classified them as the following: a) causes inherent in the child, such as inadequate reading skills and a psychological factor, i.e., too passive attitude toward reading; b) causes emanating from the reading reaches like ineffective reading teacher like ineffective reading methods, failure to give positive motivation, and failure to teach the foreign/second language effectively; c) causes that are home – and environment-related like indifferences of parents towards the needs and problems of the child, overprotection of parents, negative motivation of parents, undesirable home surroundings, and poor study conditions in the home.



The causes of oral reading levels due to the school and its programs are inadequate materials such as charts and software, while those in teaching English are due to ineffective teaching methods, techniques and approaches, faulty word study techniques and failure and/or insufficient implementation of a remedial reading program.

Causes of reading failure are also rooted in physical factors such as vision and hearing difficulties (Villanueva, 1995), physical limitations, poor general health, lack of sleep and rest, substandard out-of-school environment, and neurological impairments (Zintz, 1970).

Navarro (1993) pointed out that deterioration of the quality of learning among present – day school children could be traced to reading difficulties due to level of comprehension reading.

Villanueva (1996) also disclosed that external factors such as emotional maladjustment in the form of shyness and retiring behavior, environmental factor such as neglect of sympathetic understanding, and negative attitudes toward school, mentor, other children, and toward reading are some causes of reading failures. In addition, low intelligence leads reading disability when the child is not properly taught and developed during his foundation years.

Knowledge of the different types and causes of oral reading difficulties is of prime importance in the diagnosis of reading problems among pupils. This is



an important tool for the reading teacher to effectively identify poor readers, diagnose their reading weaknesses, and implement remedial measures.

Assessing Reading Problems

The Philippine - Informal Reading Inventory measures each individual pupil's ability to read graded material at independent, instruction, and frustration levels of difficulty, and the difference between his ability to understand what he, himself has read and his capacity for understanding material read to him, is an estimate of the extent of his reading retardation (Zintz, 1970).

Zintz (1970) called this test of assessing the reading level of the child Philippine-Informal Reading Inventory (Phil - IRI).

Accordingly, this test comes in several forms, like Standard Reading Inventory by McCracken, (1966), Classroom Reading Inventory Silvarolli (1969), diagnostic Reading Scale by Spache (1963), Graded Selections for Informal Reading diagnosis, Grades 1-3 and Grade 4-6 by Smith (1959, 1963), The Botel Reading Placement Test by Botel (1961), and, Pupil Placement Test by Hollander and Reisman (1970).

Another test that was developed to assess reading problems is the sight word test. This test was designed to find out how extensive the child's sight vocabulary is and which word attack skills he has in phonetic and structural analysis. One of the early sight word tests that was developed was the Gates



Primary Word List (Gate, 1926) of 1, 811 words. Stone (1950) composed another list of about 1,900 words.

It has been a practice of most reading teachers to assess the reading abilities of their pupils at the starting of the school year. In so doing, they conduct inventories in a quick but superficial way, by asking pupils individually, by turns, to read bits of story which he as selected and reviewed from the (Zintz, 1970). Dolch (1953) called this procedure making a quick class survey.

It is expected that every child who performs below his expected reader level needs corrective instruction. The teacher's task then is to determine and assess more accurately and efficiently than the quick class survey how well the child can read. This is done by having the child read passages from different levels in a reading series.

Dolch (1941) however, wanted a much shorter list that is more utilitarian for the classroom teacher, especially in the primary grades and came up with 220 Basic Sight Words. This list of words is designed for the child to recognize “at sight” that is, he showed not expect to “sound out” or otherwise hesitate on these crucial service words.

If used appropriately, the Dolce Basic Sight Word List is extremely valuable in remedial work in the classroom.

Other tests that are useful in the determining and evaluating reading problems include Durrell Analysis of Reading Difficulty (Durrell, 1955),



Stanford Diagnostic Reading Test (Karlsen, Madden, and Gradner, 1956), and Doren Diagnostic Reading Test (Doren, 1956).

Gilmore (1968) developed the Reading Test that analyzes reading abilities at grade levels one through eight. The test provides grade placement score for accuracy of reading, comprehension of material read, and rate of reading.

Since diagnostic of difficulties is a persisting problem, further tests are required to reveal specific weaknesses in the total pattern of reading skills. As such, performance on standardized test at two different times, before and after teaching, is important to show amount of progress and represent one measure of success (Zintz, 1970).

It is along this purpose why Barbe (1960) prepared an excellent one page checklist of reading skills to be achieved at each grade level in the elementary school. These skills are vocabulary, word attack, and comprehension. The list is called the Fourth Grade Reading Skills Checklist.

The availability of various materials or instruments relative to diagnostic reading makes it easy for the mentor to conduct tests on his pupils' reading abilities and difficulties. Such tests if properly implemented provide the mentor the ways and means of giving remedial teaching exercises to poor readers.

Correcting Reading Problems

Reading problems among grade school pupils are a major concern of most educators. Since the grade school is the foundation of learning, the reading



abilities of the child must be well developed in this level. This is to prepare them to undertake higher levels of education without difficulty. Reading problems of the grade school pupils therefore must be recognized and readily corrected as early as possible.

Zintz (1970) mentioned that the initial examination of reading problems of the child necessarily involves the services of a school psychologist, a reading diagnostician or a social worker that might, as a team, analyze why a child failed to make particularly in the Philippines, do not provide the above mentioned services.

The services of experts as mentioned by Zintz,(1970) in the preceding tests are conducted on the subject and described in the following materials as a) oral sight reading b) sight recognition of the common service words in reading, c) pronunciation of compounds words, d) recognition of phonetic and structural rules in word recognition e) paired words often confused, f) spelling, h) phonetic elements, i) silent reading, j) summary and k) remediation of the problem.

After initial examinations of reading problems, it is necessary that corrective measures must be implemented. Measures like remedial reading leads to improvement of the reading abilities of poor readers. As Zintz (1970) stressed, remedial is instruction of a corrective nature for people whose functioning leads in reading is below their capacity level for reading.



Basically this method of correcting oral reading levels is a similar process as the first teaching of reading. The only difference is the fact that the subjects in which this process is implemented have concomitant psychological problems to be met (Zintz, 1970).

Accordingly, Zintz proposed three basic considerations for the successful implementation of remedial reading:

First, start where the child is and build security and confidence; the first teaching of reading, like building a basic sight vocabulary, teaching word attack giving lots of easy practice; and third, build attitudes toward reading that will help the pupil accept himself and his problems.

Similarly, successful implementation of corrective reading involves three aspects (Zintz, 1970). These are a) developing attitudes of acceptance and helpfulness on the part of the mentors, b) working at the level of achievement of the child, and c) recommending specific methods of teaching word perception skills. This aspect of corrective reading includes development of word recognition, re-teaching word attack skills, and overcoming confusions and reversals.

Reading is a complex cognitive-linguistic skill. It is influenced by a variety of factors, such as intelligence level, language ability, and quality of school instruction (Sattler, 1982). According to Gibson (1968), as cited by Sattler (1982), the child goes through three sequential phases in the process of learning to



read: learning to differentiate graphic symbols, learning to decode the letters to sounds, and learning to use higher-order units of linguistic structure.

Reading requires the transformation of visual symbols into verbal language, be it audible or covert. Both the ability to analyze visual construct (printed words) and acoustical skills. These abilities are derived from basic perceptual processing skills and are essential in learning to read (Rosner, 1973 as cited by Sattler, 1982). According to Baller and Charles (1961), reading is a high – level skill; it is not learned by all children reading with ease. But the school should regard no difficulties too great to overcome, in order that all children might read.

In every normal classroom, there are children who can read well orally but unfortunately, there are some children who have difficulties in reading. According to Alcantara et al. (1996), children read well or poorly for certain definite causes and a teacher must be able to analyze each case and determine the points of strengths or weakness before she can intelligently give help.

Other Related Readings

Beck, Cook, and Kearney (1953) pointed out that reading is a skill without which a pupil could not take advantage of the information carried by books, magazines, and newspapers. Being able to read allows a person to have vicarious experiences.



Douglas and Others (1947) maintained that the emphasis on reading skills, together with the realization, is a factor toward success in all subjects. They further emphasizes that it is the responsibility of mentors of all subjects to teach their pupils how to read the materials of their development of specific vocabularies.

Gwynn (1960) added that reading is a problem in child development and reading must be coordinated with the total school program for best results.

It is a significant fact that the modern curriculum with its changes calls for a larger amount of reading serving a much under variety of purposes, such as reading for understanding, for locating and utilizing needed information, for securing data to solve problems, and for increasing technical skills (Gwynn, 1960).

Synthesizing these informations, the reading mentor can develop and implement strategies related to diagnosis and identification of oral reading levels among learners permits the development and implementation of efficient remedial measures resulting in the solution of reading problems.

Conceptual Framework

Several studies have been done on factors affecting the teaching-learning process. Majority of these studies have zeroed in on factors such as intelligence quotient (IQ), socio-economic status, age, gender, and parental attitudes. Although it has been recognized that the reading ability of the child is necessary



factor affecting the success of the teaching-learning process, little, research has been conducted on this aspect.

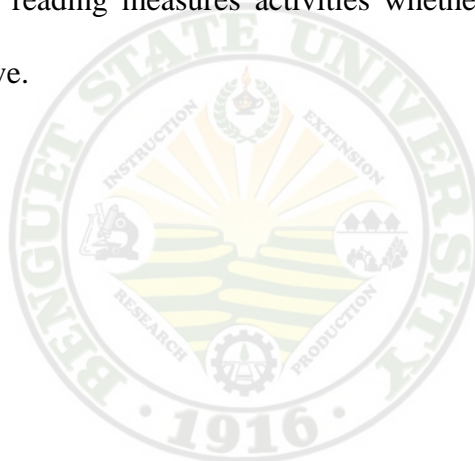
Educators, however, recognize the need for more research on reading abilities. The independent variable includes the problems related to the reading abilities of the learner. The Dolch Basic Sight Words Test and the Philippine – Informal Reading Inventory would further show their reading level of performance. This help teachers determine the compensatory activities they employ.

While it is true that some form of reading problems exist among learners, the ordinary classroom mentor seldom gives attention to these. As such, no compensatory measures are applied to correct and improve the problems. It is however recognized that the reading ability of the child can be further improved if some forms of reading exercises are regularly done.

Along the concept of giving compensatory measures, several tests and exercises are available for the mentor with the aim of correcting and improving the reading abilities of her learners. Some of these include time-tested instruments like the Dolch Basic Sight Words (DBSW) and Philippine-Informal Reading Inventory (Phil-IRI). While the basic sight words aim to develop the recognition skills, the succeeding instrument are used to develop decoding and comprehension skills of the reader.



Improvement of the reading abilities of the learner through these tests enhances teaching-learning process and may prove not only to the learner, but beneficial also to the teacher. Hence, the dependent variables measured to the following: The reading levels of the children were Pre – Primer Level, Primer, First Reader, Second Reader or Above, and Third Reader or Above using the Dolch Basic Sight Words Test; Independent, Instructional, and Frustration or areas of oral reading levels using the Philippine – Informal Reading Inventory and for the compensatory reading measures activities whether it is Very Effective, Effective, Not Effective.



INDEPENDENT VARIABLES

DEPENDENT VARIABLES

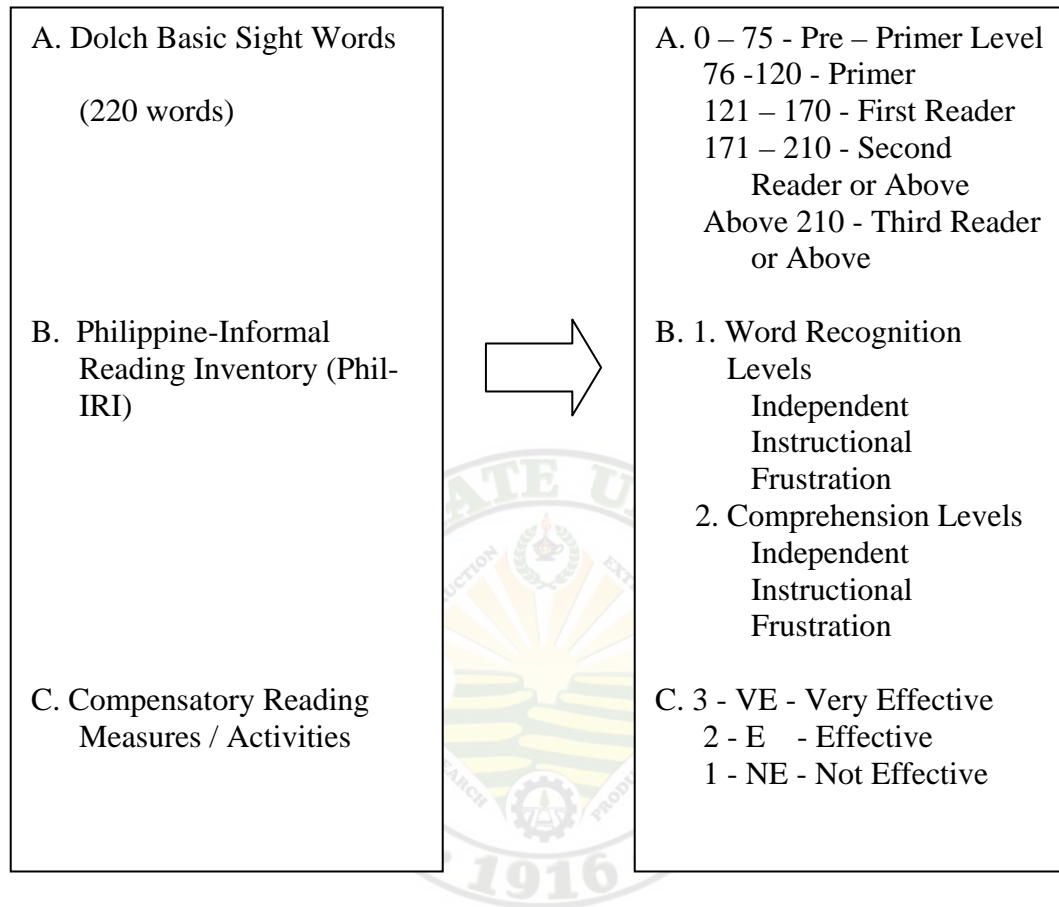


Figure 1. Conceptual paradigm of the study



Operational Definition of Terms

The following terms are defined as used in the study.

Compensatory reading education is defined as a remedial measure directed to the improvement of the reading abilities of Grade three pupils. It was undertaken for a period of eight weeks.

Comprehension is the act or fact of grasping the meaning, nature, or importance of understanding what is read. It acquired knowledge of the readers.

Corrective reading is remedial reading practices applied by the regular classroom teacher within the framework of the daily instruction (Zintz, 1970). In this study, corrective reading was used as one of the basic tools in improving the reading ability of the subjects.

Decoding refers to the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading. The pupils read a short passage of words or list of words. It is also a reading rate (speed) and word reading accuracy in oral reading has been recognized as key components of fluent reading.

Deficient use of context clues refers to a child's inability to read and understand a word even when the word is used in a sentence. He is not capable of getting meaning from the sentence.

Deficient use of phonetic clues refers to a child's inability to distinguish sounds of different consonant clusters.



Dolch Basic Sight Words is a list of 220 service words, comprising 60 percent of all running words in the primary grade reading materials and 50 percent of the running words in the intermediate reading materials.

As a test, it can be administered as a recognition or recall test and can be completed in one setting. In this study, it was used as one of the research instruments to determine the ability of the subjects to recognize written symbols or letters at sight.

There were five equivalent reader levels under the Dolch Basic Sight Words:

1. Pre-primer – this is the level where the child scores 0 – 75 points out of the 220 words.
2. Premier – it is the level where the child scores 76 – 120 out of the 220 words.
3. First reader – it is the level where the child has correct answers of 121 – 170 out of 220 words.
4. Second reader or above – this is the level where the child scores 171 – 210 out of 220 words.
5. Third reader or above - this is the level where the child got a score of above 210 over 220 words.

Miscues are the errors made by the pupil as he reads orally the paragraphs in the Philippine Informal Reading Inventory.



Oral reading levels are the oral reading level ability of the child in the grade classified as frustration, instructional and independent for the Philippine Informal Reading Inventory and pre-primer, primer, First reader, second reader, and third reader using the Dolch Basic Sight Words.

Oral reading passages are passages consisting of grade level paragraphs, stories or poems they read. Sets of 5-10 questions for each grade follow each passage. The questions are open-ended and are of higher order and critical thinking in order to get a more complete picture of each pupil's comprehension skills.

Oral reading word recognition level refers to the obstruction that causes the slow progress in reading development of the pupils. These types of miscues include mispronunciation, substitution, repetition, omission, insertion, reversal, and refusal to pronounce.

Philippine informal reading inventory is an authentic reading assessment that attempts to evaluate reading in a way that more closely aligns to actual classroom instruction. It determines pupils' thinking processes as well as their reading performance. Philippine Informal Reading Inventory is an informal measure that can assess the child's use of comprehension, vocabulary and word identification strategies within context.

Philippine informal reading inventory is also a test which consists of a series of graded reading ranging from least difficult to the most difficult material



that the pupil being tested might be expected to read. This is the kind of test that was administered to individual readers to determine their reading skills and is diagnostic in nature in that it reveals many specific areas of difficulty in reading (silent reading abilities. It Zintz, 1970) such as:

1. Addition is a classification of reading difficulty that refers to the pronunciation/reading of an added word that does not exist in the reading exercises.

2. Insertion refers to inserting other letters within a word, or other words within a phrase or sentence while reading, although such letters or words do not exist in the reading material.

3. Omission is leaving out or neglecting a certain word or while reading although such words actually exist in the reading material.

4. Repetition means pronouncing a word twice or several times in succession while reading although such word appears only once within a statement.

5. Reversal is reading a word backward. When a pupil reads saw as was, star as rats, he starts reading the word backwards.

6. Substitution refers to replacing a sound or sounds of syllable with another, letter with another letter within a word, or a word with another word within a sentence while reading.



Philippine informal reading inventory primarily focuses on the development of oral reading assessment. This is to address the main issue of non-readers.

Philippine informal reading inventory is intended to be used by pupils in grades one (1) through six (VI). This instrument however, doesn't preclude the assessment of older or at risk readers. The method of reading is oral. It includes observational notes that provide valuable information when needed. It also indirectly ascertains information regarding attitude and interest.

Physical and physiological factors are two aspects referring to the pupil's mental and physical conditions that affect pupil's ability or inability to read.

Prompt is a brief question, description, discussion as a motivation and background of the passage to help the child read and understand it. It activates prior knowledge of the child.

Psychological factors refer to the emotional feelings as when he is scolded or praised that affect pupil's reading performance.

Reading refers to understanding the meaning of symbols, signs, gestures, by looking at them and assimilating mentally (Bolander et al., 1944). Reading is defined as understanding something written by interpreting the writing (Flexner, 1979). Reading too is enlightenment and enjoyment. Reading sweeps cobwebs away, sketches and strains the muscles (Hodges, 1991).



Reading disability is the reading disability of an individual who is achieving significantly below his capacity level for achievement and is a logical candidate for remedial instruction (Zintz, 1970).

Remedial reading usually takes place outside the regular classroom schedule. It may be within the school or outside the school. A mentor works with one child or with a small group, usually fewer than six. Diagnosis and instruction are focused on each individual child.

Role-playing is the activity in which the child will act out what had read.

Structural confusion is a reading difficulty in which a child will read a word that is an adverb and change it into an adjective.

Hypotheses of the Study

1. There are significant differences between the pre-test and post test of the Grade III pupils on oral reading levels.
2. There are significant differences between the pre-test and post test of Grade III pupils on word recognition levels.
3. There are significant differences between the pre-test and post test of the Grade III pupils on oral reading comprehension levels.



METHODOLOGY

Locale of the Study

This study was conducted in Gumhang Elementary School, Binablayan Elementary School, Tulludan Elementary School and Wangwang Elementary School, Tinoc, Ifugao – where not as massive rice terraces are found.

Other municipalities in Ifugao have the massive rice terraces – Banaue, Mayoyao, Hungduan, and Hingyon but they were not included as sources of respondents.

Ifugao was formerly a part of the old Mountain Province. It was created as an independent province on June 18, 1966 by virtue of Republic Act No. 4695. The name is derived from the word “IPUGO”. Pugo means “hill” while the prefix “I” means “from”. The Spaniards changed “Ipugo” to “Ipugaw” and it was finally changed by the Americans to Ifugao.

For the Ifugaos, custom is the basis of all laws. But these customs would mean nothing if not supported by ancestry knowledge. Among the Ifugaos, extensive pedigrees exist. They are the graphic representation that puts in evidence, one of the most basic principles of the Ifugao culture: “We can not but do what our ancestors told us” (Lambretch CICM 1964).

Ifugao became the center of warfare during the last stages of World War II. It was in Ifugao, particularly in Mt. Napulawan, where General Yamashita, the known “Tiger of Malaya,” decided to put his last stand against the Filipino and



American forces. He informally surrendered to Captain Grisham of the 6th US Army in the Philippines, based in Kiangan, Ifugao, before he was flown to Camp John Hay where he formally surrendered.

Ifugao finally gained provincial status on June 18, 1966 with the municipality of Lagawe as the capital town.

Respondents

The respondents of the study were 80 Grade III pupils enrolled in Tinoc, Ifugao for the school year 2006 – 2007. They were chosen as the respondents because the pupil population is relatively homogeneous in terms of social economic and intellectual ability. They were given reading tests using Dolch Basic Sight Words and Philippine – Informal Reading Inventory (Phil-IRI). In each test, the oral reading levels of the respondents were determined.

Table 1. Respondents of the study

SCHOOLS	PUPILS		TOTAL
	Male	Female	
Gumhang Elementary School	14	12	26
Binablayan Elementary School	11	9	20
Tulludan Elementary School	2	5	7
Wangwang Elementary School	15	12	27
Total	42	38	80

Instrumentation

This study used the descriptive-normative survey. It was also a quasi-experiment using time-series study, an elaboration of the four-group pre-test and post test design (in: Sevilla, 1990). This was also used to define the oral reading problems of the respondents based on the data collected and analyzed. Description was combined with classification, comparison and contrast analysis, and interpretation.

The Friedman's Two Way Analysis of Variance by Ranks for correlated samples was used to find the significance of the mean difference between the pre-test and post test scores of the respondents along such dimensions as Dolch Basic Sight Words (DBSW) and Philippine-Informal Reading Inventory (Phil-IRI).

Dolch Basic Sight Words Test was administered to each respondent as a recognition or recall test. Two hundred twenty words are allotted for each respondent to read at the very start of the study.

A pre-test of the Dolch Basic Sight Words was administered to the respondents on August 2006 and the post test was on November 2006. The pre-test of the Philippine Informal Reading Inventory was conducted on July 2006 and the post test was administered on January 2007.

Data Collection

A pre-test of the Dolch Basic Sight Words was conducted on August 2006 and the post test was on November 2006. The pre-test of the Philippine-Informal



Reading Inventory (Phil-IRI) was administered to the respondents on July 2006 and January 2007, the post test. Data on oral reading levels both in kind and number were recorded. Scores of the respondents were taken and recorded.

Remedial reading lessons were prepared based on the pretest data collected, analyzed and interpreted. Remedial reading lessons were given to the respondents for a period of 30 minutes daily. This was done for the whole duration of the compensatory education period.

An achievement (post test) oral reading test was given to the respondents at the termination of the compensatory reading education period of eight weeks. It assumes that this period is sufficient for the respondents to improve their reading abilities.

Similar sets of data were collected, after which the gained scores between the oral reading pre-test and post test were taken. The data consist of such variables as, 1) class of oral reading levels, 2) pupil's score for each class of oral reading levels, 3) pupils' reading comprehension score, 4) teachers' strategies in the different oral reading tests.

Statistical Analysis

The difference between the pre-test and post test scores of the subjects was compared using the Friedman's Two Way Analysis of Variance by Ranks.

$$X_r^2 = \frac{12}{NK(K+1)} \sum (R_1)^2 - 3N(K+1)$$



Where:

X_r^2 = Friedman's Two Way ANOVA by ranks

N = Number of rows

K = Number of Columns

The significance of the gain scores determined whether their reading abilities and skills improved or not after the compensatory reading education of eight weeks. It further determined the effectiveness of the compensatory strategies used by the teachers.

In this study, a pre-test was given to the respondents to assess their oral reading levels using the data-gathering tools like the Dolch Basic Sight Words and Philippine –Informal Reading inventory (Phil-IRI). The results of this assessment served as the bases for giving a compensatory reading education that upon evaluation in a post test, was expected to yield outputs on improve reading skills like decoding and comprehension. The preceding concepts are illustrated in a paradigm shown in figure 1.



RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered based on the objectives of the study. This includes the oral reading levels with the use of Dolch Basic Sight Words; oral reading word recognition levels and oral reading comprehension levels using the Philippine Informal Reading Inventory; and oral compensatory reading strategies used by Grade III teachers in Tinoc, Ifugao.

Oral Reading Levels of Grade III Pupils in Tinoc, Ifugao using Dolch Basic Sight Words Tests

Table 2. Oral reading levels of Grade III pupils in Tinoc,
Ifugao using Dolch Basic Sight Words

EQUIVALENT READER LEVELS	NO. OF PUPILS: MALE: 42 FEMALE: 38 TOTAL: 80	
	PRE-TEST (AUGUST 2006)	POST TEST (NOVEMBER 2006)
1. Pre-primer	0	0
2. Primer	0	0
3. First Reader	18	8
4. Second Reader	47	35
5. Third Reader	15	37
Total	80	80

$$X^2_r = 0.20^{ns}$$

$$X^2_{.05} = 3.84$$

ns – Not significant



The oral reading level of the respondents using the Dolch Basic Sight Words is presented in Table 2. Although the findings show that there were differences between the pre-test and post test they were not significant because in the pre-test, the pupils who belonged to the first reader were 18 and decreased in the post test, they were only 8. This means that the 10 pupils were promoted to the second reader or third reader. Likewise, the result in the second reader, there were 47 during the pre-test while there were 35 in the post test. The 12 pupils went to the third reader. On the third reader, there were 15 pupils during the pre-test and increased to 37 pupils on the post test. The 22 pupils added on the post test came from the first reader and second reader.

The table shows that the oral reading levels during pre-test and post test were not significantly different with respect to the frequencies of respondents who were first reader, second reader and third reader, respectively. This result was revealed by the Friedman's two way analysis of variance by ranks computed value of 0.20 which was lower than the tabular value which was 3.84. Therefore, the hypothesis stating that there are significant differences between the pre-test and post test of the pupils on oral reading levels is rejected.

As observed, the factors affecting the oral reading level in the Dolch Basic Sight Words were absences, occupation of father and educational attainment of parent. The variables such as number of family members, distance



of school, age and educational attainment of mother also were identified as affecting reading.

For the pupils that were tested, mastery of the Dolch Basic Sight Words was the most difficult. Their second reader in this skill was in contrast to the findings of other researchers who observed learners to have shown in the third reading levels with the Dolch Basic Sight Words (Simultog, 200, Martin, 2005). Tocho (2001) also stated that most pupils cannot read Dolch Basic Sight Words very well. She observed though that some teachers emphasized speed rather than comprehension which should be corrected.

Dolch (1945) suggests 220 Dolch Basic Sight Words which should be readily recognized by an average Grade III pupil. These words are composed of prepositions, pronouns, conjunctions, adjectives, common verbs, and adverbs that are often heard and met by the pupils as they read. Every child must learn to read practically all these words. A pupil who shows a good mastery of the Dolch Basic Sight Words in reading is usually an independent reader who is well informed and eventually becomes a better citizen (Mondero, 1955). Research conducted earlier (Toclo, 2001, Simultog, 2004, Martin, 2004) showed most pupils to have used their knowledge of the Dolch Basic Sight Words belongs to the first reader, second reader, and for some were even in the third reader.



Oral Reading Word Recognition Levels

Table 3. Oral reading word recognition levels of Grade III pupils in Tinoc, Ifugao using the Philippine Informal Reading Inventory (Phil-IRI).

TYPES OF MISCUES	PRE-TEST (% Correct)	Reading Word Recognition Level	POST TEST (% Correct)	Reading Word Recognition Level
1. Mispronunciation	89%	Instructional	97%	Independent
2. Substitution	91%	Instructional	98%	Independent
3. Insertion	80%	Frustration	90%	Instructional
4. Omission	85%	Frustration	99%	Independent
5. Reversal	0%		0%	
6. Repetition	75%	Frustration	95%	Instructional
7. Refusal to pronounce	0%		0%	

Independent – 97% - 100%

Instructional – 90% - 96%

Frustration – 88% - below

$X^2_r = 32.81$ highly significant

$X^2_{.05} = 11.345$

Table 3 shows the oral reading word recognition level scores of the respondents in the Philippine Informal Reading Inventory. The error noted on mispronunciation during pretest was 89% (frustration) and 97% (Independent) during the posttest. Mispronunciation was one of the oral reading difficulties as observed by the teachers. According to Hudgins et al. (1930) phonemes (or sound units) may be mispronounced. Therefore, the children should be taught



thoroughly the proper pronunciation of the letters of the alphabet especially the vowels, whether they have the long or short sounds and when they are combined. These are the vowel teams oo, oi, ou, au, a, ie, ai, and ee.

The substitution of words committed by the respondents during the pre-test was 91% (Instructional) and 98% (Independent) during the post test. The words that were substituted by the children were sometimes very close to the actual word that they are supposed to read. Other children said words that were totally different from those in the selection that they were supposed to read. Goodman (1967) and Weber (1970) found that most substitution errors are syntactically and semantically constrained. Alcantara et al. (1996) stated that a pupil substituted an incorrect word being read when he did not know the word.

Error on insertion of words noted was 80% (frustration) during the pre-test and 90% (Instructional) for the post test. The observation taken was the respondents inserted other letters within a word, or other words within a phrase or sentence while reading, although such letters or words did not exist in the reading material.

The error noted on the omission of words during the pretest was 85% (frustration) and 99% (Independent) during the post test. This is supported by the finding of Montemayor (2002) who found that the Grade V pupils of Baguio City commit omission of letters and words when reading a selection. Montemayor (2002) further stated the findings of Storm and Smith (1930) that some pupils



read without understanding what they read, others have difficulty in recognizing new words or unfamiliar words, others read slowly and laboriously, and still others read rapidly

The repetition of words committed by the 80 respondents during the pre-test was 75% (frustration) and 95% (Instructional) during the post test. According to Alcantara et al. (1996) stated that repetition of words is an error because the pupil is unsure of the next word and repeats the preceding word while trying to analyze the unknown word.

The lowest error was noted on the reversal and refusal to pronounce words which was 0%; this means that all the respondents did not commit error on this type of miscue.

The differences between pre-test and post test scores were highly significant as shown by a computed value of 32.81 which was higher than 11.34 at .01 level of significance. Thus the hypothesis stating that there are significant differences between the pre-test and post test of pupils in word recognition is accepted.

This would imply a highly significant improvement in the reading ability of the respondents as a result of the reading exercises given.

This corroborate the finding of Alcantara et al., (1988) that learning to read involves the word recognition and interpretation of abstract symbols. The child must possess abilities to distinguish likeness and similarities and good



memory span. The findings of Alcantara et al., (1988) that the child should be reading mentally. In addition, Ebbinghaus (1913) as cited by Kelly (1965) said that forgetting takes place very rapidly immediately after the learning and then becomes slower as time passes. Thus, teachers must give more meaningful activities to the children because the law of exercise states that when a response is accompanied by a satisfying state of affairs, the strengths of the connection is increased.

Oral Reading Comprehension Levels of Grade III Pupils in Tinoc, Ifugao using Philippine Informal Reading Inventory

Table 4. Oral reading comprehension levels of Grade III pupils in Tinoc, Ifugao using Philippine Informal Reading Inventory (Phil-IRI)

READING COMPREHENSION LEVEL	NUMBER OF PUPILS: 80	
	PRE-TEST	POST TEST
Independent (80% - 100%)	37	55
Instructional (59% - 79%)	25	15
Frustration (58% - below)	18	10

$$X^2_r = 9.33^{**}$$

$$X_{20.01} = 6.64$$

** Highly significant at 1%

Results of the pretest show that the respondents obtained very low scores in oral reading comprehension levels with the used of questions taken from the



Philippine Informal Reading Inventory tests. The post test results revealed that as oral reading comprehension levels of the Philippine Informal Reading Inventory become higher, or increase, the respondents can better understand what they read. However, higher values were noted in the post test of the respondents as compared to the pre-test.

The observed improvement in the post test scores resulted in an increasing difference between the pre-test. The increasing differences indicated the respondents' improvement in oral reading comprehension level. The result value was 9.33 which were higher than the tabulated value which was 6.64. The result of the pre-test and post test was quantitatively increased in favor of improved comprehension.

This would suggest the acceptance of the hypothesis stating that there was a highly significant difference between the pre-test and post test scores of the respondents in oral reading comprehension levels.

This finding would imply that the activities given were highly significant or very effective in enhancing the pupil's ability to give and understand the meaning on what they read.

In 1982 Mangeiri mentioned the following limitations to comprehension: obviously if the pupils are not interested in the material, there will be a problem on how well they will comprehend. However, it is not solely a matter of reader's reading only what they like; interests are to be taken into consideration, but lack



of purpose for reading can also typically hinder comprehension; and another factor that often hinders adequate comprehension is an over reliance on word recognition drill that can effectively destroy comprehension.

The low correlation between the ability to understand what one reads and mental ability contradicts the result of Villamin's et al. (2001) in his research where he stated that highly significant positive correlations were noted between intelligence and reading levels. Teachers must bear in mind that when working with the mentally limited, it is necessary to adjust not only the difficulty of the material to their abilities but also the kinds of questions one asks (Harris, 1986). As pointed out by Roswell and Natchez (1977) vocabulary has always been the avenue to people with reading disability. Thus, teachers must encourage pupils to read suitable supplementary reading material. The following techniques for teachers to aid in vocabulary development for their respective pupils are suggested: encouragement of more varied vocabulary in speaking and in writing, and the use of dictionary.

Keene (2001) suggested a procedure to successfully infer. First, people should draw conclusions about what they read by connecting the text with the background knowledge. Second, synthesize new ideas and information. Third, create new understandings of the text read. Fourth, make predictions based on textual information and text their developing comprehension of the text while



reading. Finally, extended comprehension beyond literal understandings of the printed page.

Oral Reading Strategies Employed by

Grade III Teachers in Tinoc, Ifugao

Table 5. Compensatory oral reading strategies employed
by Grade III teachers in Tinoc, Ifugao

STRATEGIES	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Grouping of Pupils according to their capabilities	3.00	Very Effective	1
2.- Conducting remedial reading	2.75	Very Effective	2.5
- Monitoring and guiding the direction of pupil's learning		Very Effective	2.5
3.- Providing effective guidance in reading activities related to a unit of work.	2.5	Very Effective	4.5
- Helping pupil's build self-confidence		Very Effective	4.5
4.- Spending extra time working with children.	2.25	Effective	7
- Orienting parents regarding their child's reading difficulty		Effective	7
- Making a continuing assessment of pupil's reading abilities.		Effective	7
5.- Providing reading materials which are to the child's interest	2.00	Effective	11
- Maximizing pupil's involvement in the tasks or academic activities related specifically to lesson content and described outcomes.		Effective	11
- Teaching new words thoroughly through games and other interesting activities.		Effective	11



Table 5. Continued...

STRATEGIES	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
- Asking parents to spend quality time with their children		Effective	11
- Commending the effort that the children make.		Effective	11
6.- Providing for regular practice using the skills taught.	1.75	Effective	14.5
- Making a functional reading contest among pupils to say and write thoughts they want to express.		Effective	14.5
7. Dramatizing the story read.	1.50	Not Effective	16
8.- Presenting oral reading games.	1.25	Not Effective	17.5
- Requiring routine examinations of vision, hearing and other physical capabilities.		Not Effective	17.5
9. Referring the children to reading clinicians, psychologists or reading specialists.	1.00	Not Effective	19
<u>Average Weighted Mean</u>	2.04	Effective	

<u>Arbitrary Statistical Limits</u>	<u>Descriptive Equivalent</u>
2.33 – 3.00	Very Effective (VE)
1.67 – 2.32	Effective (E)
1.00 – 1.66	Not Effective (NE)

Table 5 presents the strategies employed by the Grade III teachers on oral reading levels. Grouping of pupils according to their capabilities was ranked first with the weighted mean of 3.00 which means very effective. This was usable by the teachers because in grouping the pupils according to their capabilities, the



teacher can see the weaknesses and strengths of their clientele. This strategy helps the pupils improve their reading abilities with the guidance of the teacher.

Grouping together pupils of similar needs and abilities has proven successful in the treatment of reading disability. The studies, chosen from a number on this subject, reported convincing evidence of the value of this plan. Dellone (1947), as cited by Heilman (1986), reported gratifying gains among pupils from grades 4,5, and 6 who were grouped according to their needs and reading levels without regard to grade classification. A similar plan for reading instruction was described by Jones (1948), as cited by Woolf and Woolf (1957).

Secondly, conducting remedial reading is also very effective because the teacher can really remediate the pupils who have oral reading difficulty to improve their reading. Remedial reading and diagnosis was considered one of the teacher's strategies which ranked 2.5. Strang, (1987) who was concerned with the outcome of the reading processes points to and emphasizes on the ability of teachers to give some remedial measures on the difficulties met by the reader (Valle,1999). Heilman(1986) stated that it is ideal for every curricular program providing basic education to always provide a specific time slot for remedial instruction. This was followed by making a continuing assessment of pupils' reading abilities using the Dolch Basic Sight Words tests and Philippines Informal Reading Inventory (Phil-IRI) tests were rank seventh with weighted mean of 2.5. Guillermo (1998) believed that the parents who read aloud to their children at any particular period



of study may help them develop reading and talking skills, and their attention given to these children may really develop the positive attitude towards good study habits. Heilman (1986) claimed that effective instruction is based on meeting pupil's needs, and proper diagnosis is essential for identifying all pupil's strengths and weaknesses if they are to progress in reading at a level equal to their abilities. He further states that reading problems should be detected early and corrected before they deteriorate into failure frustration cases. Spending extra time working with children was also ranked seventh with weighted mean of 2.5. At present, the literature on remediation indicates no single technique that is universally successful except, perhaps, a very simple one: spending extra time working with children (Klausmeier and Goodwin, 1971). Woolf and Woolf (1957) agreed that a change in attitude on the part of the parents can be very helpful. The roots of some reading problems are found in the child's home. However, Ervin (1979) said that reading problems need not necessarily result from lack of attention and care. Helping pupil's build self-confidence was ranked 4.5 with a weighted mean of 2.5. Helping pupils build self-confidence in them, providing for regular practice using the skills taught and providing opportunities for pupils to write thoughts they want to express. Kennedy (1977), as cited by Hudgins et al. (1983), stated the eight general principles of remedial reading instruction. Helping the pupils gain self-confidence in them is one of the principles. Teachers should make sure that, each day, pupils have an opportunity



to apply their reading skills for the purpose of enjoyment (Heilman, 1986). Alcantara et al., (1988) mentioned emotional needs of a learner; and it includes a sense of personal worth, for self-confidence and for success.

Providing reading materials which are to the child's interest was the eleventh rank whereas, reading materials that are interesting and within the child's level should be provided. It is through enjoyable stories that the children's interest in reading arises. According to Alcantara et al., (1988), to motivate and stimulate interest among children, the teachers should provide some easy interesting materials. Materials must be within the child's level. It must also follow the principle of "learning by doing" because children understand better if there is manipulation of objects. The more senses used, the better the output. The children are allowed to draw, act-out, or solve puzzles and the like

This has a bearing with the recommendation of Tiorisio (1988) that teachers should provide enough reading materials. Enough reading materials can help minimize the oral reading levels/difficulties of the pupils.

Alcantara et al., (1988) mentioned emotional needs of a learner; and it includes a sense of personal worth, for self-confidence and for success.

The teacher should be now multi-armed teacher, a mentor-armed with various instructional materials and devices that makes every lesson meaningful to the children. However, materials should be within the levels of the children (Jover, 1983).



Referring the children to reading clinicians, psychologists or reading specialists was the least rank with the weighted mean of 1.00 (not effective). The teachers cannot reduce the number of children for every classroom. The number of children to be taught is dependent on the number of enrollees in the grade level for the school year. Reading clinicians, psychologists or reading specialists were used by the teacher respondents as the last option in helping children cope with their reading levels. Presenting oral reading games and requiring routine examinations or vision, hearing and other physical capabilities with weighted mean of 1.25 is not effective. All the teacher-respondents seldom refer the children with reading specialists. The teacher-respondents sometimes require the routine examinations of vision, hearing and other physical capacities are essential in any school system. When the school does not provide it, however, teachers themselves should administer simple tests of vision and audition when these seem appropriate (Blair, 1962). Dramatizing the story read was ranked sixteenth with a weighted mean of 1.50 which means not effective because the time allotted in reading was limited.

Summary of the strategies employed. Table 5 shows the summary of the strategies employed by Grade III teachers in Tinoc, Ifugao. These are arranged in ascending order.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary, conclusions and recommendations based from the findings of this study.

Summary

A four-group pre-test - post test quasi-experiment was conducted to Grade III pupils in Tinoc, Ifugao to determine their oral reading levels using time-tested graded reading materials like the Dolch Basic Sight Words and Philippine Informal Reading Inventory.

This study used the descriptive-normative survey using description combined with analysis and interpretation. Sources of data were the reading scores of the respondents.

Data were processed using pre-primer, primer, first reader, second reader, third reader for the Dolch Basic Sight Word and Independent, Instructional, and Frustration for the Philippine Informal Reading Inventory. Friedman's Two Way Analysis of Variance by Ranks was utilized to determine the differences between the pre-test and post test of the respondents.

The study was conducted in Gumhang Elementary School, Binablayan Elementary School, Tulludan Elementary School, and wangwang Elementary School, Tinoc, Ifugao. There were 80 respondents and 4 Grade III classroom teachers who answered the compensatory oral reading strategies that they employed.



Findings

The salient findings of the study are the following:

1. Most of the pupils were second readers in the pretest while in the posttest they were mostly third readers.
2. The pupils were classified as instructional in mispronunciation and substitution for the pre-test and became independent readers in the post test. On insertion and repetition miscues, they were classified as frustration readers in the pre-test and were elevated to instructional in the post test. For omission, the pupils were in the frustration level in the pre-test and became independent readers in the post test.
3. The pupils were mostly independent readers in the pre-test and became independent readers in the post test for oral comprehension levels.
4. Grouping of pupils according to their abilities, conducting remedial reading, providing effective guidance in reading activities were very effective strategies employed by the Grade III teachers.

Conclusions

Based on the findings, the following conclusions are drawn:

1. There are no significant differences between the pre-test and post test on oral reading levels of Grade III pupils using Dolch Basic Sight Words.
2. There are highly significant differences between the pre-test and post test of Grade III pupils on oral reading word recognition levels.



3. There are highly significant differences between the pre-test and post test of Grade III pupils on oral reading comprehension levels.

4. The leading strategy used by Grade III teachers is grouping of pupils according to their capabilities.

Recommendations

Based from the findings and conclusions of this study, the following recommendations are formulated:

1. Teachers should focus on the correct way of teaching the basic sounds of the letters of the alphabet. The Dolch Basic Sight Words should be given emphasis. Teaching vowels and vowel sounds will enable the children to distinguish how to pronounce the vowels in the word with a long sound or short sound. Therefore, the Dolch Basic Sight Words should be taught and implement thirty minutes daily to improve their oral reading difficulties.

2. The teachers must continue giving exercises from appropriate books and dictionaries available for their pupils to read and increase their oral reading word recognition levels. Correct reading habits should be encouraged by motivating pupils to do a large amount of outside-class pleasure reading.

3. The pupils must maintain or increase their oral reading comprehension levels. Pupils should be encouraged to acquaint themselves with entertainment books, media, newspapers, broadcast, and other forms of literature. Children must be introduced to the world of books during the foundation stage. They must



refrain themselves from the habit-forming effect of recreational games like video games, and computer games, etc. Instead, they should start reading fiction, nonfiction, humor, puzzles, riddles, and other cognitive enhancing comprehension activities.

4. School practices should be more enhanced with innovative and creative strategies so that whatever problems encountered will be properly given due solutions. Teachers should be alert in joining seminars and in-service trainings on strategies.

5. A further study on the alternative teaching strategies to solve oral reading difficulties may be conducted such as dramatizing the story read, presenting oral reading games, requiring routine examinations of vision, hearing and other physical capabilities, and referring the children to reading clinicians, psychologists, or reading specialists if necessary.



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APPENDICES

A. COMMUNICATION

Benguet State University
Graduate School
La Trinidad, Benguet

July 1, 2006

Dear Respondents,

I am a graduate school student of Benguet State University, La Trinidad, Benguet. I am conducting a study on “Oral Reading Levels of Grade Three Pupils in Tinoc, Ifugao” in partial fulfillment of the requirements of the degree Master of Arts in Education major in Elementary Education.

In this connection, may I ask your support by accomplishing the attached questionnaires honestly? Rest assured that the data will be kept confidential and shall be used solely for research purposes.

Thank you very much. Your contribution shall go a long way in the completion and recognition of this study.

Very truly yours,

DELMA H. SATURNO
Researcher



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Ifugao Division
Tinoc, Ifugao

July 1, 2006

Jerry Quihao
Principal
Tulludan Elementary School
Tinoc District, Tinoc, Ifugao

Sir:

I have the honor to request that I be permitted to conduct a study on the “Oral Reading Levels of Grade Three Pupils in Tinoc, Ifugao” for the school year 2006-2007. This is a partial fulfillment of the requirements for Master of Arts in Education, which I am presently pursuing at Benguet State University, La Trinidad, Benguet.

Attached is a copy of the questionnaires for your guidance and information.

Your favorable consideration and approval of this request is highly appreciated.

Very truly yours,

DELMA H. SATURNO
Researcher



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Ifugao Division
Tinoc, Ifugao

July 1, 2006

Daniel Pinkihan
Principal
Wangwang Elementary School
Tinoc District, Tinoc, Ifugao

Sir:

I have the honor to request that I be permitted to conduct a study on the “Oral Reading Levels of Grade Three Pupils in Tinoc, Ifugao” for the school year 2006-2007. This is a partial fulfillment of the requirements for Master of Arts in Education, which I am presently pursuing at Benguet State University, La Trinidad, Benguet.

Attached is a copy of the questionnaires for your guidance and information.

Your favorable consideration and approval of this request is highly appreciated.

Very truly yours,

DELMA H. SATURNO
Researcher



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Ifugao Division
Tinoc, Ifugao

July 1, 2006

Vilma T. Allatis
ESHT – III
Binablayan Elementary School
Tinoc District, Tinoc, Ifugao

Madam:

I have the honor to request that I be permitted to conduct a study on the “Oral Reading Levels of Grade III Pupils in Tinoc, Ifugao” for the school year 2006-2007. This is a partial fulfillment of the requirements for Master of Arts in Education, which I am presently pursuing at Benguet State University, La Trinidad, Benguet.

Attached is a copy of the questionnaires for your guidance and information.

Your favorable consideration and approval of this request is highly appreciated.

Very truly yours,

DELMA H. SATURNO
Researcher



APPENDIX B

The Dolch Basic Sight Words
(220 Words)

a about after again all always am an and any
 are around as ask at ate always be because been
 before best better big black blue both bring brown but
 buy by call came can carry clean cold come could
 cut did do does done don't down draw drink eat
 eight every fall far fast find first five fly for
 found four from full funny gave get give go goes
 going good got green grow had has have he help
 her here him his hold hot how hurt I if
 in into is it its jump just keep kind know
 laugh let light like little live long look made make
 many may me much must my myself never new no
 not now of off old on once one only open
 or out out over own pick play please pretty pull
 put ran read red ride right round run said saw
 say see seven shall she show sing sit six sleep
 small so some soon start stop take tell ten thank
 that the their them then there these they think this
 those three to today together too try two under up
 upon us use very walk want warm was wash we
 wall went were what when where which white who why
 will wish with work would write yellow yes you your



APPENDIX C

THE DOLCH BASIC SIGHT WORD TEST (PART 1)

(Test to determine the reading level)

Name: _____

Date: _____

- | | | | |
|------------|-------|--------|---------|
| 1. by | at | a | it |
| 2. in | my | be | big |
| 3. did | good | do | go |
| 4. all | are | any | an |
| 5. had | have | him | drink |
| 6. its | if | into | is |
| 7. ask | may | as | am |
| 8. many | cut | keep | know |
| 9. does | goes | going | and |
| 10. has | he | his | far |
| 11. but | jump | just | buys |
| 12. black | kind | blue | find |
| 13. fast | first | ate | eat |
| 14. help | hot | both | hold |
| 15. brown | grow | bring | green |
| 16. four | every | found | eight |
| 17. from | make | for | made |
| 18. around | funny | always | because |
| 19. long | let | little | look |
| 20. away | again | after | about |
| 21. cold | can | could | clean |
| 22. call | fell | five | fly |
| 23. before | best | better | been |
| 24. live | like | laugh | light |
| 25. her | hero | how | hurt |
| 26. down | done | draw | don't |
| 27. give | get | gave | got |
| 28. came | carry | call | come |

Score:

First trial _____
 Second trial _____
 Third trial _____
 Fourth trial _____



APPENDIX D

THE DOLCH BASIC SIGHT WORD TEST (PART 1)

(Scoring Key)

First Trial	Second Trial	Third Trial	Fourth Trial
1. a	1. it	1. at	1. by
2. my	2. be	2. in	2. big
3. go	3. did	3. do	3. good
4. all	4. any	4. are	4. an
5. drink	5. have	5. him	5. had
6. is	6. if	6. its	6. into
7. as	7. ask	7. am	7. may
8. cut	8. many	8. many	8. know
9. and	9. goes	9. he	9. does
10. has	10. far	10. he	10. his
11. just	11. but	11. buy	11. jump
12. black	12. blue	12. kind	12. find
13. first	13. eat	13. fast	13. ate
14. hold	14. hot	14. both	14. help
15. brown	15. green	15. grow	15. bring
16. found	16. four	16. eight	16. every
17. made	17. make	17. from	17. for
18. funny	18. always	18. because	18. around
19. little	19. let	19. long	19. look
20. away	20. about	20. after	20. again
21. clean	21. cold	21. can	21. could
22. call	22. five	22. fly	22. fell
23. best	23. better	23. before	23. been
24. laugh	24. like	24. light	24. live
25. hurt	25. hero	25. how	25. her
26. draw	26. done	26. down	26. don't
27. give	27. got	27. gave	27. get
28. come	28. carry	28. call	28. came



APPENDIX E

THE DOLCH BASIC SIGHT WORDS TEST – II

Name: _____

Date: _____

School: _____

- | | | | |
|-----------|--------|-------|----------|
| 1. sit | no | to | the |
| 2. not | of | we | so |
| 3. red | too | seven | walk |
| 4. six | start | show | stop |
| 5. put | round | right | pull |
| 6. no | on | or | old |
| 7. yellow | you | your | yes |
| 8. please | pick | play | pretty |
| 9. take | ten | they | today |
| 10. my | much | must | together |
| 11. own | under | off | over |
| 12. out | now | new | our |
| 13. open | one | only | once |
| 14. try | myself | never | two |
| 15. us | up | upon | use |
| 16. with | white | was | wash |
| 17. shall | she | sleep | small |
| 18. who | write | would | shy |
| 19. some | very | sing | soon |
| 20. then | tall | their | them |
| 21. ran | read | run | ride |
| 22. ran | tall | their | them |
| 23. see | saw | say | said |
| 24. that | there | these | three |
| 25. when | which | where | what |
| 26. thank | those | this | think |
| 27. warm | want | went | were |

Score 1st trial _____2nd trial _____3rd trial _____4th trial _____

APPENDIX F

DOLCH BASIC SIGHT WORDS TEST – PART II
(Scoring Key)

1 st Trial	2 nd Trial	3 rd Trial	4 th Trial
1. to	the	no	sit
2. of	we	not	so
3. walk	red	seven	too
4. six	show	start	stop
5. round	pull	put	right
6. or	no	old	on
7. yes	your	yellow	you
8. pretty	pick	play	please
9. take	today	ten	they
10. must	my	together	much
11. own	off	under	over
12. now	our	out	new
13. once	one	only	open
14. myself	never	try	two
15. upon	up	use	us
16. wash	white	with	was
17. she	sleep	small	shall
18. would	write	who	shy
19. some	soon	sing	very
20. tall	their	then	them
21. read	run	ride	ran
22. ran	tall	their	them
23. say	see	said	saw
24. that	there	these	three
25. which	what	when	where
26. think	this	those	thank
27. were	went	warm	want



APPENDIX G

Criteria for Computing Child's Score on Dolch Basic Sight Words Test

1. The child should respond within 10 seconds or less. If he does not, he should be encouraged to go on to the next word.
2. The teacher may indicate children's responses in the following ways:
 - a. If the word is called properly, draw a line through it.
 - b. If the word is miscalled, then corrected before going on, write above the word what the child said and then indicate with a "C" in front of the word that he corrected it
 - c. If the word is miscalled but not corrected, write the child's pronunciation above the word.
 - d. If the child is willing to "skip" a word or move on without identifying in any way, do not mark it.
 - e. If the child makes several guesses and seems to get the word right only by guessing, write down the mispronunciations but do not draw a line through the word.
 - f. The child's score on the total test is the number of words lined through.
 - g. If the child makes pertinent comment about the words, as he goes along, it is wise to jot them down on the margin of the page, for example:
 - (1) Spelling out each word: "c-a-n, that's a can"
 - (2) "Oh I know it but I just can't say it."



(3) “I had that word it spelling, just this week”

(4) “It’s ‘on’ or ‘no’ but don’t know which.”

(5) “Am I doing all right? Is this good?”

3. The scale for determining reader level on the basis of this score is shown below.

Scale for Determining Reader Level on the Basis of Score

Obtained in the Dolch Basic Sight Words Test

Dolch Words Known	Equivalent Reader Level
0 – 75	Pre-Primer
76 – 120	Primer
121 – 170	First Reader
171 – 210	Second Reader or Above
Above 210	Third Reader or Above

Sources: Eckstein, C. 1944; Sparrow, 1944

Standards for Individual Dolch Basic Sight Words Test

1. The criteria upon which a child is given credit for knowing a word are:
 - b. If he can pronounce at sight.
 - c. If he can sound it out and then pronounce it on the first trial.
 - d. If he corrects himself immediately after miscalling it and then pronounces it correctly.
2. In no case is the child given credit for knowing a word if any of the following happens.



- a. if he miscalls it, and then after correcting pronouncing one or several others, on the list, comes back to that word and gives it correctly.
- b. If he takes more than one trial of sounding to get it.
- c. If he miscalls it and gives more than the one original mistaken word before finally getting the right one.

Example: If for the word could a child says called, cold, could, he is give the credit.

- d. If he omits the word and then later comes back and gives it correctly.
- e. If he hesitates more than 15 minutes before giving the word.

General Guidelines

1. If a child makes many errors, don't continue.
2. If a child knows very few of the words at the top of test I, he not continue.
3. Younger children, or less successful ones who work slowly, may complete successive parts of the 220-word test over more than one week period, or they may identify the words on flashcards presented a few at a time.
4. Errors committed by the child may be tabulated as follows prior to interpretation:

Wrong beginnings, wrong middles, wrong endings, reversals, wrong several parts, omissions.



APPENDIX H

Philippine - Informal Reading Inventory (Passage)

Grade III

Prompt: Do you know what a nurse is? Find out what she does in school.

Are You Growing?

Miss Loy is a school nurse.
 “Hello, children,” she smiled.
 “Let’s see if you’re growing.
 Use the measuring tape for your height and
 the weighing scale for your weight
 Write it on your card.”
 “Rico, are you ready?”
 Hurray! I grew taller by two centimeters and
 heavier by three kilos.

Questions:

Literal

1. Who is Miss Loy?
(School nurse/nurse)

Inferential

2. Why do we need to measure our height?
(To see if we are still growing.)
3. Why is the weighing scale important?
(To get our weight to show how heavy we are.)

Critical

4. How did you know that Rico is taller?
(He got taller by two centimeters.)
5. If you’re happy, what do you usually do aside from shouting?
(I jump, I box my palm, I embrace, I hug.)

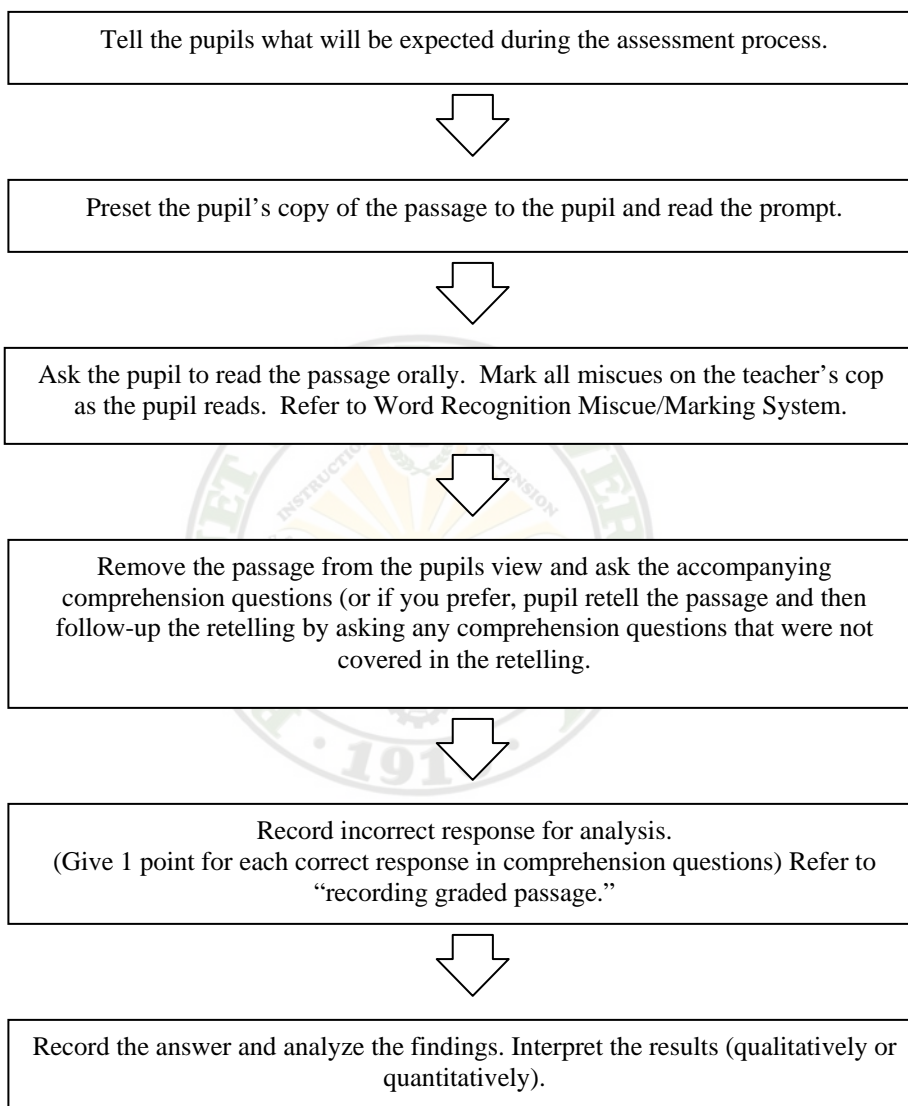
Valuing

6. What trait did Rico show when his teacher told him to write in his card?
(Honesty)



APPENDIX I

Administration of the Graded Passages of Philippine Informal Reading Inventory



APPENDIX J

Word-Recognition Miscue-Marking System

Miscue	Marking	Comment
Mispronunciation	<i>Wert</i> went	The student attempts to pronounce the word but produces a nonsense word; rather than a real one.
Substitution	<i>want</i> went	The student substitutes a real word that is correct.
Refusal to pronounce	TP went	The student neither pronounces the word nor attempts to do so. The teacher pronounces the word so that testing can continue.
Insertion	<i>On</i> sent ^ to	The student inserts a word or a series of words that does not appear in the text.
Omission	to (the) school	The student omits a word or a continuous sequence of words in the text but continues to read.
Repetition	In the little house <i>mmmm</i>	The student repeats one or more words that have been read. Groups of adjacent words that are repeated count as one repetition.
Reversal	that he saw	The student reverses the order of words or letters.

Note: if the student makes a miscue and then corrects it without prompting from the teacher, the teacher should place a check (✓) beside the miscue to indicate a spontaneous correction and not include the miscue in the error count.



APPENDIX K

How to Compute Word Recognition Level and Comprehension Level

READING LEVEL	WORD RECOGNITION		COMPREHENSION
Independent	97 – 100%	and	80 – 100%
Instructional	91– 96%	and	59 – 79%
Frustration	89% – below	or	58% – below

No. of Words - 64

Word Recognition: $\frac{\text{No. of Major Miscue M}}{\text{No. of Words in the Passage N}} \times 100 = \% \text{ of M}$

% correct = 100% - % of M

Example: $\frac{2}{64} \times 100 = 3\%(M)$

% correct = 100% - 3% M

% correct = 97% (Independent)

Comprehension: $\frac{\text{No. of Correct Answers}}{\text{No. of questions}} \times 100 = \% \text{ of CR}$

Example: % of CR = $\frac{5}{7} \times 100$

% of CR = 71% (Instructional)



APPENDIX L

QUESTIONNAIRE

Teacher's Name (Optional): _____

School: _____

Compensatory Oral Reading Strategies Employed by Grade III Teachers. Please put VE (Very Effective), E (Effective) and NE (Not Effective) on the blanks provided to indicate the mechanisms that you use to cope up with pupils with oral reading difficulties and oral reading levels.

- _____ 1. Grouping of pupils according to their reading capabilities.
- _____ 2. Commending the effort that the children make.
- _____ 3. Providing reading materials which are to the child's interest.
- _____ 4. Providing effective guidance of reading activities related to a unit of work.
- _____ 5. Maximizing pupil's involvement in tasks or academic activities related specifically to lesson content and described outcomes.
- _____ 6. Monitoring and guiding the direction of the pupil's learning.
- _____ 7. Teaching new words thoroughly through games and other interesting activities.
- _____ 8. Helping pupil's build self-confidence.
- _____ 9. Providing for regular practice using the skills taught.
- _____ 10. Conducting remedial reading.
- _____ 11. Dramatizing the story read.
- _____ 12. Spending extra time working with the children.
- _____ 13. Asking parents to spend quality time with their children.
- _____ 14. Orienting parents regarding their child's reading difficulty.
- _____ 15. Presenting oral reading games.
- _____ 16. Referring the children to reading clinicians, psychologists or reading specialist.
- _____ 17. Requiring routine examinations of vision, hearing and other physical capacities.
- _____ 18. Making a functional reading contest among pupils to say and write thoughts they want to express.
- _____ 19. Making a continuing assessment of pupils' reading abilities.
- _____ 20. Others (please specify).



BIOGRAPHICAL SKETCH

The author was born in Binablayan, Tinoc, Ifugao on May 1, 1980. She is the second child of Mr. Donato L. Humiwat and Mrs. Rosa P. Balinggan. She has one brother (Dienzo) and one sister (Dora).

She finished her elementary education at Binablayan Elementary School, Binablayan, Tinoc, Ifugao in March 1993 and her secondary education at Saint Joseph's School, Kiangan, Ifugao in March 1997. She obtained the degree of Bachelor in Elementary Education on April 3, 2001 at Nueva Vizcaya State University, Bayombong, Nueva Vizcaya.

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