



Republic of the Philippines
Department of Education

REGION XI
DIVISION OF PANABO CITY

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Evaluation/PIR	1. Quarterly Review (SMEA, DMEA, DivMEA-Progress Reporting)			
	2. Year-End Review			
	3. Impact (<i>Result-based vis-à-vis other disciplines</i>)			
	4. Research in Literacy /Numeracy Development			
Awards and Recognition	1. Service Credits for teachers who are teaching beyond class hours/ EOSY			
	2. Criteria/Results in selecting Most Effective Reading Initiative			
	3. Classroom-based Awards (Learners)			
	4. School-based Awards (Teachers)			
	5. Awards for Supportive Stakeholders			

Reference: DepEd Order 173, s 2019 Bawat Bata Bumabasa (3Bs)

STRATEGIES FOR REMEDIATION

I. Goals

1. Write upper case and lower case letters in cursive.
2. Classify sound letters correctly, particularly on vowel sounds.

- Strategies used to improve:

- Writing paper
- Letter Chart
- Picture-key word-letter cue cards

II. Goals:

1. Discriminate letter names from letter sounds in words.
2. Recognize, segment and blend the phonemes or sounds in words.

- Strategies used to improve:

- Elkonin squares
- Phoneme sort boxes and chart
- Picture and word sorts
- Race to the finish game board and die

III. Goal:

1. Decode and spell words with long and short vowel letters, words ending in d, ed, s, es, and ing.

- Strategies used to improve:

- Magnetic letters
- Pictures
- Word/concept map
- Word/letter tiles
- Arranging sentences using word tiles
- Magic Squares
- Blend wheel
- Race to the finish game board and die

IV. Goal:

1. Widen listening and reading comprehension skills and critical thinking skills.

- Strategies used to improve:

- Read aloud
- Collaborative reading
- Character chart
- Comparing characters/Venn Diagram
- Cause and Effect
- Book report
- Pictures

V. Goal:

1. Read a story /selection with precision and develop oral reading comprehension

- Strategies used to improve:
 - Collaborative reading
 - Book worm
 - Chain of events
 - Story map
 - Plot relationship chart
 - Character chart
 - Character Web

VI. Goal:

1. Develop written expression skills.

- Strategies used to improve:
 - Book worm
 - Chain of events
 - Story map
 - Plot relationship chart
 - Character chart
 - Character web
 - Letters
 - Activity Sheets
 - Drawing activities

LITERACY TASKS FOR SPECIFIC DOMAIN

- **LETTER KNOWLEDGE**
 - Task 1: Written Alphabet
 - Task 2: Letter Naming
 - Task 3: Letter Identification
 - Task 4: Letter Sounds
 - Task 5: Matching Letter (upper/Lower case)
 - Task 6: Same Letter Matching
- **Basic Sight Words**
 - Dolch
 - Fry
- **Word Recognition**
 - Wordlist from Qualitative Reading Inventory- 4th Edition (QRI-4)
- **Spelling**
 - Bear et al's (2004) Elementary Spelling Inventory
- **Oral reading Comprehension**
 - Use of Narrative Text ("A Special Birthday for Rosa")
- **Listening Comprehension**
 - Use of Narrative Text ('Fox and the Mouse')



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INDIVIDUAL REMEDIAL PLAN

Area/Component	Strengths	Needs	Goals
1. Letter Knowledge			
2. Phonological Awareness			
3. Spelling			
4. Listening Comprehension			
5. Word Recognition			
6. Oral Reading Comprehension			
7. Written Expression			

EVALUATION OF PROGRESS:

RECOMMENDATIONS:

Prepared:

Noted:

Teacher

Principal I



READING INTERVENTION PLAN

Component	Strength/s	Needs	Goals	Strategies	Materials	Procedure	Remarks
Letter knowledge	- The child is able to name, identify, and write most upper & lower case letter forms	a. Letter sounds b. Needs work on his ability to write in cursive	To be able to distinguished letter sounds	Letter chart Picture-key word- letter cue cards	Writing paper Letter cards pictures	a. Show the letter cards b. Pupil gives each letter name & sound c. Trace & write the letter	
Phonological awareness	- The child is able to detect rhymes, match initial sounds, compare word lengths, and represent phonemes with letters.	a. Needs to work on identifying individual sounds in words b. Needs to develop concept of syllable & phonemes	a. To be able to identify individual sounds b. To be able to develop concept of syllables & phonemes	Elkonin squares Phoneme sort boxes & chart Picture & word sorts	Letter tiles Magnetic letters	a. Identify individual sounds in words b. Pupil gives each letter name & sound c. Play a game. Give the sound of a letter & ask the pupil to pick the letter card that corresponds to it.	
Spelling	- Knowledge of Consonants	a. Difficulty with short & long vowel sounds b. Needs to work on vowel pronunciation	a. To be able to distinguish vowel sound e and vowel sound a b. To be able to spell words with short	Magnetic letters Word/concept map Word/letter tiles		a. Discrimination of letters b. Spelling of words (phonetic & basic sight words) c. Writing of sentences out of the given words	

CLASSROOM INTERVENTION PLAN

		c. Needs a little work on phonograms	vowel sounds c. To be able to spell words with long vowel sounds	Arranging sentences using word tiles Magic squares Blend wheel Race to finish game board & dice		d. Reading of the sentence	
Listening comprehension	- is able to answer low level questions	a. has difficulty recalling details in the story b. needs to develop listening skill	a. To be able to talk about his own experiences b. To be able to identify characters in the story c. To be able to develop listening skills	Read aloud Collaborative reading Chain of events Story map Plot relationship chart Character chart	Story book Character map Activity sheets	a. Motivation b. Motive question c. Engagement activity d. Comprehension questions	
Word recognition	- Can recognize words; Primer-independent level Grade 1-instructional level	a. to provide the sounds of all parts of a word b. blend c. needs to be able to read words with affixes (multisyllables) to master vowel	a. To be able to decode words correctly b. To be able to read words with affixes c. To be able to read words with long & short vowel sounds	Word/letter tiles Arranging sentences using word tiles Magic squares	Magic squares	a. Present the magic square b. Teach how to use it c. Allow the child to use it to form words d. Let the child read the words he was able to form	

CLASSROOM INTERVENTION PLAN

		sounds		Blend wheel			
l Reading rehension	- is able to read passages with the primer level	a. has difficulty reading at level passages b. oral reading is word-per- word c. is not yet able to observe correct punctuation d. tends to mispronounce vowel sounds & omit final sounds e. is yet unable to read proper intonation & expression	a. To be able to note details b. To be able to identify elements of the story c. To be able to make story retelling & predictions	Collaborative reading Book worm Chain of events Story msp	Bookworm Story book Activity sheets	a. Motivation b. Motive question c. Engagement activity d. Comprehension questions	
Written ression	Is able to write in print	a. needs work on his cursive writing b. Mechanics in writing	a. To be able to express his own views about a picture/drawing		Writing paper	a. Recall the story being read b. Based on the story, write two sentences each on certain topics.	

1:

Teacher

Noted:

Principal I



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READING PROGRESS REPORT Grade 1-3

Name:	
Grade	
Academic Year:	City/Municipality: PANABO CITY

Goals for the Semester

At the end of the 15 sessions, _____ should be able to:

1. Write uppercase and lowercase letters;
2. Classify sound letters correctly, particularly on vowel sounds;
3. Discriminate letter names from letter sounds in words;
4. Recognize, segment and blend the phonemes or sounds in words;
5. Decode and spell words with long and short vowel letters.
6. Which listening and reading comprehension skills and critical thinking skills;
7. Read a story/selection with precision and develop oral reading comprehension; and
8. Develop written expression skills.

Strengths Demonstrated	Areas in Need of Remediation needs remedial instruction in the following:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Strategies for Remediation

A. Strategies used to improve Goal No. 1 and 2



B. Strategies used to improve Goal No. 3 and 4



C. Strategies used to improve Goal No. 5



D. Strategies used to improve Goal No. 6



Additional Goal/s:

E. Strategies used to improve Goal No. ____



F. Strategies used to improve Goal No. ____



RECOMMENDATIONS

General Recommendations:

Specific Recommendations:

Prepared by

Teacher

Monitored:

Principal I

Name:	Date of Assessment:
Birthday:	No. of Session: 15
Age:	Hours of Teaching: 60 minutes per session
Grade Level:	
Adviser:	
Status at the beginning of the program (Indicate the cognitive, affective, and psychomotor aspects):	
Reading diagnosis:	
Reading Status at the end of the program:	
Recommendation:	<p align="center">COMMITMENT</p> <p>I, _____ agreed and promised to work hand-in-hand with the school for the improvement of reading of my child. Therefore, I will conduct DAILY reading to my child at home in my most available time.</p> <p>Parent's Meeting (before the program started):</p> <p>_____ Mother/Father</p> <p>Parent's Meeting (at the end of the program):</p> <p>_____ Mother/Father</p>
<p>_____ Teacher/Reading Specialist</p> <p>Noted:</p> <p>_____ Principal I</p>	



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INDIVIDUAL REMEDIAL PLAN
Grade 4-12

Area/Component	Strength/s	Need/s	Goal/s

EVALUATION OF PROGRESS:

RECOMMENDATIONS:

Prepared:

Noted:

Teacher

Principal I



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PROGRAM DESIGN

SPECIALIZED READING REMEDIATION PROGRAM FOR NON-READERS

Background of the Purpose

“Reading is the heart of everything we do and a predictor to success.” Knowing this, parents and educators focus their attention to reading development of learners. One way to improve school literacy is to see how we can make an impact on the way we do our remedial reading programs.

Let’s Go Reading Program is a reading intervention program supporting the **Deped Memorandum No. 173,3.2019 Hamon: Bawat Bata Bumabasa (3Bs Initiative)** to 71 identified nonreaders at _____ Elementary School, it is designed to craft and use effective policies, strategies and materials that can be described as experienced-based , constant, consistent, and sustainable.

This concept anchored on Lev Vygotsky’s zone of proximal development in which the term “scaffold” is magnified, within which the importance of teacher support of a learner through dialog, questioning, conversation, and non-verbal cues were emphasized. This support can only be effective if the teacher understands the basic theories on teaching reading. Knows when to use and how to use strategies and approaches, truly knows the strengths and weakness of the student and if the sessions are done regularly and individually thereby addressing the needs of that particular student.

Profiling of learners through EGRA and PHIL.IRI, and curriculum mapping served as baseline of this program.

This is an incredible initiative for producing lifelong readers. Let us work together to address the problem of nonreaders in the division. Together, we can make this nation a country of readers. Para sa Bata, Para sa Bayan!

Goal: To conduct the reading intervention program with free snacks in order to make the 71 non-readers become readers by end of March, 2023.



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Objectives:

1. Build community of readers under Every Child a Reader Program (ECARP)
were pupils see themselves as readers.
 2. Develop “The Big Six” elements of reading in combination:
 - Oral Language,
 - Phonological Awareness,
 - Phonics,
 - Vocabulary,
 - Fluency,
 - Comprehension.
 3. Explicitly taught the comprehension toolkit of strategies:
 - Predicting and activating prior knowledge,
 - Monitoring and Clarifying,
 - Determining Importance,
 - Questioning,
 - Making Connection,
 - Visualizing,
 - Inferring,
 - Summarizing & Synthesizing.
 4. Provide a safe, non-threatening environment in which to practice new and familiar reading knowledge.
 5. Create Developmentally Appropriate Materials (DAP).
 6. Develop a lifetime habit, enjoyment and love for reading.
 7. Make the 71 struggling and non-readers become readers by end of the school year.
 8. Capacitate teachers to become effective reading teachers.
-



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Time Frame: January - March 2023

Beneficiary: 71 identified struggling and nonreaders (mid-assessment)

Working Partners: SDO, LGU, NGO, Brgy. Council, PTA, ALS, MCPI.

Expected Output:

1. Increased number of learners who read at independent level at the end of school year.
2. Number of teachers capacitated to become effective reading teachers.
3. Number of volunteer reading teachers from the community.
4. Financial and other materials received to implement the initiative.
5. Research projects undertaken relative to the program.

Resources: School MOOE, LGU, NGO, Brgy. Council, PTA, ALS, MCPI

Policies of Reading Remediation that Guide the Programs

These reading remediation policies are thoroughly explained to the parents in order to engage their cooperation in ensuring each student's consistent attendance in the program. Then, the parent signs the Agreement Form where these policies are written. The five basic policies that guide the implementation of the program are as follows:

1. Confidentiality of the child's record is highly emphasized.
2. All remedial sessions are delivered through one-on-one instruction.
3. Each learner being assessed is given an Individual Reading Plan designed by the reading specialist, wherein the priority goals for the next three months for that particular learner have been set.
4. Each learner receives at least two hours per week of individualized instruction from a trained reading clinician.
5. Each reading clinician who handles students have been trained on and receives ongoing professional development on the theories of teaching reading and research-based approaches to teaching learners with difficulty.

The reading tools use for remediation is Mother-Tongue materials, Marungko Approach and Fuller Approach. The Marungko Approach is the Filipino equivalent of the Fuller Technique; it allows immediate blending of sounds. After two letters of the alphabet is taught, the child immediately initiated into the decoding process.



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Thus, after letter M and A are mastered by the child, he is shown how their sounds can be blended to say “MA” and MAMA”. As more letters are added to the child’s repertoire out linguistic sounds, the more words he is able to read (*EDR 210 Trends in Reading Instruction*, p. 231).

6. These policies are supported by the research of Lev Vygotsky (1978) on zone of proximal development. Further, the research on explicit teaching and differentiated instruction covered on the program.

Methodology:

The concept of the program stands in the premise that a pupil’s reading ability is the primary determinant of their success in school and this should be the core basis of passing or failing. The following are the components and methods of the reading program:

1. After reviewing and analyzing the data, Individual Reading Plan is set according to “The Big Six” elements of reading.
2. Every session will be recorded in the Individual Progress Report (Peterson et al (2000).
3. After 15 days intensive reading remediation, the child is re-assessed and subject for revision of the goal.
4. After three months, final assessment will be conducted.
5. Celebration of success through recognition program.

This process is supported by Paterno and Ocampo-Cristobal in their book, “Now What Do I Do?” (1993) where they outlined the steps in the process, viz:

1. Sensing the special need
2. Initial assessment
3. Formal diagnosis
4. Formulation of the Individual Reading Plan (IRP)
5. Implementation, monitoring and evaluation

Box 2. Individual Reading Plan

Number of Minutes	Component	Materials and Methods		
24	Oral Language	Letter	name/Letter	Sound