

A Proposed Reading Program for Secondary School Students

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ABSTRACT

This proposed program presents a background of reading competencies, application of consistent methodological standards and technology-assisted programs. Several researches have quoted the arising complication in the education of high school students, especially in the learning of reading as part of the English subject because of the advancement of technology. Clearly, well-educated programs established a decade ago are no longer effective nowadays.

Moreover, it focuses specifically on teaching reading to fourth year high school students with the assistance of multimedia. Some researches on the use of multimedia digital technologies to enhance reading instruction are in its infancy. This reflects the fact that the technological capabilities that appear to have the most potential in aiding children learn how to read, such as computer speech recognition, have only recently become sufficiently affordable and available for widespread use.

In addition, this reading program is intended to provide background information that will encourage reading specialists, education technology specialists, classroom teachers, and special education teachers to work together to understand, evaluate and implement effective uses of technology in teaching reading to students. It brings together the research-based guidelines for teaching students to read with information about the potential uses of multimedia digital technology to enhance reading instruction.

Keywords-- Reading Program, Reading Competencies, Reading Methodologies, Strategies and Activities

I. INTRODUCTION

Reading is a key to success in school, to the development of out-of-school interests, to the enjoyment of leisure time and to personal and social adjustment. It helps children adjust to their peers, become independent of parents and teachers, select and prepare for an occupation, and achieve social responsibilities (Smith and Dechant,

1961). This conceptual definition of reading was carried for many years and still matters at present. Reading is absolutely essential tool for personal and social development of learners.

Villamin (1984) considers reading as the key that unlocks the door to the world of enlightenment and enjoyment and the basic tool for learning in the content field. On the other hand, while the development of reading skills is considered important, teaching such skills is not an easy task. Oftentimes, reading teachers are faced with insurmountable difficulties in teaching on lonely in such reading phases as decoding language symbols, word recognition but also in teaching comprehension skills.

It is then imperative that teachers understand well the things expected of them – what they are to do, how they are going to do it, and when and with whom they are going to perform the task of teaching the intended reading skills (Tejero, 2010). Reading, then, is a process that must be properly learned. The laws of learning and the facts concerning such topics as motivation, reinforcement, practice, interference, transfer and conditioning apply to teaching reading. Therefore, a fundamental understanding of what reading is all about is highly imperative.

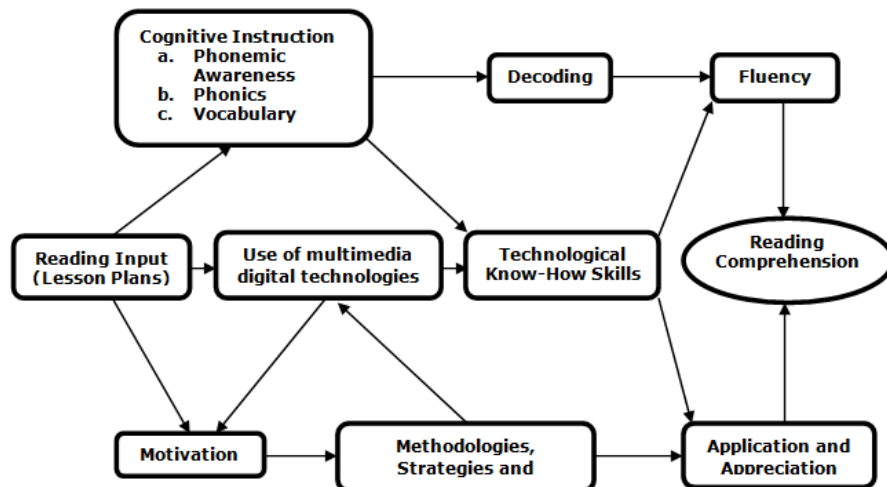
Tantamount to the researcher's experiences in teaching reading to students of varying ages, level and cultural background, Hilgard's (1961) fourteen principles of learning were carefully considered. Added to these principles were the ideas of Thorpe and Allen (2005). They are as follows: a) Older children can learn more readily than younger ones; the decline of ability with age, in the adult years, depends upon what it is that is being learned; b) Learning proceeds most effectively and tends to be most permanent when the learner is motivated, that is, when he has a stake, as it were, in the activity being undertaken; c) Motivation that is too intense (especially pain, fear, anxiety) may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult

discriminations; d) Learning under the control of reward is usually preferable to learning under the control of punishment. Correspondingly, learning motivated by success is preferable to learning motivated by failure; e) Learning under intrinsic motivation is preferable to learning under extrinsic motivation; f) Tolerance for failure is best taught through providing backlog of success that compensates for experienced failure; g) Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain failure; h) The personal history of the individual may hamper or enhance his ability to learn; i) Active participation by a learner is preferable to passive reception when learning; j) Meaningful tasks and materials are learned more readily; k) There is no substitute for repetitive practice in the over learning of skills; l) Information about the nature of a good performance, error

recognition and knowledge of successful results aid learning; m) Transfer of new tasks will be better; n) Spaced or distributed recalls are advantageous in fixing material that is to be long retained; and o) Learning is encouraged when it takes place under conditions that enhance the personality adjustment of the learner.

New instructional materials using technologies have recently been announced, more are on the way, and a number of research studies are underway to test the impact of these products on the students' learning. It provides background about effective reading instruction and potential uses of technology, and summarizes the currently available research evidence on ways in which technology can successfully enhance reading instruction in the secondary level to further prepare the students to higher forms of reading.

II. READING PROGRAM MODEL



III. PRESENTATION OF CONCEPTS

A. General Objective

To enhance reading comprehension with the integration of technology

The idea of reading instruction to students is obviously boring, for they think reading is a static form of learning the subject. The integration of supporting technology to the implementation of reading program is due to the fact that almost all students nowadays are very variable and hooked to multimedia digital technologies such as computer, camera, video camera, cell phones, and the like. Consequently, it is very challenging on the part of the teacher to get the students' attention to read a book.

Taken together, the implementation of support technology to learning reading suggests that the increased flexibility, assistance, responsiveness to students, and visual attractiveness of computer-presented hypertext and

hypermedia may be valuable tools to help increase students' motivation and comprehension in reading.

B. Reading Competencies

1. Cognitive Competence

It is comprised by phonetic awareness, phonics, fluency, vocabulary and text comprehension according to its different levels.

- Phonemic Awareness helps the students learn to segment speech into individual sounds (phonemes) and to blend sounds to form words. The ability to work with speech sounds in these ways is an essential foundation for phonics instruction.
- Phonics teaches the students the relationship between sounds and letters. Having a skill in phonics will help students recognize words and decode new written words to their spoken forms.

- c) Fluency helps the students learn to read text with speed, accuracy, and proper expression. Fluency is a critical component of learning to comprehend text.
- d) Vocabulary increases the number of words for which students know the meanings. This includes helping them understand that a given word can have different meanings depending upon the context or how it was used.
- e) Text Comprehension helps the students develop purposeful and active strategies for understanding what they read. These strategies include monitoring children's understandings as they read, generating and answering questions about the text, and summarizing important ideas from the text.

These five components need to be integrated as students learn to read. For example, students who cannot recognize or decode written words cannot read fluently, or do not understand the meanings of words, will be limited in their text-comprehension abilities. Reading meaningful texts at appropriate levels of difficulty is one way for children to increase their vocabulary and practice their phonics skills. To construct meaning from written texts, skilled readers bring together all the components of reading in combination with their prior knowledge about what they are reading.

2. Integrated Learning Competence

According to Stewart (2010), the technological competence framework consists of four general capabilities that technology can provide to support students who are learning to read. Technology can present information and activities to students, assess students' works, respond to students' works, and provide scaffolds, such as access to word pronunciation and definition that help students read with comprehension.

These four key capabilities, whether supplied by teachers using traditional materials, such as books and audiotapes, or by computers, have proven to be important components in reading instruction. Computers can now provide each of these capabilities to support teaching and learning in new ways (Reyes, 2009). Therefore, students can link different types of representations such as pictures with sounds, oral readings with written text, videos with subtitles, or any other combinations that might reinforce their learning. They can also be rewarded with enormous flexibility, allowing the speed of speech, decide whether written text is also read aloud, choose the language presented in text and speech, or decide whether to repeat the presentation. This flexibility can be valuable in presenting educational tasks such as phonemic awareness practice, phonics lessons and drills, fluency practice, vocabulary instruction and opportunities to learn and apply text-comprehension strategies.

3. Motivation

Students would be intrinsically motivated towards a successful reading through the support of multimedia digital technologies. Most importantly, they will learn to

appreciate and value whatever they read, regardless of its nature, purpose and story.

A. Time Allotment

This program is designed for one school year, consisting of four quarters. The period of implementation starts from June to March.

B. Methodologies, Strategies and Activities

The following methodologies, strategies and activities are presented according to the aforementioned reading competencies. Each competency is provided with suggested teaching methodologies, supporting technology and research for an effective reading instruction or reading program.

1. Phonemic Awareness

Note that the word "phoneme" refers to the individual sounds of language, and that "phonemic awareness" is about awareness of speech sounds, separate from written forms of language. One could have phoneme awareness without ever encountering a written language.

Suggested Methodologies

- Use activities in which students work with the sound of words in a variety of ways, such as: blending sequences of spoken sounds to form a word, as in blending /b/ /i/ /g/ to form the word "big"; segmenting words into separate sounds, for example, in which they segment "big" into its three constituent sounds, /b/ /i/ /g/; adding sounds, as in adding /s/ to "mile" to make "smile"; substituting sounds, as in change /r/ in "run" to /b/ to form "bun", and other activities involving identifying, matching, and altering the sounds of words.
- Adjust activities to the students' level of phonemic awareness. For example, identifying initial sounds is easier than identifying all the sounds in a word.
- Teach sounds along with the letters of the alphabet to provide a bridge between phonemic awareness and phonics.
- Use small-group instruction whenever possible so students can both benefit from listening to their classmates respond and receive feedback from the teacher.

Supporting Technology

Computers can present a variety of phonemic awareness practice activities and provide feedback to students and reports to teachers about students' progress. Multimedia presentations can address many different learning styles by integrating sound, text, and moving images (Alexander, 2008). These presentations can also accept input from a variety of sources by letting students enter responses by pointing, typing, or speaking. For example, many software programs for young children incorporate matching activities in which students are asked to match a sound with pictures of objects that start with that sound, a sequence of sounds with the word they form

when blended together, or pictures of objects with names that start with the same sound or which rhyme. In these types of activities, many of the capabilities of computers described above can be employed to:

- Provide tasks that involve both segmenting words into sounds and blending sounds into words;
- Provide immediate feedback to let students know whether their answers are correct, and give them hints or additional chances, and provide correct answers;
- Individualize problems to focus on the phonemes that the student has not yet mastered;
- Repeat activities and alter the speed of speech to meet the students' needs;
- Provide activities that ask students to match sounds and letters;
- Provide activities designed for two or three students to work together;
- Provide game contexts, attractive visual presentations, and motivating speech, to engage and hold students' interest;
- Provide reports for teachers and students' progress and areas in which individual children need additional work; and
- Engage students in productive self-directed work on phonemic awareness while the teacher works directly with other students, thereby helping the teacher meet the individual needs of the students.

Research

Calderon and Smith (2009) suggested that there is good potential to using technology to support phonemic awareness and phonics instruction by providing increased opportunities for students to practice blending phonemes and segmenting words. However, research has not yet determined the most effective ways to design and use software that provides these capabilities, thus educators are left to judge whether the software makes good use of the capabilities of the technology, follows the principles of effective phonemic awareness instruction, and provides a good fit to the overall reading instructional approach used (Sison, 2010).

1. Phonics

Knowing the relationship between written letters and spoken sounds helps students recognize familiar written words and decode new written words, so they can apply their knowledge of the spoken words. While the English language contains many irregularly spelled words that don't follow the standard letter-sound correspondences, most of these words contain some regular letter-sound relationships, and knowledge of phonics supports students' memory for specific words. Phonics is typically a major focus of reading instruction, but it is best combined with the other competencies.

Suggested Methodologies

- Explicitly teach students the letter-sound relationships, including consonants, vowels, and larger units of language (for example: /th/, /ea/ and /ing/) in a clearly defined sequence.
- Adapt phonics instructions to the needs of each student based upon assessments of their knowledge of letter-sound correspondences.
- Combine phonics instruction with phonemic awareness activities, learning to recognize and write the letters, listening to stories and information texts read aloud, reading simple text, and writing. Make sure to select materials that contain many words that students can decode with the phonics they have learned.

Supporting Technology

Many of the capabilities of computers for phonics instruction overlap those already described for phonemic awareness instruction. In fact, many of the software applications that support phonics development also make use of additional scaffolding to enable phonics practice to be integrated with reading meaningful text and with students' writing. Potential uses of technology to enhance phonics instruction include the ability to:

- Provide tasks that involve students matching sounds and letters, and spoken and written words. In some cases, this simply involves adding letters and a written word component to phonemic awareness activities, and
- Provide texts for children to read with scaffolds to support phonic skills. For example, software can enable a student to click on any word and hear the individual sounds of the word or the whole spoken word.

Research

Jones (1998) found that the speech features of such software often hold little appeal for young students who do not yet grasp the connection between words and sounds, raising questions of when and how these types of supports could best be used. Most of the researches on the use of talking story books focus on vocabulary, fluency, and comprehension, though Lewin (1997) found positive effects of these on students' word decoding strategies as well. Additional research is necessary to provide evidence and guidance about the use of technology to support embedding phonics instruction in students reading and writing of meaningful text.

2. Fluency

Fluency is the ability to read a text accurately and quickly with appropriate pacing and intonation. Fluent readers read aloud effortlessly and with expression, as if they were speaking, while readers who are not yet fluent read slowly, word by word. To read fluently and with expression, readers must be able to easily recognize or decode individual words and divide the text into meaningful phrases and clauses. Fluency provides a bridge

between word recognition and comprehension. Students who cannot read texts fluently often have trouble fully comprehending the reading material.

Suggested Methodologies

- Model fluent reading and then have students read the same text aloud.
- Provide guidance and feedback during repeated oral reading in order to improve word recognition, speed, and accuracy as well as fluency; Oral reading with support (for example, help with unknown words) and feedback provides more effective practice to increase fluency than silent, independent reading.
- Increase oral reading practice through the use of audiotapes, tutors, peer guidance, or other means that provide both modeling of fluent reading and feedback.
- Give students books in which they can read 95% of the words; Fluency develops as a result of many opportunities to practice reading with a high degree of success.

Supporting Technology

Electronic books or e-books present traditional picture book text and images in an alternative on-screen format. The simplest electronic books simply transfer the story from paper to the screen, and allow the students to listen as the program reads the story aloud. Some e-books may also highlight each word as the child progresses through the book. More complex electronic books create a more malleable story, allowing students to manipulate the text and introduce features not found in traditional books (Labbo & Kuhn, 1998). E-books, with features designed specifically to support children learning to read fluently, can provide multiple supports for fluency instruction, including the ability to:

- Provide a model of fluent oral reading;
- Provide on-demand or automated help in decoding individual words, so that a problem with a few words does not disrupt the student reading;
- Provide visual highlighting of phrases to guide the students in learning to read with expression;
- Allow beginner readers to tackle more varied and challenging texts with additional support for pronunciation and meaning, thereby allowing them to "read" on their own more successfully and gain additional experience with text;
- Provide speech recognition tools so that students can get immediate help while reading aloud; and
- Provide recording and analysis tools for teachers to help them assess students' levels of fluency and to inform instructional decisions.

Research

The fluency of oral reading has not been the focus of research on the uses of technology to enhance reading instruction, although some of the research on phonics,

vocabulary, and comprehension measured change in students' abilities to read out loud. With the recent advances in computerized speech recognition, new tools and products designed to assess and provide useful feedback about students' oral reading are becoming available, and research on the effectiveness of these tools is underway (Colin, 2007).

3. Vocabulary

Vocabulary instruction focuses on students expanding the breadth and depth of vocabulary knowledge. Reading specialists refer to oral vocabulary, the words one knows in speech; and reading vocabulary, the words one knows in print. Beginner readers use their oral vocabulary to make sense of the words they see in print, and thereby extend their reading vocabulary. As they begin to read, they learn the meaning of new words that are not part of their oral vocabulary through direct instruction, using dictionaries, and through the use of the context in which they read the words (Labbo, 2001).

Suggested Methodologies

- Encourage activities that support vocabulary growth. Students learn the meaning of most words indirectly through everyday experiences with oral and written language, including conversations with adults, listening to adults read to them and discussing unfamiliar words, and through reading extensively on their own.
- Teach key vocabulary words directly. For example by reviewing new vocabulary words in a text before students read the text.
- Provide lessons on difficult words, such as words with multiple meanings, words that are spelled alike but pronounced differently, and idioms.
- Teach word learning strategies, such as the use of the dictionary and thesaurus; the use of suffixes, prefixes, and roots; and the use of context clues to figure out the meaning of words.
- Have students make repeated use of new words in different contexts, including reading, discussions, and writing.

Supporting Technology

The teaching recommendations suggest several ways in which technology can support vocabulary development in students, including the ability to:

- Provide online, interactive vocabulary lessons, with the features to engage students, provide feedback, individualize instruction, and keep records for teachers;
- Provide online dictionaries, thesauri, and encyclopedia, with speech capabilities, to give students access to tools to use with their word learning strategies;
- Provide online texts with hyperlinks that give students definitions of words and further information about key ideas in the text; and

- Provide students with additional opportunities to extend their vocabulary by increasing the amount of reading and writing they do through the use of online materials and exchanges. Examples of such opportunities include websites, discussions, online publishing, web logs, and other technology-enabled uses of text.

Research

In one study of direct vocabulary instruction, Jones and Sexton (1987) found that children who work with software applications specifically focused on building vocabulary developed better strategies for identifying words that do not appear in the program, indicating that these programs help children acquire word learning strategies, not just the meaning of the specific words taught in reading a text. This idea was further supported by Anderson (2011).

4. Text Comprehension

Text comprehension instruction helps students develop purposeful and active strategies for understanding what they read. This includes learning to monitor their own comprehension to be aware of what they do and do not understand, and to know how to resolve problems in comprehension. All the prior components are critical parts of text comprehension. Students who cannot recognize or decode written words, cannot read fluently, or don't know the meanings of words will be limited in their abilities to comprehend text. Text comprehension instruction also includes teaching a variety of strategies that have been shown to increase understanding and recall, such as generating questions about the text, predicting what happens next, summarizing ideas, forming mental pictures while reading, and comparing prior knowledge to the information in the text.

Suggested Methodologies

- Help students to monitor their comprehension for self awareness of what they do and do not understand, and ensure that they have strategies to reread and further their understanding.
- Encourage students to use graphic and semantic organizers, such as concept maps and other conceptual organizers to help focus on the concepts in a text and the relationships among those concepts.
- Help students to generate questions and seek answers to their questions in the text, which sets purposes for reading, focuses attention on what is learned, encourages comprehension-monitoring, and helps relate new information from the text to prior knowledge.
- Teach students to recognize the structure of stories, so they can place what they are reading into a coherent framework of elements such as the setting, initiating events, internal reactions of characters, goals, attempts, and outcomes.

- Guide students to summarize the information they read as a way of monitoring comprehension and extracting and articulating key ideas.
- The above strategies should be taught from the early stages of reading, not just after "basics" are mastered. It is critical that students learn to use the strategies flexibly and in combination. For example, cooperative learning can be effective, with students posing questions, summarizing information, and modeling comprehension strategies for each other. Moreover, students should receive instruction on these strategies that includes direct explanations of the strategy, modeling by the teacher, guided practice using the strategy, and the application of the strategy in reading texts.

Supporting Technology

There are several ways in which technology can provide direct instruction in comprehension strategies, including the ability to:

- Provide hypertext and hypermedia that includes scaffolding of children's text comprehension to support their learning such as clarification, summary, concept maps, and key questions related to specific parts of the texts;
- Provide embedded prompts that ask students to answer questions, add to concept maps or other graphic organizers, or summarize information, and online tools such as a word processor or a concept mapping tool to support their work; and
- Encourage active reading by providing scaffolding options to read words aloud, provide definition, explain concepts in text, and provide visual aids. These supports help students experience successful reading, provide learning opportunities within the context of meaningful texts, make reading more engaging, and encourage the active use of comprehension strategies.

Research

Hypertext and hypermedia can also be effective in supporting text comprehension instruction. In particular, images and sounds may serve to clarify and ingrain meaning. Children, who interact with animated features in software, demonstrate an enhanced ability to recount story events (Underwood & Underwood 1998). Older learning-disabled students were also able to enhance their understanding of texts by reading hypermedia versions of the material that included pictures, definitions, and digitized pronunciations (Anderson-Inman & Horney 1998; MacArthur & Haynes 1995). In addition, fourth year students reading long and difficult passages could answer comprehension questions more accurately when they had read the text on the computer. However, with shorter passages, the use of the computer did not impact overall comprehension in any notable way (Padilla, 1996).

Furthermore, the following strategies may enhance the effectiveness of the teaching methodologies in reading:

1. Mapping

To ensure the mapping technique, the students will draw a map of the reading material mapping the ideas that come from it and not from their personal experiences. Simply place the subject of the reading in the center and “map out” the details as they read.

2. Word Picture

This technique is similar to mapping. The only difference is the use of one of the following pre-designed maps. Write the subject, idea, concept, person, etc. that you want to describe in the circle. List the important details on the spokes as you read. As you read, fill in all the causes on the first set of lines and all the effects on the bottom set. List the main topic in the center square and the examples which relate to it on all sides. Write the two things you want to compare or contrast on the top lines. Then, list all the ways they are similar. Next, list all the ways they differ.

3. Readers’ Theater

It is an oral interpretation of a text rewritten in script form. The audience imagines the setting and actions through active listening. It develops oral reading and meaningful listening. It also promotes script writing for students and creates a shared literary experience.

4. Dictation

It is the reading of well-written, interesting and complete passages for students to transcribe. It develops the power of concentrated listening. It gives practices in spelling, capitalization, punctuation, grammar and handwriting in a meaningful concept.

A. Resources of the School

1. Library (furnished with the needed reading materials)
2. Internet Access (which provides multimedia support to students’ reading demands)
3. Reading Textbook for Fourth Year (Secondary)
4. Other multimedia tools for advanced reading (overhead projector, audio recorders, audio tapes, etc.)
5. Speech Laboratory to ensure efficient reading competencies

Reading Program for the First Quarter

OBJECTIVES	SUBJECT MATTER	READING MATERIALS	LEARNING ACTIVITIES	STRATEGIES	EXPECTED OUTCOME	TIME FRAME
To note the major idea of the reading text.	Unit I: Chart Your Plans pp. 2-47 Joel and Eli Whitney (<i>Common Patterns and Expressions</i>)	Rainbows in Communication and Reading Adventure IV <i>Priscilla B. Faraon, Zenaida San Agustin</i> <i>Milagros A. San Juan</i>	✓ Reading the Text ✓ Talking the Details Over (<i>Discussion</i>) ✓ Listening Test (<i>Basal reading</i>) ✓ Speaking Right (<i>Pronunciation Lesson</i>) ✓ Enriching Vocabulary ✓ Knowing Grammar ✓ Writing Right ✓ Literary Appreciation ✓ Sharpening Literary Skills ✓ Evaluation of students’ output ✓ Application and Experiential Learning ✓ Supporting Technology	Core Strategies Scaffolding Lecture Individual Reporting Pair Reporting Group Reporting Brainstorming Peer Teaching Summarizing Questioning Clarifying Predicting Board Exercises Mapping Readers’ Theater Word Picture Dictation Paper and Pencil Test Oral Participation Graded Recitation Word Formation Supporting Technology (<i>Software, PDF printed worksheets, online resources, etc.</i>) Jeopardy Template Who Wants to Be a Millionaire (<i>editable version</i>) Are You Smarter	The students take down notes accurately as they read the story and listen to how it should be read.	First week of June
To take down notes upon listening.	I Will Not Grow Through Dependence by Jan Leininger (<i>Looking For Specific Details</i>)	<i>Agustin Milagros A. San Juan</i> Multimedia Digital Technologies Internet Resources			The students focus on the specific details and learn to adjust to the pace of the teacher being the model reader.	Second week of June
To differentiate /p/ from /f/.	Unemployment (<i>/p/ and /f/ Counterpart</i>)				The students read the sets of minimal pairs of words given and fill in the blanks with the correct answer.	Third week of June
To use idiomatic expressions: <i>make up one’s mind, face the consequence and bear up with.</i>	Adolescence – Girls’ Style by Audrey Wright (<i>Idiomatic Expressions</i>)				The students read the sets of minimal pairs of words given and fill in the blanks with the correct answer (<i>idiomatic expression</i>).	Fourth week of June
To identify and use compound nouns.	The Grapes of Wrath by John Steinbeck		Note: <i>The aforementioned activities may be altered and used in any topic identified in “Unit I” so as to</i>		The students study the examples of compound nouns and know about	First week of July

	(Compound Nouns)		<i>meet the students' needs and the target objectives.</i>	Than a Fifth Grader (<i>editable version</i>) Trivia King (<i>editable version</i>) Supplementary videos and audios for reading tactics	them by discussing the grammar point.	
To write a paragraph showing brevity.	Wind, Stars and Sand (<i>Writing an Effective Paragraph</i>)				The students write a paragraph of their title choice and share with their classmates orally.	Second week of July
To single out the changes in mood or tone within the poem.	I Am Who I Am by Arturo Lopez (<i>Poetry: Mood and Tone</i>)			Note: <i>The aforementioned activities may be altered and used in any topic identified in "Unit I" so as to meet the students' needs and the target objectives.</i>	The students discuss the difference between "mood" and "tone" by writing their own poem.	Third week of July
To infer ideas implied in the given reading material.	Josie and the Emeralds (<i>Inferring As a Tool For Reading Comprehension</i>)				The students answer WH-Questions and find out the implied ideas of the reading text.	Fourth week of July
To restate the main ideas of the reading selection in a summary.	A Very Able Disabled by Brenda P. Tuazon (<i>Getting the Main Idea of a Paragraph</i>)				The students identify the main idea of each paragraph in the story.	First week of August
To write a paragraph about resolving a conflict and identify the types of conflict.	Diary of a Forgotten Hero by John Williams (<i>Storytelling Through Writing</i>)				The students write two to three paragraphs on the topic given to them.	Second week of August
FIRST GRADING PERIODICAL TEST (Second week of August)						

Reading Program for the Second Quarter

OBJECTIVES	SUBJECT MATTER	READING MATERIALS	LEARNING ACTIVITIES	STRATEGIES	EXPECTED OUTCOME	TIME FRAME
To recognize the reduced forms of "have to" and "has to".	Unit II: Get Involved pp. 48-91 Are We Couch Potatoes? (<i>Blending and Stressing of Words</i>)	Rainbows in Communication and Reading Adventure IV Priscilla B. Faraon, Zenaida San Agustin	✓ Reading the Text ✓ Talking the Details Over (<i>Discussion</i>) ✓ Listening Test (<i>Basal reading</i>) ✓ Speaking Right (<i>Pronunciation Lesson</i>)	Core Strategies ✓ Scaffolding ✓ Lecture ✓ Individual Reporting ✓ Pair Reporting ✓ Group Reporting ✓ Brainstorming ✓ Peer Teaching	The students make and read their dialogue following the proper blending and stressing of words.	Third week of August
To use the perfect tenses of verbs.	I Have Eaten It Right by Allan Howe (<i>Functions of the Perfect Tenses of Verbs</i>)	Milagros A. San Juan	✓ Enriching Vocabulary ✓ Knowing Grammar ✓ Writing Right	✓ Summarizing ✓ Questioning ✓ Clarifying ✓ Predicting ✓ Board Exercises ✓ Mapping	The students differentiate the use and form of the simple tenses from the perfect tenses.	Fourth week of August
To develop a paragraph on family teamwork and foreshadow events.	Hear Me Not by Helen Stuart (<i>Foreshadowing of Events</i>)	Multimedia Digital Technologies Internet Resources	✓ Literary Appreciation ✓ Sharpening Literary Skills ✓ Evaluation of students' output ✓ Application and	✓ Readers' Theater ✓ Word Picture ✓ Dictation ✓ Paper and Pencil Test ✓ Oral Participation	The students discuss how the events are linked through cause-and-effect relationships.	First week of September
To draw conclusions to a reading text.	Work Cooperatively With the Community (<i>Drawing Conclusions</i>)		✓ Experiential Learning ✓ Supporting Technology	✓ Graded Recitation ✓ Word Formation Supporting Technology (<i>Software, PDF printed worksheets,</i>	The students discuss the significance of timely move in drawing conclusions.	Second week of September

To use expressions connected to "work".	Working in the Office Late (<i>Writing a Dialogue</i>)	<p>Note: The aforementioned activities may be altered and used in any topic identified in "Unit II" so as to meet the students' needs and the target objectives.</p>	<p>online resources, etc.)</p> <ul style="list-style-type: none"> ✓ Jeopardy Template ✓ Who Wants to Be a Millionaire (editable version) ✓ Are You Smarter Than a Fifth Grader (editable version) ✓ Trivia King (editable version) ✓ Supplementary videos and audios for reading tactics 	The students point at expressions on the correct usage and vividness of ideas.	Third week of September
To note expositions, complications and denouement in a selection.	Don Payroll by Adan Wales (<i>Elements of Fiction and Non-Fiction</i>)			The students discuss the three elements in a narrative and identify those elements in the story.	Fourth week of September
To note contradiction and implication.	Developing Concern for Country's Priorities (<i>Differentiation of Contradiction and Implication</i>)			The students identify and express attitudinal meaning.	First week of October
To distinguish the difference between formal and informal language.	Motor of Social Progress (<i>Formal and Informal English</i>)			The students use the language depending on their purpose with the understanding of formal and informal language.	Second week of October
To identify and use coordinating conjunctions.	Facing the New Expectations of the Time (<i>Detailed Review of Coordinating Conjunctions</i>)			The students write sentences using the different coordinating conjunctions.	Third week of October
SECOND GRADING PERIODICAL TEST (Fourth week of October)					

Reading Program for the Third Quarter

OBJECTIVES	SUBJECT MATTER	READING MATERIALS	LEARNING ACTIVITIES	STRATEGIES	EXPECTED OUTCOME	TIME FRAME
To recognize the relationship of details to the point of emphasis.	Unit III: Set the Linkages pp. 92 - 135 Link Through Science and Technology (<i>Formulating Wh-Questions</i>)	Rainbows in Communication and Reading Adventure IV <i>Priscilla B. Faraon, Zenaida San Agustin</i> <i>Milagros A. San Juan</i>	Reading the Text Talking the Details Over (<i>Discussion</i>) Listening Test (<i>Basal reading</i>) Speaking Right (<i>Pronunciation Lesson</i>) Enriching Vocabulary Knowing Grammar Writing Right Literary Appreciation	Core Strategies Scaffolding Lecture Individual Reporting Pair Reporting Group Reporting Brainstorming Peer Teaching Summarizing Questioning Clarifying Predicting Board Exercises Mapping Readers' Theater Word Picture Dictation Paper and Pencil Test Oral Participation Graded Recitation Word Formation	The students answer the questions about the story in connection to the different levels of reading.	First week of November
To grasp the American pronunciation in a dialogue.	Football Red and Baseball Green (<i>Distinguished American Pronunciation</i>)	<i>Milagros A. San Juan</i> Multimedia Digital Technologies	Evaluation of students' output Application and Experiential Learning	Supporting Technology (<i>Software, PDF printed worksheets,</i>	The students distinguish the words pronounced with blending in a dialogue.	Second week of November
To identify and use relative clauses.	When She Said So by Faith Thornburg (<i>Relative Clauses</i>)	Internet Resources			The students illustrate the explanation behind the grammar point of each relative pronoun.	Third week of November
To develop a paragraph using clause modifiers.	The Olympic Games (<i>Fixing Dangling Modifiers</i>)				The students write their favorite sports with the emphasis on the use of transition signals.	Fourth week of November

To discriminate between positive and negative values.	The White Lie by William Blake <i>(Word and Sound Discrimination)</i>	<p>Note: The aforementioned activities may be altered and used in any topic identified in "Unit III" so as to meet the students' needs and the target objectives.</p>	online resources, etc.) Jeopardy Template	The students give their own interpretations of the title of the selection.	First week of December
To use correct juncture in reading and speaking	Women's Ideals by Harriet Toms <i>(Significance of Juncture in Reading)</i>		Who Wants to Be a Millionaire <i>(editable version)</i> Are You Smarter Than a Fifth Grader <i>(editable version)</i> Trivia King <i>(editable version)</i> Supplementary videos and audios for reading tactics	The students read and answer questions according to the proper juncture.	Second week of December
To identify the multiple meanings of a word.	Respect Customs and Ideals <i>(Reinforcing Harmony of Tenses)</i>		<p>Note: The aforementioned activities may be altered and used in any topic identified in "Unit III" so as to meet the students' needs and the target objectives.</p>	The students use the different meanings of a word in their own sentences.	Third week of December
To determine specific and general information.	The Medicine Bag by Jeff Greenfield <i>(Reading Ideology)</i>			The students classify the given information as general or specific.	First week of January
To form words using prefixes and suffixes.	Everyday Uses of Technology <i>(Affixes: An Approach to Reading)</i>			The students form new vocabulary by using prefixes and suffixes.	Second week of January
To analyze figurative language used in the text.	The Little Black-Eyed Rebel <i>(Figures of Speech)</i>			The students achieve variety of sentence construction by using figurative language.	Third week of January
THIRD GRADING PERIODICAL TEST (Third week of January)					

Reading Program for the Fourth Quarter

OBJECTIVES	SUBJECT MATTER	READING MATERIALS	LEARNING ACTIVITIES	STRATEGIES	EXPECTED OUTCOME	TIME FRAME	
To achieve sentence variety in writing.	Unit IV: Set the Linkages pp. 136 - 197 Magnificent Victories in Your Life <i>(Sentence Variety)</i>	Rainbows in Communication and Reading Adventure IV <i>Priscilla B. Faraon, Zenaida San Agustin</i> <i>Milagros A. San Juan</i>	✓ Reading the Text ✓ Talking the Details Over <i>(Discussion)</i> ✓ Listening Test <i>(Basal reading)</i> ✓ Speaking Right <i>(Pronunciation Lesson)</i>	Core Strategies ✓ Scaffolding ✓ Lecture ✓ Individual Reporting ✓ Pair Reporting ✓ Group Reporting ✓ Brainstorming ✓ Peer Teaching ✓ Summarizing ✓ Questioning ✓ Clarifying ✓ Predicting ✓ Board Exercises ✓ Mapping ✓ Readers' Theater ✓ Word Picture ✓ Dictation ✓ Paper and Pencil Test ✓ Oral Participation ✓ Graded Recitation ✓ Word Formation Supporting Technology	The students take note the length of the sentences and make their own examples.	Fourth week of January	
To pronounce the final /s/ in words.	True Height by William Huskin <i>(/s/ VS /z/)</i>	Multimedia Digital Technologies Internet Resources	✓ Enriching Vocabulary ✓ Knowing Grammar ✓ Writing Right ✓ Literary Appreciation ✓ Sharpening Literary Skills ✓ Evaluation of students' output ✓ Application and Experiential Learning		The students differentiate the sounds of the final /s/ in words: /s/, /z/ and /iz/.	First week of February	
To observe commonly used intonation patterns.	Pacquiao: a Great Champ by Michael Allay <i>(Intonation Patterns)</i>					The students enunciate words clearly, pronounce words correctly, thus read the sentences with intonation.	Second week of February
To recognize active and passive voice of a sentence.	The Tool by Lillian Horace <i>(Voices of a</i>					The students transform an active sentence to passive sentence, or a	Third week of February

	<i>Sentence)</i>			(Software, PDF printed worksheets, online resources, etc.)	passive sentence to active sentence.	
To appreciate a song listened to.	Colors of the Wind <i>(Note-Taking)</i>	<p>Note: <i>The aforementioned activities may be altered and used in any topic identified in "Unit IV" so as to meet the students' needs and the target objectives.</i></p>	<p>✓ Jeopardy Template ✓ Who Wants to Be a Millionaire (editable version) ✓ Are You Smarter Than a Fifth Grader (editable version) ✓ Trivia King (editable version) ✓ Supplementary videos and audios for reading tactics</p>		The students illustrate and interpret the song by integrating their own experiences through art works.	Fourth week of February
To connote details from a selection.	I Sing For the Animals by Jonathan Coleen <i>(Context Clues)</i>				The students give the meaning of the vocabulary in the selection according to how they were used.	First week of March
To distinguish /t/ and /th/.	Think Like a Tree by Emily Dickens				The students enunciate words (with /t/ and /th/) clearly, pronounce words correctly, thus read the sentences with intonation.	Second week of March
To use appropriate modal auxiliaries.	Three Days To See by Helen Keller <i>(Modal Auxiliaries)</i>				The students recall the forms and functions of modal auxiliaries.	Third week of March
To note the major idea of the reading text.	Joel and Eli Whitney <i>(POST TEST: Common Patterns and Expressions)</i>				The students take down notes accurately as they read the story and listen to how it should be read.	Fourth week of March
FOURTH GRADING PERIODICAL TEST (Fourth week of March)						

IV. CONCLUSION & RECOMMENDATIONS

1. Comprehension should be the ultimate goal of reading. It should involve the accurate association of meanings with word symbols, the evaluation of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas, and their use in some present or future academic activities.
2. Students' prior knowledge, interest in the subject, purpose in reading and ability to decode should be taken into account before teaching reading.
3. Literal, inferential, critical and creative thinking operations should be equally given importance in the reading process.
4. Further studies on the functionality and impact of this reading program to students' learning progress and achievement should be conducted.

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