



## STRATEGIC RESPONSE MODAL IN BASIC READING INSTRUCTION

**DOLORES O. TORREGOSA, MA.ED <sup>1</sup> | GENEVIVE C. DAYULA, MA.ED <sup>2</sup> | MARIECEL EMNACEN-ALEGRE, MPA <sup>3</sup> | WALID A. MAMAO, MA.ED <sup>4</sup> | EMILY C. ROSAL, DPA,PHD TM <sup>5</sup>**

<sup>1</sup> CEBU INSTITUTE OF TECHNOLOGY UNIVERSITY, DEPARTMENT OF EDUCATION, CITY OF LAPU-LAPU, CEBU PHILIPPINES.

<sup>2</sup> CEBU INSTITUTE OF TECHNOLOGY UNIVERSITY, DEPARTMENT OF EDUCATION, CITY OF LAPU-LAPU, CEBU PHILIPPINES.

<sup>3</sup> SENIOR ADMIN. ASSISTANT III, OFFICE OF THE OMBUDSMAN VISAYAS, CEBU PHILIPPINES.

<sup>4</sup> CEBU INSTITUTE OF TECHNOLOGY UNIVERSITY, DEPARTMENT OF EDUCATION, CITY OF LAPU-LAPU, CEBU PHILIPPINES.

<sup>5</sup> CEBU INSTITUTE OF TECHNOLOGY UNIVERSITY, OFFICE OF THE OMBUDSMAN VISAYAS, CEBU PHILIPPINES.

### ABSTRACT:

Learning to read is about listening and understanding as well as working out what is printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It is important for them to understand how stories work too. Even if a child does not understand every word, they will hear new sounds, words and phrases which they can then try out, copying what they have heard.

Strategic means relating to the identification of long-term or overall aims and interests and the means of achieving them carefully designed or planned to serve a particular purpose or advantage. The purpose of providing extra instructional time is to help children achieve levels of literacy that will enable them to be successful through their school careers and beyond.

The use of structured literacy approach in reading instruction enables learners to comprehend the given words, know its meaning, easily remember the words and combine them with the other words that the learner already knows. This research was conducted to assess the learners' performance in reading skill performance level. There are many reading skills that must be developed for learners to learn to read. More directly, reading skills make the reading process possible.

### KEYWORDS:

**STRATEGIC, TEACHERS, STRUCTURED LITERACY.**

### I. INTRODUCTION

People can be moved from one world to another by reading. One may immerse themselves in the lives of fictional characters and learn about a world that is vastly different from another by turning the pages of a novel. Reading has a wide range of effects on learner's growth because of the learning ability, as shown by several studies. As a result, teachers and parents are in a unique situation to recognize that reading is an important part of children's everyday lives. Reading for fun can help a child's education, social and cognitive growth, as well as their overall health and intellectual development.

Reading comprehension, according to Nation (2019), is a dynamic activity involving a number of language and learning processes. According to the Simple View of reading, this difficulty is the result of two sets of aptitudes: processing and language comprehension. The Simple View describes differences in reading comprehension and offers a useful framework for classifying reading disabilities.

Reading skills include comprehension, fluency, and independence, which are all learned by reading. These abilities enable individuals to offer specific connotation to transform words on a page. These skills are critical because almost everyone reads something every day in some way. It is a necessary component of current existence (Tadesee, Tefera 2017). The startling decline in public schools' ability to express reading skills would have been noted earlier, as the Department of Education (DepEd) office would have been constantly streamlined of the country's existing reading literacy rate, allowing it the opportunity to act. The teachers struggled with short-term memory, parents' follow-up, learner's reading skill, and vocabulary knowledge.

Because of the pandemic, the situation had become even worse. All of the teachers were worried because these aspects had an effect on the learners' academic performance, leading to failure, harassment, and prejudice among their peers. The researchers decided to take the initiative and undertake this research in order to find a

solution to the problem. In putting all efforts together with the teachers, parents, learners and stakeholders by using strategic learning response modal, the expected improvement on the reading skills of learners can be very well achieved.

## II. OBJECTIVES

This research aims to assess the reading skill performance level among Grade 3 learners, as basis for strategic learning activities.

Specifically, this evaluative study seeks to understand the following points:

1. Determine the reading skill performance among Grade 3 learners;
2. Identify the issues and concerns that affect the learners' reading skill performance level
3. Identify common strategic learning activities.
4. Propose a Strategic Learning Activities to be given consideration for proper implementation.

## III. METHODOLOGY

This study is anchored on the theories of structured literacy approach. Ginger Collins (2020) presented one of these theories, stating that reading and writing are language-based skills, and that efficient literacy education/interference approaches should involve a social cognitive concentration. A multilingual structured literacy strategy that incorporates communicative competence has been shown to help learners with verbal communication literacy deficiencies improve their reading and writing skills.

This research assessed the use of structured literacy instruction (SLI) approach to the reading skill performance level among Grade 3 learners. Identify the issues and concerns that affect the learners' reading skill performance level. In addition, this research identifies the strategic learning activities to be utilized to improve the reading skill performance of the learners.

The research used the Systems Model approach, which provided for the exploration of many possibilities and served as a tool for thorough development and implementation interaction. The generalization that everything is interconnected and interdependent underpins the systems approach. A system is merely a collection of items or pieces that come together to make a complicated whole. This classifies input, process, and output as a concept works for organizing the components that have been considered.

The descriptive survey method was used in this research. A descriptive research design can study one or more variables using a range of research methods. Unlike experimental research, the researcher does not control or change any of the variables; instead, they are observed and measured. When the goal of the study is to discover traits, frequencies, trends, and classifications, descriptive research is a good option. Descriptive research is usually characterized as a sort of quantitative study. To ensure that the results are legitimate and dependable, the

research design should be properly constructed (McCombes, Shona 2019).

## IV. PRESENTATION OF DATA AND ANALYSIS

### A. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

**AGE AND GENDER:** Age refers to the various stages in one's life cycle whereas gender refers to the socially defined roles for women, girls, men, and boys. A person's capability to exercise his or her rights is influenced by their age and might be improved or reduced. The socially constructed roles of women, girls, men, and boys are referred to as gender. In an interview conducted by this researcher to the teacher-respondents, it was gathered that some were already serving the school for a number of years and the data also goes with their age.

Age is typically viewed as a benefit to a person, as well as a readily available variable that may be included on a resume. As the learners grew older, the teacher's experience grew. As the instructor gains experience, he learns how to unlock the learners' knowledge and abilities and how to help them realize their value.

**CIVIL STATUS:** This includes being single, married, separated, divorced, widowed, in a domestic marriage or a previous civil partner, and being in a civil relationship that has ended due to death or dissolution. The majority of teacher-respondents were married. According to certain studies, a teacher's civil status is linked to their performance. Hence, a teacher's civil status has an impact on their performance rating (Abarro, 2018).

**HIGHEST EDUCATIONAL ATTAINMENT:** Educational attainment is defined as the highest grade completed within the most advanced level attended in the educational system of the country where the education was received. Researchers agreed that teachers are some of the most important school-based resources in determining learners' future academic success and lifetime outcomes (Burroughs N. et al. 2019).

**FIELD OF SPECIALIZATION:** Is a coursework or a specialization at a university, or it can refer to the subject in which a professional work. Elementary education, which prepares learners for roles in elementary schools, and secondary education, which prepares learners for roles in secondary schools, are two popular concentrations for teaching degree candidates. Every specialization provides concentrated education that meets the standards for licensing and recommendation. Specialization in a specific field, such as language arts, math, social studies, or science, is also available to teaching majors.

**YEARS IN SERVICE:** This is a popular way for employers to keep track of an employee's employment experience. Some of the teacher-respondents claimed that they entered teaching profession at the age of 25 hence, they were able to gain between 11 to 15 years of service. A number of studies have found a link between teacher familiarity and learner accomplishment. As a result of the added years of teaching experience, learners' benefit. Learner's attainment was positively connected to gaining

teacher experience at the same grade level for a number of years, rather than instruction awareness as in common (i.e., in numerous grades).

**TRAINING/SEMINARS:** It is a meeting of people for the goal of discussing a specific issue in education. It is usually participatory sessions in which the participants converse the predetermined topic. Seminars can be used for a diversity of purposes, including teaching, assessment, and assistance. According to the data, the most relevant training/seminar attended by teacher-respondents is In-Service Training. The in-service teacher training programs aid the educators to become good teachers by absorbing the habit of regular learning. These programs help revive teacher's knowledge and expand their point of view to guarantee a better delivery of learning outcomes (Singh, Praveen 2017).

**PERFORMANCE RATING:** The Civil Service Commission (CSC) has underlined the importance of evaluating state employees' performance to ensure that they are supporting to the agency's overall success. Every government employee has his or her own Individual Performance Commitment and Review (IPCR) Form under the Strategic Performance Management System (SPMS), a performance service agreement between the workers and employer during which the aimed outcomes for the evaluation period are correctly pointed out, including the quality requirements that form the foundation for measuring every other outcome. It is a strategy that attempts to match what each person does with the organization's goals and objectives, ensuring that everyone contributes to the organization's effectiveness. It recommends that employee performance be monitored and evaluated on a frequent basis, rather than just at the conclusion of a rating period, so that specific measures can be done to keep an implementation strategy on schedule.

## LEARNERS

**AGE AND GENDER:** The term "age" refers to how long someone or something has been alive. Every other factor that influences academic achievement and performance analysis is age. A large body of factual proof supports the existence of a "birth-date effect" in education. That is, academic achievement varies depending on the month of pregnancy. Gender, on the other hand, is frequently mentioned as a factor that influences literacy comprehension. In general, girls are regarded to do better in oral and language abilities than boys (Vlachos & Papadimitriou, 2015).

## B.READING SKILL PERFORMANCE LEVEL OF LEARNER-RESPONDENTS

Using a structured literacy approach in reading instruction, this section converses the learner-respondents' reading skill performance level as perceived by teacher-respondents in various recognized skills and knowledge such as phoneme, fluency, comprehension (inferencing, noting details, text visualization), and vocabulary knowledge.

When the supportive measures are no longer needed, the teacher gradually takes them away and the pupil assumes more the task. This means that the teacher adjusts the work complexity and learning objectives to ensure that the learner cope up with the requirements (Kurt, 2020).

Reading is seen as a major issue activity that engages readers in a course of deriving meaning from an associated conversation of printed documents. Readers use context data encompassing verbal, connotation, and dialogue restrictions to influence their perception of the text during the process of reading.

Ability to interpret language and being able to pronounce them accurately are two means to assess a child's reading ability. Learners are ready to go on to practicing with word lists once they have firm graphic visualization in position (Linda mood-Belle, 2016). It should be obvious that learning to be familiar with and comprehend a text requires a significant amount of work on the part of the learner.

**PHONEME:** Is a tone or a combination of tones that speakers of the language or vernacular for example in issue perceive would have the same purpose. The English phoneme /k/, which appears in words like cat, kit, scat, and skit, is an example. The ability to hear and control phonemes is known as phonemic awareness (letter sounds). The teacher-respondents had observed that learners were able to distinguish a range of sounds from various words and had mastered increasingly difficult words. The ability to detect a range of sounds from various words is a necessary skill for newcomers to grasp more difficult language. As observed by teacher-respondents the learners were able to match a sound component to the letter or letters that make the sound, and perceived those learners were able to separate a word into its individual sounds and blended the individual sounds of the letters to form words. Diverse sounds are still deemed to be part of the same phoneme because the meaning of the word would not change if one was used instead of the other. It was observed that the learners were able to decipher several components, including language comprehension and fluidity. According to Dr. Timothy Shanahan- "Instead of being left in the dark to guess, kids should become bold code breakers." Applying fundamental deciphering skills help learners enhance your language attack and identification abilities. Learners can compose words in accordance with acceptable tones and application. A few tactics can be used to help learners who are struggling with Phoneme, can ask and answer questions about essential details in a text with guidance and supervision. Teaching children to segment sentences into distinct words is one of the exercises in phoneme. Make a list of well-known short poems, such as "I scream, you scream, we all scream for ice cream!" and have the kids clap their hands in time with each syllable. The order in which these phonemes are taught varies by school and teaching plan, but the most prevalent phonemes, such as /t/, /a/, and /s/, are frequently taught first.

Fluency. It is defined as the ability to read "as if you were

speaking." "Reading fluency is made up of at least three crucial elements: correct reading of appropriate information at a colloquial tempo with proper intonation or inflection," Hudson, Lane, and Pullen write. It is the ability to interpret a text accurately, rapidly, and expressively. Reading fluency is crucial because it serves as a link between the written and spoken word. Teachers do their part to help children enhance their proficiency, but often the knowledge they have is insufficient and leads them down the incorrect route. Silent reading or 'Round Robin' reading, for example, appear to be effective techniques to enhance readability. Increased fluency, on the other hand, need more practice, coaching, and guided reading skills than either of these tactics can provide.

**COMPREHENSION:** Understanding and interpreting what is read is referred to as ability to comprehend. Children must be able to decipher what they read, draw connections between what they read and what they already know, and think deeply about what they have read to comprehend written information effectively. Reading's goal is assimilation or extracting meaning from written text. As a result, one of the most essential goals of reading comprehension is to help college learners improve their understanding, abilities, and opportunities to become capable and motivated readers. Inference, Noting Details, and Text Visualization are the three skills that make up Comprehension.

**NOTING DETAILS:** This is another reading comprehension exercise that involves taking notes on information. A brief record of something put down on paper is referred to as "noting information." This could be a quotation, an illustration, or a term you wrote down to recall. Textual matter, short stories, video clips, and order of events were among the exercises utilized to assist learners improve their Noting Details proficiency. The learners were able to understand, recognize data as a means of obtaining the most necessary details from each phrase being read and were able to display an understanding on what was read thru acquired vocabulary knowledge.

**TEXT VISUALIZATION:** This is another reading comprehension exercise related to comprehension. This is accomplished mostly using diagrams, charts, word clouds, plots, webs, schedules, and other illustrations. People can read the most significant features of a large volume of data due to these graphical outcomes. The learners were able to create in the mind what was genuinely going on by going over the content piece by piece. From the content or words, he or she has heard, the learners somehow develop intellectual picture or pictures. The learners were somehow able to return to what they had read for extended periods of time using their ingenuity.

By analyzing about the personalities, they were reading, the learners somehow can obtain a deeper grasp of the subject they were reading.

One of the most common approaches to teach kids about an image is to compare it to taking a mental picture or film. Teachers want learners to continuously add, change, edit,

and revise their visual picture in the same way that a movie does. Readers should imagine the places, characters, and even the acts of the characters in fairy tales.

Readers will gain a better comprehension of the story as a whole because of this. Teachers want their readers to be able to imagine the specifics of the subject or cultural phenomenon to properly comprehend the idea. Conceptualizing is just not something viewers should do on a regular basis; it should be something that they do throughout the novel.

Even though the approach is dubbed "visualizing," teachers should urge learners to use all five of their senses to get the finest visual picture possible. For example, if professors want pupils to imagine not only how a model looks, but also how they sound. If the figure is eating their favourite dish, pupils are asked to envision what its aroma like and what its savour like.

**Vocabulary Knowledge.** This is more than merely citing the definition of a word. This is another important reading ability for learners to be able to gain effective reading skills. The reader should use the appropriate word(s) for the circumstances. According to the findings, teachers considered learners' reading skills in Vocabulary Knowledge to be competent ranging from 75 percent to 89 percent. Evaluation through use is the only way for a teacher to learn about a learner's capacity to use a new phrase appropriately, variably, and abundantly.

## C. ISSUES AND CONCERNS

As perceived by teacher-respondents, this part describes the challenges and concerns that affected the learners' reading skill performance level. In addition, the student took a long time to enunciate a word. If untreated, dyslexia can result in low self-esteem, behavioural issues, anxiety, anger, and detachment from friends, parents, and teachers (Mayo Clinic, 2017). The teacher-respondents perceived this as a moderate issue since this could be addressed if proper clinical treatment is observed. The importance of motivation in a child's learning process cannot be overstated. By helping learners discover the value in learning for their own lives—rather than imposing teachers' own interests and goals on students—educators can boost student engagement, persistence, and attainment (Hulleman, Chris et al. 2018).

## V. CONCLUSION

This evaluation attempted to assess the Basic Reading Instructions and came to the following conclusion:

1. Improved reading skills and comprehension in order to get the excellent classification.
2. Create a plan for the learners' structured strategic learning activities.
3. To determine the learners' reading literacy, conduct online interviews and test their reading skills through virtual reading.
4. Determine the students' reading level and provide successive degrees of support using a variety of strategic approaches according to the students'

needs.

5. Work with dyslexic students to develop strategic learning activities that pique their interest and pique their curiosity.
6. Hand out copies of large books with image matched-up to learners with poor comprehension skills.

## VI. RECOMMENDATIONS

1. For ongoing progress, develop an Enhanced Structured Literacy Approach.
2. Using a structured literacy approach in reading education allows students to understand the words they are given, understand their meaning, recall them readily, and combine them with other words they already know.
3. Learners must build reading abilities in order to learn to read. Reading skills, to put it another way, enable the reading process.
4. Modelling, openly explaining, guiding when reading and independent practice should all be used to teach learners. It also builds students' reading confidence through effective motivation, coaching, and mentorship from teachers.
5. Provide programs to train and equip instructors in the basics of reading instruction.

## ACKNOWLEDGMENT

We would like to extend our profound gratitude to all of the researches' family, friends, and colleagues for all of your support, no matter how big or small, which has considerably contributed to the completion and success of this effort.

To Dr. Emily Rosal, for spending part of her valuable time examining and moulding this work, and for providing invaluable guidance, assistance, and sharing her creative ideas and skills, which greatly aided in the completion of this project.

To God Almighty, who has given us life and existence, as well as talent and wisdom, and to whom the researchers dedicate this work for HIS glory.

## REFERENCES

### Articles/Books

1. Abarro, Juan O. (2018, November). "Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines", International Research Journal of Engineering and Technology (IRJET) e-ISSN: 2395-0056 Volume: 05 Issue: 11|Nov 2018 www.irjet.net p-ISSN: 2395-0072
2. Almutairi, N. R. (2018, April). Effective Reading Strategies for Increasing the Reading ease the Reading. Retrieved September 30, 2020, from Western Michigan University
3. Bella, D. (2013, November). Reading Difficulties

Experienced By Learners In The Foundation Phase In Inclusive Schools In Makapanstad. Retrieved September 30, 2020, from University of South Africa

4. Birsh, J.R. & Carreker, S. (2018). Multisensory Teaching Of Basic Language Skills (4th ed.). Baltimore, MD: Brookes Publishing Co.

5. Cabablo, Jimmy P & Cabalo, Malinda M. "Factors Affecting Pupils' Reading Proficiency in Multi-grade Classes Among Rural Elementary Schools" Cabalo Pontod Elementary School & Cantandog 2 Elementary School, International Journal of Science and Management Studies (IJSMS) E-ISSN: 2581-5946 Volume: 02 Issue: 02 March to April 2019.

6. Castles, A., Rastle, K., & Nation, K. (2018). "Ending The Reading Wars: Reading Acquisition From Novice To Expert". Psychological Science in the Public Interest, 19(1), 5-51.

7. Drummond, K. (2020). "About Reading Disabilities, Learning Disabilities, and Reading Difficulties". Retrieved September 30, 2020, from Reading Rockets.

8. Galiza, Jina Denise R. Nicdao, Rhodora F., and Guidote, Armando M. Guidote Jr. Educational Attainment, Teaching Experience, Professional Development and Self-Efficacy as Predictors of Chemistry Content Knowledge: Implication for the Development of a National Promotion Examination,

9. Gordon-Pershey, M. (2018). The Role Of Executive Function In Literacy Instruction". In J.R. Birsh & S. Carreker (Eds.) Multisensory teaching of basic language skills (pp. 294-335). Baltimore, MD: Brookes Publishing Co.

10. Henry, M.K. (2018). "The History and Structure of Written Language. In J.R. Birsh & S. Carreker (Eds.) Multisensory teaching of basic language skills (pp. 540-555). Baltimore, MD: Brookes Publishing Co.

11. IDA Ontario, Ida (2020) Submission to the Ontario Human Rights Commission's "Right to Read" Inquiry.

12. Iwuagwu Blessing Oselumese, Blessing Iwuagwu Ph.D1 ; Okogbo Blessing, Okogbo Ph.D2 ; Okonta Vinnela, Okonta Ph.D3 Affiliation: Department Of Educational Foundations, Journals: International Journal Of Social Relevance & Concern Issn-2347-9698 Volume 4 Issue 9.