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A PROPOSED READING PROGRAM FOR  
SAMAR STATE POLYTECHNIC COLLEGE

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A Thesis

Presented to

The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment of the Requirements  
for the Degree Master of Arts  
(Reading)

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March 1991

APPROVAL SHEET

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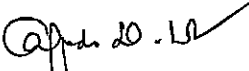
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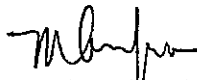
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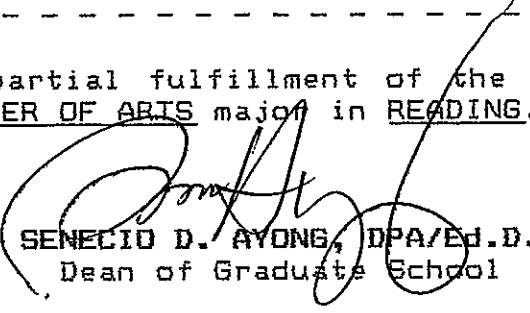
  
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*E. A. P.*

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*   D E D I C A T I O N   *
*   - - - - -           *
*
*   To my husband, MARCELO *
*
* and my children, MAREME  *
*
* and MEREAM.             *
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## **ABSTRACT**

This study employed the activity analysis type of descriptive method of research where the details of an activity were recorded, analyzed and interpreted. Two standardized tests were used: the Gray Oral Reading test, and the Gates Reading Survey test. One hundred students from the first and second year high school of SSPC for school year 1989-1990 were chosen as samples through purposive sampling. For the findings of the study, based on the tables and data presented, it has been established in this study that the male and female 1989-1990 first year high school students of SSPC have oral reading difficulties on addition, gross mispronunciation, partial mispronunciation and substitution; while the sophomores male and female have oral reading difficulties on gross mispronunciation, partial mispronunciation, and substitution. A developmental reading program is suitable to the SSPC first and second year high school students to cater to the different reading grade levels in the class but remediation program was also designed to cater to those who possess very low reading grade levels in comparison with the grade levels of the majority of the class. For the conclusion, the 1989-1990 SSPC secondary freshmen male and female students have their respective oral reading difficulties on addition, gross mispronunciation, partial mispronunciation and substitution; while the sophomores male and female students have their respective oral reading difficulties on gross mispronunciation, partial mispronunciation, and substitution. For the recommendation, there should be special reading teachers to handle the developmental and remedial classes.

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## Chapter 1

### THE PROBLEM

#### Introduction

Our world today is a reading world. It is difficult to find any activity that does not demand some reading. It constitutes one of the most valuable skills a person can possess. In several situations, it constitute the indispensable channel of communication with an ever widening world. Therefore, one's life is filled with reading. As he goes about from day to day, he reads everything from street signs to encyclopedians. Some, he can read quickly and with little thought, like a simple calendar, while others must be read carefully like one's books in school. There are several kinds of reading and it can be done in various ways.

Deboer, et al (1951) stated that the development of reading abilities remains one of the most important responsibilities of the school. The current emphasis upon the over-all development of youth and the inclusion of many types of nonreading activities in the secondary school curriculum have tended to stimulate rather than discourage efforts to improve the reading abilities of young people. The modern school is characterized by an increased diversity and quality of good reading materials.

Reading competence is important, not only because it underlies success in all areas of study in the high school but because it is essential to personal enrichment and the development of intelligent citizenship. A literate society is not necessarily a democratic society, but an unformed people cannot long continue to be self-governing people. Democracy, more than any other kind of society, demands literate and enlightened citizens. Never has the need for intelligent readers in a democratic society been so keenly realized or so frequently insisted upon as today.

According to the New Standard Encyclopedia (1988: Vol. 12), the ability to read is one of the most important of human accomplishments. In any civilized society, it is almost impossible for an adult to get through the day without reading. For safety and efficiency in the home; a person must read manuals of instruction for household equipment, and the labels of medicines, packaged and canned goods, cosmetics and household cleansers. The average adults must also read contracts, leases, tax forms and many types of correspondence.

Some say that few jobs can be learned without textbooks and manuals or obtained without taking written tests. Moreover, few jobs can be performed without some reading ability and the better-paying jobs require a relatively high

degree of reading efficiency.

At every level in school, after kindergarten, increasing skill in reading is necessary for learning school subjects and to some extent even such unacademic ones as shopwork. Lectures and audio-visual materials are helpful aids in Education but printed materials are the major educational tool.

According to the same source (NSE 1988: Vol. 12), in economically advanced countries, most people have increasing leisure time and much of it can be spent in reading for enjoyment. Unlike the watching of television, reading is an activity that can be done virtually everywhere. The supply of reading materials - books, newspapers, and magazines - is virtually limitless and covers every subject conceivable.

It is imperative then that children in schools should develop the basic reading skills for different kinds of reading; for it is only when the child is taught these reading skills or when he is helped in sharpening the reading skills that he already owns, that he may begin to feel the emotional experiences one gains from reading because now he may read more easily and efficiently.

There are several observations and comments regarding the Reading Program in the Philippines as a whole. Below are statements contained in a few paragraphs that are

derived from a layman's observations on the said program. Diaz (1977) wrote this in his article "The Decline of Reading":

Put very simply, we are now confronted with a situation where reading, both as a functional skill and a personal habit is on the decline.

We are, in fact, faced with the real possibility of being thrown back to where we started before our educational drive. The only difference is that we now appear to face a new form of illiteracy, an illiteracy all the more bothering because it involved literate individuals who are slowly and unconsciously losing the capacity and the desire to read . . . .

Observations like this should serve as food - for thought for many, especially educators. They may feel bothered about this situation for indeed this is a problem that threatens to reduce the strength and vitality of the whole Philippine society.

Studies have shown that pupils who finished the elementary do not have adequate reading skills necessary for the comprehension of the more complex reading materials in the secondary level. Caluag (1978), reported a findings in the BOUTELE that grade six pupil who were tested and are now in the high school or college were deficient in comprehension. It is not enough, however, that high school teachers know that these elementary graduates have reading difficulties. It is also necessary for him to know which



reading skills have been acquired by them and, which have not, to enable him to propose, and prepare a reading program that will best develop the reading skills that they lack.

Reading is not considered merely as a subject in the curriculum but a process essentially and integrally part of the growth and development of the student. Through the selections used to develop the skills and abilities, the students should be able to integrate these skills in their daily lives through interpretative, creative, and critical reading.

A reading program may be established in a particular school or college in order to develop lifetime readers with enduring interest in reading. Chambers (1966) puts it as follows:

The ultimate reason for the teaching of reading is to open up the world of books to the students. We hope that as a result of our teaching, student will use the reading skills as tools to utilize fully the wonder of the printed word. We mean, in short, to teach reading so that students will read, not to teach reading for the sake of teaching reading.

But what is "reading skills" and how may a child develop these skills. Gainsburg (1962), tells us that reading skills are not just recognizing words or pronouncing them, or selecting facts from a printed page. It concerns more on how one can recognize the main idea of a reading

passage. Another skill is that of recognizing which ideas are important enough to remember and which are not.

A related skill shall tell him what should be read with care and what may be hurried over. If, in addition, he has the author's plan in what he has written, whole meaning of several pages together will suddenly become clear to him. When one can see how facts and ideas are related, one will be reading with complete understanding. But he can never achieve this if he is exposed to reading materials that are written at a level far beyond his abilities. It can be so frustrating to a child that it may discourage him altogether. Through a reading program those frustrating experiences may be minimized. This program must be equipped with quantity of materials prepared especially for different groups of readers with varying reading grade levels.

There is an absence of a reading program in Samar State Polytechnic College, quantity of materials designed for a specific group of readers is, likewise inadequate. The present study would like to put up a reading program as a result of the established reading grade levels of a particular group of secondary students. Once the reading program is established, students will be reading books and magazines with ease and interest because those reading materials are especially suited for their levels. And they

shall advance through systematic reading activities of their pace. It is expected therefore that it will be the students who will get the direct benefits from the reading program. Second, the teachers will not find difficulty in imparting knowledge, skills, attitudes, and values, for they will be dealing with students who are good not only in reading but also in comprehension. Third, parents feel overjoyed for their children because they are living up to their expectations, working harder for the future education of theirs. And the administrators having known the success of the program, will always try to support it through the purchase of new materials and facilities and the inclusion of such a program in the other larger programs in the secondary curriculum will always be given emphasis.

High school students of Samar State Polytechnic College show a quite poor reading ability as shown in their class performance, monthly report cards, and annual NCEE results. Other indicators of poor reading ability are shown in the low result of quizzes and departmental test, difficulty in reading of short sentences or paragraphs, and inability to comprehend simple or complex problems in mathematics, physics and other content areas. In addition to this, the curriculum is geared towards the vocational and technical trainings of the students with less emphasis given to the

academic instruction. However, the deficiencies mentioned earlier may have been minimized if there was an existing functional reading program in the high school department of the college.

### Theoretical Framework

This study is anchored on the principle conceived by Alan Toffler (1970), which states this way: "education must teach the individual how to classify and re-classify information, how to evaluate its veracity, how to change categories when necessary, how to move from concrete to abstract and back, and how to look at problems from a new directions." How does one acquired skills in learning these things but through the development of reading skills? It is in reading instruction particularly content area reading where students are guided on how to use reading as a vehicle for learning. Vacca (1981), states that students learn how to learn from content material through effective teaching of reading, which facilitates comprehension and concept development.

The ability to read well is one of a person's most valuable achievements. He must grow in it an through it. From the first day that a child picks up a book, he or she is reading to learn and learning to read. This dual process of reading to learn and learning to read never ends. When

the philosopher Goethe was in his eighties he supposedly said,

"The dear people do not know how long it takes to learn to read. I have been at it all my life and cannot say I have reached the goal."

Reading is an act of maturity. In a significant way one can contribute to the reading maturity of students within the context of subject matter instruction. Teachers can guide maturing readers to respond to meaning of various levels of comprehension. Vacca (1981:117), further tells us that through the use of three-level reading guides, teachers will give students a feeling for what it means to comprehend at literal, interpretive, and applied levels.

### Conceptual Framework

The schema below clearly illustrates the whole picture of the study.

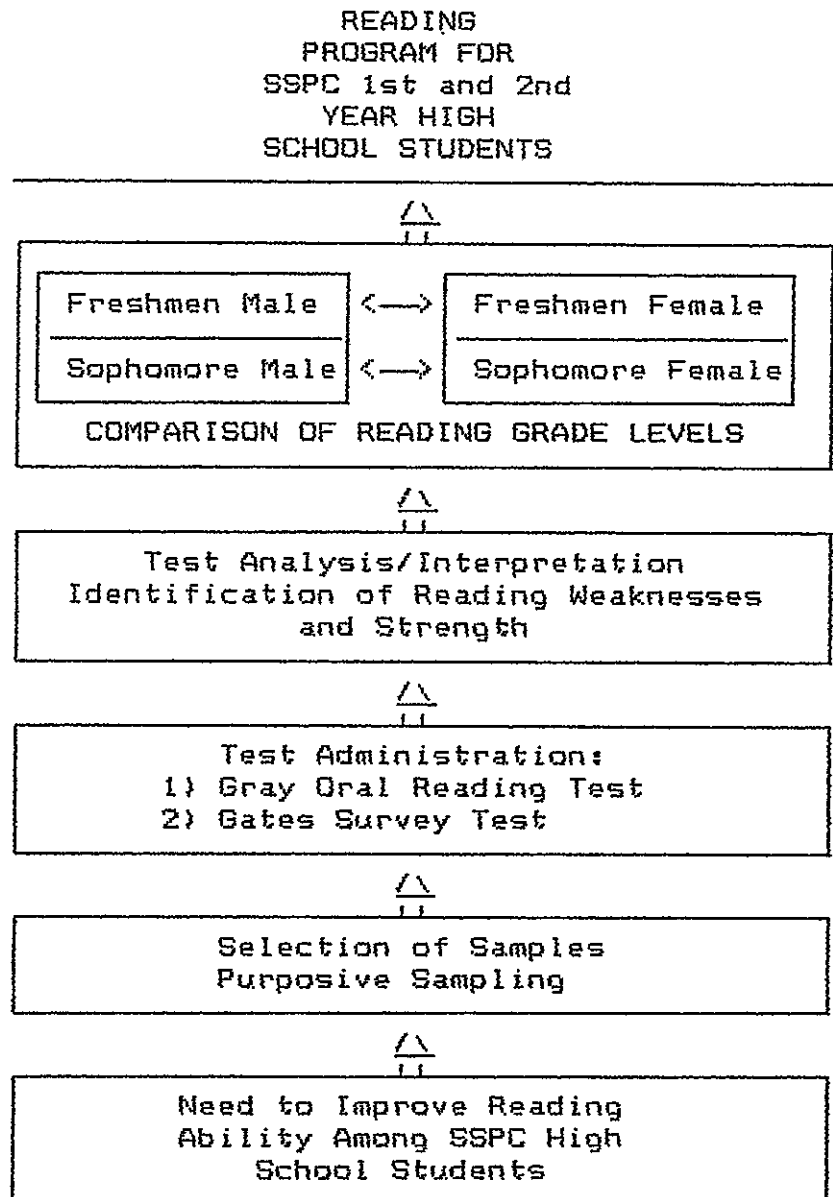


Figure 1. Conceptual Model of the Study - showing the reading need of SSPC Secondary students and the establishment of reading grade levels that leads to the development of a reading program that would answer to the identified reading needs.

The first frame shows the need to improve the reading ability among SSPC high school students.

The selection of samples followed which is reflected on the second frame. This was done through purposive sampling.

The third frame shows the administration of the test. It made use of the Gray Oral Reading Paragraph Test and the Gates Reading Survey Tests. Both tests are standardized.

The tests were analyzed and interpreted accordingly to the test manuals accompanying both tests. This is reflected in rectangle number 4.

The fifth frame reveals the comparison of the reading grade levels of the freshmen and the sophomores. This comparison is between the male and female of both year levels.

As a result of the comparison of the reading grade levels between the male and female of both year levels, the model reading program for SSPC secondary.

### Statement of the Problem

This study aimed to develop a viable reading program for first year and second year high school students of Samar State Polytechnic College after establishing their reading grade levels. Specifically, it aimed to find answers to the following questions:

1. What are the oral reading difficulties of both

male and female 1989-1990 secondary freshmen and sophomore students of Samar State Polytechnic College, Catbalogan, Samar?

2. What is the mean of the raw scores in their Gray oral reading test of both male and female subjects in both year levels?

3. Is there a significant mean score difference in the oral reading test between the male and female 1989-1990 secondary freshmen and sophomores of SSPC?

4. What are the oral reading grade levels of the male and female among SSPC first and second year high school student of 1989-1990?

5. What are the means of the raw scores in the speed and accuracy, vocabulary and comprehension tests of the male and female subjects?

6. Is there a significant difference between the mean of the comprehension raw scores of the male and female in each year level?

7. What are the reading grade levels in the Gates Survey of the male and female of the two year levels?

8. What workable reading program suitable to the SSPC first year and second year high school students can be recommended?



### Hypotheses

1. There is no significant mean score difference in oral reading grade levels between male and female 1989-1990, first year and second year high school students of Samar State Polytechnic College, Catbalogan, Samar.

2. There is no significant mean score difference in the reading comprehension grade levels between the male and female 1989-1990 first year and second year high school students of Samar State Polytechnic College students from first to second year, has evolved. This is reflected in number 6 of the conceptual model.

### Significance of the Problem

It is sad to note that the College has produced low quality high school graduates for the past five school years compared to other colleges. This was revealed through the NCEE passing percentage for the said school years. In 1985-1986 the passing percentage was eighty-seven percent among the one hundred ninety-seven NCEE takers. The following year, two hundred twenty-seven SSPC fourth year students took the test and unluckily only fifty percent of the number got a passing score. In 1987-1988, there was an increase in the passing percentage because it went up to eighty-eight percent. But in the last two school years that followed from 1988 to 1989 and 1989 to 1990 there was again a

tremendous decline in the college NCEE result. It was only sixty-four percent in 1989 and sixty-five percent in 1990. This means that for the last five school years, except in 1987-1988, the NCEE passing percentage of our fourth year students went down. Why is this so? Yes, there might be other reasons for their failure but the major part of it may be attributed to the reading deficiency and low comprehension ability of most of our high school students. With the present study the students, especially those whose reading ability lag behind, will develop their reading skills through their exposure to the reading program. If their reading level is low they will strive to learn more until they reach the maximum reading level. Of course, this can be done through the help of the people surrounding the program like the teachers, guidance counselors, librarian, and administrators.

Furthermore, these learners who have attained success in reading will improve their study habits. They will also achieve emotional and social adjustment for they will compare favorably with the average learners of the class.

To the teacher, this study is likewise significant, the fact that with the different reading grade levels of the students in his class he will realize that there are different individuals; hence, there are individual

differences. Individualized instruction is one phase in the reading program. This program will make him identify the levels of a group of learners as well as their needs, thus he will be able to choose appropriate materials for such a group. The content area teacher will be guided in their efforts to provide the learner's special reading needs in every subject area such as social studies, science, and mathematics. He will understand fully the learner, allowing him to progress at his own rate and helping him to attain his maximum capacity at his own pace. Knowing well the learning growth of the students will make the teacher strive for new techniques and approaches for better learning.

To the administrators and the school, the study will give them better insights on the kind of teachers to be taken in, identify the needed teacher's trainings to be conducted, and the materials, books and other facilities to be purchased. They will offer much understanding and concern on teachers handling a multi-level class especially if the majority belong to the lower level. The community, on its part, will enhance and reinforce the learning experiences of the students by establishing reading centers, socio-economic and civic organizations, sports activities and other cultural opportunities. Through active participation of the youth in the community affairs, it will

be easier for it to attain progress and prosperity. This will be realized only if the young members are effective readers.

### Scope and Delimitation

This study concerns merely on the establishment of the oral reading grade levels and reading comprehension grade levels between male and female of the 1989-1990 first year and second year high school students of Samar State Polytechnic College with the end in view of coming up with a viable reading program. It is focused on the oral reading difficulties and oral grade level equivalent of both male and female which was determined through the administration of the Gray Standardized Oral Reading Test and further focused on the reading comprehension grade level equivalent of both male and female of the first year and second year high school students determined through the administration of the Gates Survey Tests. The results of the tests for both male and female were compared.

For school year 1989-1990, the first year high school population has one hundred sixteen students divided into three sections. There were 80 males and 36 females were chosen as samples through purposive sampling. The same procedure was also done with the second year high school students whose population was one hundred four students.

### Definition of Terms

To provide the reader a clearer understanding on the terms used in the study, the following words and phrases are defined:

Average baseline score. This is based upon the result of the average raw scores in each class wherein the result of the said score is based on the Gray's Standard Scoring Table.

Average error. This refers to the result of adding all the number of errors committed in a certain number or paragraph in each group.

Average raw scores. This term refers to the result of adding all the raw scores in a certain number of paragraphs in each group divided by the number of paragraphs read.

Baseline score. This refers to the oral reading grade level of each student as shown in the Gray Scoring Table.

Chronological age. This refers to the exact number of years and months of an individual.

Comprehension. A correct association of meanings with word symbols, the evaluation of meanings which are suggested in the context, the selection of main ideas and supporting details, and the organization and outlining of ideas in a selection.

Developmental program. A program which consists of

definite and sequential measures to insure that every student is exposed to lessons which help to build skills in such important areas as word recognition, comprehension, study skills, and vocabulary.

Disabled reader. A student who is not reading at his expected reading level.

Gates Reading Survey Tests. A set of tests designed to diagnose the child's skills in speed and accuracy, vocabulary and comprehension.

Gross mispronunciation. This means the manner of not uttering the words correctly with reference to the pattern of accent, choice of phoneme, vowel, quality, and syllable length like must for much; sure for short.

Inversion. This is also known as reversal which means the tendency to read from right to left causing a reader to reverse the order of the letters in words like on for no; si for is. Reversal or inversion includes confusion in discriminating descending or ascending letters like door for poor.

Lalling. A defective articulation of the letter.

Lisping. To speak unclearly; to stammer.

Mental age. The level of a person's intellectual ability especially as measured by an intelligence test and expressed as the numerical equivalent of the typical person

having the same level of intellectual ability.

Omission. It refers to the leaving out of one or more sounds or letters in pronouncing words; as picture for pictures or words or phrases in the sentence.

Oral reading. The act of reading aloud; the vocalization of silent reading.

Oral reading grade level. This refers to the baselines score of each student as provided in the Gray Scoring Table.

Partial mispronunciation. This refers to an error in reading which consists of not saying the words or sound of the letters, or syllables of a word. Examples: pen pronounced as pin, till pronounced as tell.

Readability. The sum total of all those elements within a given piece of printed material that affects the success which a group readers have with it. The success is the extent to which they understand it, read it with optimum speed and find it interesting.

Reading. As defined by Bond and Tinker (1967:205), is the process that involves the recognition of printed symbols which serves as stimuli for the recall of meanings built up through the reader's past experience.

Reading analysis This refers to the examination of a reading behavior of an individual to determine the strengths and weaknesses of his reading.

Reading comprehension grade level. As used in the study, this is the average of the three grade levels in speed and accuracy, reading vocabulary, and level of comprehension tests.



## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides the researcher some techniques in undergoing a research work on the field of teaching-learning process particularly on reading skill development. The reader may find some quoted lines from the opinions and findings of several authorities, authors, and researchers which served relevant to this study.

#### A. On the Need for Improved Reading Skill Development

Deboer, et al, (1951) mentioned that many boys and girls who do complete elementary, enter high school with inferior reading ability, even in the large cities. Numerous causes had been advanced for this situation, large classes, inadequate reading materials and equipment, lack of attention to individual differences, particularly with respect to reading readiness, inadequate teaching methods, and a curriculum unsuited to children's needs and interests. Probably all these factors are responsible in varying degrees. In any case, it is clear that the high school has the obligation of developing an effective program for reading improvement.

The responsibility for teaching reading belongs to

all teachers in the secondary school. It cannot be left to the teacher of English alone. Sweeping improvements in the reading abilities of young people could be achieved if the reading problem were made the subject of school-wide attack. Reading habits, good or bad, are being developed whenever reading is carried on, whether in common learnings, in English, in social studies, in science, in mathematics or in any other subject area. It is essential that all members of the secondary school faculties be aware of the significance of the reading problem, and that they be qualified to provide young people with intelligent guidance in reading.

According to Deboer, et al (1942), slow readers are good readers if they can understand what they read. The best readers, however are those who can read rapidly and still get the meaning of the printed words. The fast reader has at least three advantages over the slow readers. He can finish an assignment more quickly and can use his remaining time for other purposes. He can read more references on an assigned topic in the same amount of time, thereby gaining a better understanding of the topic. Best of all he has greater continuity of thought and, therefore, better

understanding of what he reads.

Dolch (1945), states that the greatest help for the poor readers in any class group is to have the textbook lessons read aloud whatever the subject maybe. The teacher may have projections to oral reading, such as considering it a loss of time, but she should weigh those suggestions against the very great benefit which it gives the retarded reader in his room.

First of all, poor readers tend to be "ear learners." That is, they understand and remember what they hear better than what they read, perhaps because most of their learning has been by ear. As interest in the subject is our main purpose in teaching, because without interest, we cannot hope for future learning, this in itself would suggest a need that reading materials be heard, that is that it be read aloud by someone.

Second, oral reading is absolutely necessary if the children are to enlarge their vocabularies. On every page of any textbook there are many words that poor readers do not know. They will never learn those words, unless they hear someone say them. Let the poor readers in any room read the material aloud and the teacher will be amazed at the number of unknown words.

Poor readers will not ask about all of them because there are too many. But if the children watch the sentence while someone reads orally, everyone will hear every word pronounced and if he is attentive, he is bound to learn many new words. This building up of sight vocabulary is sufficient reason for taking the time for oral reading.

We may mention, of course that there are other reasons for oral reading. If we want children to read intelligently, we want them to pick up questions to ask or to be ready to answer thought-questions. If a section is read aloud by one child, all the others are given time to think what is read. Then, as soon as the oral reading is finished, we can ask thought-questions and expect some answers without the students rushing back to read over again.

Dolch (1945:234), further states that the choice of easily read materials makes comprehension easy and children who are working with primary books will at once find more comprehension than with their regular school books. This special attention should be paid to this element in reading. A general method of improving comprehension is to raise questions before the reading is done or at the end of the paragraph, or the children

may be encouraged to ask questions or discuss what they have read. A more specific method is to ask children to repeat either a story or a part of a story. Sometimes they should be asked only for the chief points or main events. In all these ways we should develop in the slow readers the habit of paying attention to the meaning. In their regular class work they often lose this habit because of unknown words, long sentences and unfamiliar ideas.

Classroom work in all subjects should give training in thoughtful-reading. The thoughtful reader realizes the full support of what he reads and makes some reflection upon it. Our questions in class should therefore first make sure that the students understand what they have read.

Questions in any class period should also encourage reaction to what is read. Is the idea clearly expressed? Is the scene sufficiently described? Is the statement right or wrong? It must be emphasized that careful reading means thinking about what is read. Usually, when the members of a high school class is directed to read a part of the selection, they will finish and sit looking at the teacher, waiting for her to ask something. Instead, as

soon as the reading is finished, hands, should go up. There should be questions that the pupils wish to ask, comments that they want to make, etc. They should expect to think and to say something about anything that they have read. That is what reading is for, to give us something to think about. Habits both of comprehension and of reaction reading matter should be practiced in every class regardless of the content of the book or the other aims of the course. They can be practiced outside also if we can make suitable home assignments.

This shift in emphasis is of great help to the poor reader. There is less emphasis upon glib repetition of great masses of detail, and more emphasis upon understanding of important points.

Dolch also mentioned that failure in reading causes real damage to personality. He said, that children, like adults, need for their happiness a feeling that they are successful in what they try to do. In fact children are more sensitive to failure in their endeavors than adults are. Grown ups have learned through years of experience that no one can succeed all the time, and they have learned to explain away failure and to exert their energies in other

directions. But children do not have these years of experience that one can succeed all the time, and they have learned to explain away failure and to exert their energies in other directions. They think that they should be able to do everything that other children can do. Through the help of parents, they have been for the most part consistent success. They have great self-confidence. Now, comes reading, and they made hopeless failures. Their pride and self assurance are dealt a staggering blow. They are hurt in the very core of their personality.

Dolch also observed that failure in reading is perhaps the worst failure that school can give a child. Reading is so basic. It is the thing that "everybody can do." It is the thing taken as a matter of course. The child who cannot read, or who cannot read as well as the rest, is marked before all as a failure. His failure is "pushed on his face" as it were, everyday and many times a day. He is never allowed to forget it. Even if the teacher tries to be considerate, other children will taunt the child with his inability to read. Sometimes parents will think that scolding and punishments will get desired results. And year by year the failure gets worse and worse - unless some teacher

or adult comes to the rescue with remedial reading.

Children show their sense of failure in many ways. (1) Sometimes they withdraw, that is, cease to make any attempt to take part in reading work. (2) Reading failures escape from the unpleasant situation by engaging in other activities or by sitting and "day dreaming," that is, imagining interesting experiences which take them away from the unpleasantness of the job of reading that they cannot do. (3) Self-assertion is sometimes a characteristic of the poor reader. He wants to make himself prominent in order to overcome this sense of failure that reading has given him. (4) Boasting about himself or belittling others may be merely means of covering up a sense of failure that is the result of poor reading. (5) A child who cannot read may show compensation, that is, he may see satisfaction in other activities. Such a solution is natural enough but the child must be shown that reading cannot be ignored. He must make the effort to succeed in it. (6) Antagonism and resentment are reactions to reading failures and are hard to deal with because they are so strongly emotional. (7) A belief that he is "too dumb to read" keeps many a child from trying, but this idea can be quickly dispelled by good teaching.



The first necessity with a poor reader is to go back to his present actual reading level. Going back will give him confidence. Improvement can begin only at present level.

The child must have a stock of "sight words" to work with. The size of the child's sight words can be determined either by having him read easy materials or by testing with the basic sight words. Size of sight vocabulary is increased by class oral reading, by individual help or by specific drill. The speed of recognizing this sight vocabulary has much to do with comprehension and can help by much practice first on easy material or by certain pushing devices.

After the child has had adequate sight vocabulary, he must learn to sound new words. If sounding is to be learned during reading, the teacher will call attention to one thing at a time, such as how the word begins, and then supply the rest herself. So the child is asked to use what knowledge he has and then he is given the help.

Comprehension must be developed if it is not satisfactory. Sometimes the first stage, "the ability to repeat what is read," must be practiced upon, beginning with short and easy materials, then work up

to the regular textbook materials. Or we may have to "emphasize the ability to select the more important things by analysis of what is read," to show that some ideas rather than others are more worth remembering. The third stage of comprehension, "thinking about what is read," should follow if the other two have been reached.

The most essential steps in reading is much interesting reading at the present level. Such reading is necessary to make the child realize that reading can be fun and it must accordingly built around some active interest. But only easy reading can be fun and, therefore, he must have interesting materials to practice on at his present level. Quantity reading will develop ease by speeding up word recognition, developing skill at using context, and improving comprehension. Permanent reading habits may therefore result and, in fact, must result if the child is to maintain his reading level and go on to better reading.

Smith and Dechant (1961:91-95) stressed the following observation on "Sex and Readiness". Girls as a group achieve better than boys in reading. They learn to read earlier and fewer of them are significantly retarded in reading. They generally seem

to perform better than boys in English usage, spelling, and handwriting. Boys and girls exhibit differences also in other areas. For example, the incidence of stuttering is substantially greater among boys. Boys also tend to lisp and lall more. Girls tends to be better than boys in auditory and visual discrimination. The incidence of left-handedness, ambidexterity, and high frequency hearing loss are greater among boys.

Numerous attempts have been made to explain the differences in reading achievement. In general, according to Smith and Dechant, the explanation have emphasized either hereditary or environmental factors. It has been suggested that girls have an inherited language advantage or that they reach maturity about a year and a half earlier than boys. The expectations of society require boys and girls to play distinctly different roles. Girls are supposed to be good, feminine, and to achieve in school. On the other hand, boys are expected to be active and to excel in sports rather than in books. Girls are reading more frequently for recreating than boys. Reading materials generally are more in accordance with interest of girls.

Since reading is one of the emphasis of both in

the elementary and the high school according to Rabara, Visminda (1986:101-10), the reading teachers have to guide children's reading by knowing the children's interest or preferences so that the challenge to give the right book to the right child at the right time will be met. A knowledge of the children's interest and performances would be of value to the reading teachers who are the persons who can provide an effective reading instruction.

Dechant (1969), states that child's reading vocabulary probably does not need to be controlled to the extent that it is now. His early language training in the home is not structured for him. He hears thousands of words and learns to understand and to speak them. No one formally teaches him the word. It is necessary that each child learns on the spot each new word that he encounters. The development of vocabulary should be based on the association of words that can only be learned by sight or configuration, the acquaintance of numerous words that only gradually becomes a part of the child's vocabulary, the acquisition of a method that permits him to work out the pronunciation of new words. As to pronunciation, Dechant further tells us that it is profitable to

introduce the child to the phonetic element through the whole word. He is taught to perceive the sounds in the words. He also is taught to notice that some words have the same elements and that they sound alike. Finally, he either infers himself or is taught that he can get to the pronunciation and indirectly to the meaning of word by noticing the elements in new words and by sounding them as he sounded them in other words that he has learned. The child must make two generalizations: (1) that numerous words have some similarity in sound, (2) that he can use this knowledge in attacking new words.

In oral reading, when the child continues to use substitution, omission, distortions or addition of sound as gleaned from Burns and Brumans (1975), the teacher must create exercises to sensitize his ear and provide opportunities to help him practice the correct sound. For children who lisp, the teacher should emphasize ear training and giving an articulation of the correct sound, followed by recitation of words, phrases, and sentences containing the sounds causing difficulty. Articularity disorders are by far the most common type of speech disorder among school children, and it is in this area that the teacher can accomplish

the most. A disorder of articulation may exist when a child persists in one or more of these practices: (a) substitutes one sound for another, (b) omits a sound, and (c) distorts the sound. Some of the articulatory distortions are the result of neuromuscular or structured malfunctions and the help of specialists will be required for physical defects but many speech problems are due to immaturity and to factors in the child's environment.

Stuttering is one of the most complicated and difficult speech problems. The stuttering child may have silent blocks during which he is unable to produce any sound, or he may repeat a sound, a word, or a phrase. He may prolong the initial sound of a word. When stuttering occurs, Burns and Bruman further state that it is for the classroom teacher to face this problem in a rather indirect way. He must realize that there's no such thing as "perfect speech." Many nonfluencies in adult speech are accepted as normal speech. The safest suggestion is "don't," do not ask him to stop and start over, to slow down, to speed up, to take a breath; this may only make him more concerned about the way he is talking and may cause him to stutter more. Do not deny him to recite in class.

Speaking should be made a rewarding experience and he should be encouraged to talk and to keep on talking even if he stutters. Help him to develop confidence in this speaking ability. As far as possible, treat the child as if he has no stuttering problem. Accept and react to his stuttering as you would to a normal speech and help the other members of the class to develop this same attitude of acceptance. Edwards (1956:382), suggests that an oral reading approach can further the acquisition of word recognition skills. He found out that words were learned more rapidly if they were seen, heard and spoken. If the words were only seen, many more contacts with the word were required.

#### B. On Content Area Reading

➤ As gleaned from the book of Vacca (1981), on the value of content area reading, its value is a mixture of philosophy and practicality which states this way: "Students learn how to learn from content materials through effective teaching, which facilitates comprehension and concept development." If reading is to find its way into the classroom, then the emphasis is how to help the students comprehend what they read. Content teachers do not need to know everything there

is to know about the teaching of reading. They do need to help skills and undertakings which are of intimate and immediate concern to them. Since content area reading has comprehension as its major concern, then content area teachers should help students understand what they read.

Davis (1972), as cited by Vacca, concluded that reading comprehension is not a unitary mental process. It is apparently a composite of five to eight underlying mental skills: recalling word meanings, drawing inferences, finding answers to questions, weaving the individual and group needs and interest of students.

Sally (1989:40-41), states that vocabulary difficulties are to be taken up as they occur, to give the students opportunity to guess, as far as possible, the meaning of words from contextual clues. This is a useful reading strategy, but it cannot be developed if a study of difficult words is made before the reading is done. If time permits, written exercises may be given at the end of the lesson, or it can be assigned for homework. For lessons like this, the choice of materials must be considered. Mailne (1989:37), suggests that reading materials in the content area



like science and social studies may be taken from newspapers and magazines for these reasons: First, a wide variety of interesting articles is readily available, second, while dealing with scientific subjects, the articles are written for the nonspecialist and therefore not "exclusive," and third, the materials can be constantly updated so that topical subjects can be covered that hold the student's attention. Another very easy but quite effective use of newspaper stories is to cut them into separate paragraph and get the class to reassemble them into the correct order as suggested by Inman (1988). This exercise is very appropriate to pair or small group activity as a means of promoting discussion as well as comprehension and cohesion skills. Comprehension can be prompted by providing worksheets on the separate paragraphs that the students have to fill in. A subsequent activity could be the students' rewriting the article in their own words.

Williamson (1988:7-8), says that reading comprehension can be improved through understanding rhetorical structures, reader generated questions, and the write-before-you-read technique. Carrel (1984), as cited by Williamson, found that the more highly

structure types of expository organization like comparison, causation, problem-solving could be more readily needed, retained, and retrieved by the students. Another method is through the reader-generated questioning. Henry (1984), as cited also by Williamson, suggests that the first sentence stimulus proves effective. The first sentence of the selection is written on the board and the students are made to write ten questions about the sentence. In this manner, they approach the reading with curiosity, with some preconceived notions about the passage that they themselves will either dispel or find support for as they read, and the sentence will have provided them in a sense, with background information. The third approach is the write-before-you-read technique. Spack (1985), as cited also by Williamson states that his exercise requires students to write from their own experience about an idea or even contained in the story they will be reading. If the selection mentions about daydreams then the students write their own day-dreams and all of them are mentally ready to read the story.

In the area of mathematics, Allarde (1967), as cited by Marco (1983), has observed that students who are poor in problem-solving is due to poor reading and

understanding of the terms used in mathematics. This author recommends the following: (1) the teacher should give simpler and clearer explanations of exercises and problems, and (2) varied exercises and drills should be given so that students will gain mastery of the subject matter. Basilia (1965), as noted also by Marco, revealed that the factors affecting low and high achievements of students in mathematics are attributed to sex, age, and others that influence success or failure.

Pacolor (1983:1), pointed out that mathematics instructors often complain about the large number of students with poor math background as well as those who fear or dislike the subject. They find difficulty in understanding terms unique to the field of mathematics, cannot solve written problems, and lack of understanding of the meaning of graphs, charts, figures, and tables found in their textbook. This implies that these students are short of mathematics skills which should have been taught to them in their lower mathematics subjects. Mendoza (1981), as cited by Pacolor, mentioned that sex differences is not significantly related to mathematics achievement. Males performed equally with females.

In science, Jabonete (1988:5), mentioned in her study that the students' involvement in science club activities will help them gain science skills and understanding. These skills are important in reading and will promote achievement not only in science but also in other content areas.

Dechant (1961), has observed that each reader's background or vocabulary and experiences will vary from one content area to another. Consequently, in a given content area equally intelligent readers may differ greatly in readiness for reading. And each area poses its own problems. Specialized vocabulary, maps, tables, graphs, abbreviations, indices, diagrams, and footnotes are but a few of the new problems that the reader must deal with as he learns to read effectively in the content areas.

The emphasis on these areas is on purposive reading. The specific purpose for reading should determine both the degree of comprehension that is required and the rate at which the reading is done. And a recognized purpose promotes concentration and attitudes favorable toward reading. One of the bases for forming favorable attitudes toward reading is a perception of its inherent value.

C. On Developmental Reading and Programmed Instruction

It is said that program learning as cited by Dacuro (1982), had its real start in the 1950's when Dr. F. B. Skinner awakened anew the interests of psychologists and educators for systematic instruction. He invented a presentation device that evolved not only control in the amount of instruction given but also assure presentation and reinforcement. The modular approach instruction according to Dumas (1981), as noted further by Dacuro emanates from its underlying Philosophy which is based on the generally accepted fact that each pupil is a unique individual. He has his own characteristics very much distinct from those of the other pupils. He must be permitted to develop his own capabilities and to experience self-satisfaction. Through the use of these individual materials, it encourages the individual to learn independently by progressing at his own rate. It tries to give individual needs and to give a feeling of achievement until finally, self-satisfaction is experienced.

Smith and Dechant (1961) point out that

. . . Diagnostic procedure beings with a study of the child's instructional needs age, mental age, and grade

placement. We seek to discover why he reads as he does, what he can read, and what he does read successfully. We need to know if he is having problem in reading, and if so, what they are and what are the causes. We wish to know his general abilities and his reading potentialities and his reading development. In short, we must then know his strengths and weaknesses. . . .

Daroy (1975:49), found out in her study that there is a need for the teacher to consider the individual differences of her students in the classroom like classifying and grouping them into different levels and providing activities and instructional materials best suited to the individual learners. There is also a need to understand the child, whatever his level may be. This understanding is basic before any attempt to develop the child educationally. This is the key to the full development of the child's potentialities. Bruckner (1935), as cited by Dechant, states that educational diagnosis,

. . . relates to the techniques by which one discovers and evaluates both strengths and weaknesses of the individual as a basis for more effective guidance. Diagnosis is a logical process based on the consideration of all the available data concerning a particular individual or group of individuals. The analysis of these data and the interpretation in the light of knowledge gained from past experiences enables the diagnostician to suggest developmental or remedial measures. . . .

The tremendous range of achievement in the classroom according to Dechant calls for a reading program that provides children at all levels with the special skills that they need. Reading development is a lifelong process. It is not completed with the ending of the elementary school nor even with the ending of formal education. Developmental program as noted by Dechant has been emphasized within the past twenty years and he outlined its characteristics as: First, it recognizes that reading is an integral part of the much broader educational program. It encompasses diagnosis and remediation. Second, it is concerned with every child and continues from elementary through high school years. It focuses on the superior reader as well as on the one whose reading development lags behind in intellectual ability. Third, it focuses on individual needs and differences. It begins at each learner's current level and attempts to lead him at his own success rate to his maximum achievement. Fourth, the developmental program helps the child to fulfill his developmental needs and try to identify the most teachable moment for each specific reading skill. Fifth, it provides the child with the opportunities to learn the skills needed to satisfy his

needs for reading as he advances through school. It includes developmental reading, functional reading, and recreational reading. Sixth, the developmental program satisfies, extends, and enriches the child's interests. A reading program, to be successful, must be based on pupil interest.

Cushenbury (1972), gives emphasis on the relationship of physical factors to reading ability. Because the act of reading is a complex matter, according to him, a very careful examination must be made of all the many factors which might cause a student to be a deficient reader. One of the most important area is that of the physical realm, since no amount of motivation on the part of the teacher or reading specialist can overcome the fact that a student has visual or auditory deficiencies. Everything that we learn comes through the use of one or more of our sense organs, and if these body parts are impaired, learning is obviously reduced to a like degree.

If a reading program is to be established, according to Cushenbury, it must be individualized as possible. Teaching procedures should be conducted to help the problem reader with his specific limitations. If it is to improved, in-service education must be



improved for those teachers who need additional help in teaching reading skills development.

Abadiano (1978), has pointed out that in assessing a student's reading grade level, or in comprehension, a reading teacher may not be totally dependent on foreign standardized tests. He may gather and prepare his own materials for the purpose. The result would mean a more appropriate instrument for a Filipino target reader.

Neypes (1978), presented in her study sample modules for secondary second year Filipino students to develop the skills in vocabulary building, getting the main idea, noting details, and organizations from selections read. The exercises and selections in these modules are mostly composed of selected words, terms, paragraphs, and short stories taken from various graded supplementary materials and word exercises, taking into account the different factors like readability, appeal of interest, adaptability of the presentation to the target skill, accuracy of content, and suitability of the concept to the age level of the users and the present-day demands.

Tanglao (1971:73), constructed a skills test to help develop comprehension skills in reading like

noting details, noting causal relationships, predicting outcomes, forming conclusion or generalizations, getting significance of the selection, interpreting charts and other illustration materials, verifying statements, following directions, and arranging events or ideas in sequence.

In 1982, Dacuro constructed and validated a set of multi-level self instructional materials for grade four pupils. These were intended to develop skills in word recognition, comprehension, and vocabulary. The sequential development were patterned after the Science Research Associates (SRA) and were tried out within a group of grade four pupils. It was found out that learner variation were catered to, through the multi-level characteristics of the self-instructional materials and were good as supplementary and complimentary resources in the classroom aside from their being developmental in nature. A recommendation was made that further appraisal and validation be conducted on Dacuro's multi-level instructional materials. In response to the recommendation, Aguilar (1989), conducted a study to determine the effects of these materials on the reading levels of grade four pupils. The result of the study showed that there was

a significant improvement on the part of the pupils. This implies that programmed instruction with the use of these materials is superior over the traditional teaching method.

In her study in the achievement of grade six pupils under a reading remediation program, Rodriguez (1989), made a conclusion that a reading remediation program can bring about a significant improvement in the level of performance or achievement of pupils particularly those retarded in reading skills, and this program is an effective, faster, and richer means and solution to reduce reading retardation. Among her recommendations are: (1) a teacher assigned to conduct remedial instruction should plan to make a reading remediation program handled with sincere and genuine concern for the pupil's welfare, (2) a faculty development for teachers, and (3) further researchers related to reading remediation be conducted.

The researchers and studies just mentioned have emphasized the importance of developmental program and remedial instruction in every school curriculum hence a close relation with the present study is evident. Every educational institution, like SSPC has one of its goals of helping the learner achieve a high level or at

least an average performance. A diagnosis of the students strengths and weaknesses is a key to successful teaching which should be employed by every teacher. This is the first step toward attaining a better level of performance on the part of the learners. Identifying the present grade level of students and establishing a reading program based on the reading capacity within these level will help an institution raise the level of competence of their students.

## Chapter 3

### METHODOLOGY

This chapter presents the methods and research design employed in the conduct of the study, including the instrumentation, the sampling procedures, the gathering of the necessary data, the treatment of data gathered and the statistical measure used in the hypothesis testing.

#### Research Design

This study employed the activity analysis type of descriptive method of research where the details of an activity were recorded, analyzed and interpreted. The result led to some conclusions from which was developed a model reading program for the redirection of certain aspects of secondary instruction, particularly on reading skills development of high school freshmen and sophomore students.

#### Instrumentation

A. The Gray Standardized Oral Paragraph Test, presently the most useful available instrument in measuring oral reading ability of the students, and in identifying oral reading difficulties, especially among first year and second year high school students of SSPC was used. It consists of a series of twelve short paragraphs arranged in

order of difficulty. When administered, each paragraph should be timed so it is desirable to use a stop watch. The teacher follows along in a second copy of the material, either a copy of the test or a record from which contains a reproduction of the test materials. The manual of the test contains directions as to how to record errors and what to count as an error. An example of an error is omission of words as "a little pig" read as "a pig" or addition of sound as "tack" read as "track." There are seven common errors identified by the Gray Standardized Oral Reading Test. These are: addition, omission, substitution, inversion, repetition, insertion, and gross mispronunciation. When a student starts to read, the teachers records the time required for each paragraph and the number and type of errors made. To compute the oral reading grade of the students, norms were provided to accompany the test. This is one of the enclosures in the manual of the test.

B. For comprehension, the Gates Standardized Survey Test was used, which according to Dolch, is a test for separating factors in reading. It consists of three parts: speed and accuracy, vocabulary, and level of comprehension, each part having separate norms so that the child's performance on each part can be judged separately. Part 1, Speed and Accuracy consists of thirty six paragraphs of

substantially equal difficulty, each of which contains comprehensive exercises to determine whether it has been understood. The time allowed is strictly limited, with the result that the score-number of exercises correct-represents the speed of reading. An accuracy of reading score is also secured; it is the percentage of the exercises attempted which are correct. Part 2, the Vocabulary Test consists of sixty five items each representing a key word accompanied by five other words from which the one whose meaning is nearest that of the key word is chosen. The exercises are arranged in order of difficulty. This test measures the difficulty level of the students' ability to work out the recognition and meaning of words. Part 3, Level of Comprehension Test consists of twenty one passages arranged in order of increasing difficulty. This test indicates how complex and difficult a passage the student can comprehend with reasonable thoroughness.

A manual is provided which states the direction on how to administer the test, how to score and interpret the result.

### Sampling Procedure

There were 116 first year high school students; 80 boys and 36 girls, of Samar State Polytechnic College for school year 1989-1990. They were distributed among the three





From the first year, 31% of the male population and 69% of the female were used as samples through purposive sampling. While from the second year, 40% of the male and 61% of the female were taken as samples through purposive sampling.

### Data Gathering

The standardized oral reading test was administered to each student one at a time individually in a quiet room free from external disturbance. Each student started reading with the first paragraph and the researcher saw to it that the student to be tested cannot hear the reading sound of the student being tested. The test instrument was mounted to a staff folder and handed to the student who was given proper directions on what he should do. A tape recorder was used for more accurate analysis of the oral reading performance. The researcher replayed the tape recorder after administering the test and recorder the number of errors made by each student. The time consumed in seconds was also recorded with the use of a stop watch for an accurate record of reading time. The raw score of each student was based on the time and number of errors made through the use of the scoring table included in the Gray Standardized Oral Reading Paragraph Test.

The Gates Reading Survey, which is also a standardized

test, was administered by the researcher as described below:

1. Speed and Accuracy. This is a speed test; hence, it was of utmost importance that the time allowed be exactly that stipulated for the grade being rated. A stop watch was used to get the accurate length of testing period which allowed only four-minute testing time for both the first and second year SSPC high school students.

2. Vocabulary Test. This is not a speed test. The students were allowed as much time as they need for actual work. Each of the raw score was written on the first page of each test.

3. Level of Comprehension Test. This is not a speed test and the students were also allowed as much time as they need in this test. Each of the raw score was also recorded on the front page of each year.

### Treatment of Data

For the oral reading paragraph test a master sheet was used in tallying and recording the difficulties or errors made by the student samples, separating the males' record from that of the females': The raw score and the oral reading grade of the students were based upon the time and errors made using the Gray Scoring Table in the standardized test manual. To obtain the mean score of each sex, the scores for each group were added and divided by the students

under each group. A descriptive discussion on the oral reading grade level and oral reading difficulties were presented on tables and discussed and interpreted technically.

Since the instrument used was a culture-bound standardized test, the instrument was set back two level below; hence, setting up the oral reading grade obtained by each individual student two levels above the grade given in the standardized table. Male sample no. 1 of the first year whose baseline score was 4.0 got an equivalent oral reading grade of 6.0 and this was a grade and half below the norm.

The raw score for the speed aspect of the test was the number of exercise correct. The total number attempted was also recorded. It was used to compute the accuracy score and rating of Reading Age and Reading Age and Reading Grade Scores which could be read directly from Table I or Table II as provided in the manual of the standardized test. The scores for the accuracy aspect of the test were both read from the same tables.

The raw score for the Reading Vocabulary Test was also computed. First, the researcher counted the number correct and the number wrong. Then she subtracted from the number correct one fourth of the number wrong. For one fourth of the number wrong she used the nearest whole number after

dividing the number wrong by four. Then she subtracted this whole number from the number correct. (see computation below)

Example:

Number correct : 30 Number wrong: 13

Computation :  $1/4$  of no. wrong:  $13/4 = 3 \frac{1}{4}$

nearest whole number : 3

$$30 - 3 = 27$$

1 Raw Score : 27

To find the equivalent grade level for each raw score, the researcher referred to vocabulary table of equivalent provided in the manual of the test.

The raw score for the Level of Comprehension Test was also computed. First, the researcher counted the number correct and the number wrong. Then she subtracted from the number correct, one-fourth of the number wrong. For one-fourth of the number wrong, she used the nearest whole number after dividing the number wrong by four. Then she subtracted this whole number from the number correct.

**Example:**

No. of Correct : 30 No. of Wrong : 13

Computation :  $\frac{1}{4}$  of no. wrong :  $\frac{13}{4} = 3 \frac{1}{4}$

nearest whole no. : 3

$$30 - 3 = 27$$

Raw Score : 27

To find the equivalent grade level of each raw score, the researcher referred to the comprehension table of equivalent in the manual of the test.

The researcher recorded the average grade score and age score of each student. To do this, she followed the ordinary procedure for finding an average: She added the three scores and divided the total by three. If, when the total is divided by three, and the first number after the decimal point was not a whole number, she used the nearest whole number in order to round out to the nearest tenth.

Example:

Speed grade score : 4.2

Vocabulary grade  
score : 3.8

Comprehension grade  
score : 4.5

---

12.5 divided by 3 = 4.1 2/3

Average grade score : 4.2

This average grade score of 4.2 was raised to 6.2, two levels below the grade given in the standardized table because the test instrument used was a culture-bound standardized test.

### Statistical Measure

The t-test for independent samples was the statistical

measure used to test these hypotheses: (a) there is no significant mean difference in oral reading ability between the male and female 1989-1990 secondary freshmen and sophomore students of SSPC, (b) there is no significant mean difference in reading comprehension ability between the male and female 1989-1990 secondary freshmen and sophomore students of SSPC. The t-test by Walpole (1982:311), was resorted to and the formula is shown below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2 \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}{N_1 + N_2 - 2}}$$

t = test of significance

$\bar{X}_1$  = mean of the raw scores of the male samples

$\bar{X}_2$  = mean of the raw scores of the female samples

$N_1$  = No. of male samples

$N_2$  = No. of female samples

$S_2^2$  = variance of the raw scores of the male

samples; 
$$S_2^2 = \frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2 (N_2 - 1)}$$

$S_1^2$  = variance of the raw scores of the female

samples; 
$$S_1^2 = \frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1 (N_1 - 1)}$$

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained after the administration of the standardized oral reading test of Gray and the Gates Survey Test on speed and accuracy, vocabulary and level of comprehension in the English language to the SSPC first and second year secondary students. This presents the oral reading weaknesses of the samples and their oral reading grade levels with compared results between male and female. The same presentation is here on the Gates Survey test result. A recommended model reading program in English for the first and second year high school students of Samar State Polytechnic College based on the result of this study is also presented.

The tables that follow and their interpretation discuss the answers to the questions found in chapter 1.





Table 2 presents the raw scores and the baseline scores of the freshmen male and female samples from the Gray Oral Reading Paragraph Test. These freshmen male and female samples occupy an actual grade position of 7.8 which means that they have been seven years and eight months in school when the test was administered. The total score of the male samples is 572 with a mean of 22.88 while the female samples has 588 total raw score with a mean of 23.52. The mean difference between the male and female group is 0.64.

The Oral Reading capacity grade level of each male and female sample can be read under the heading "Baseline Score." Out of the 25 freshmen male samples, 11 samples have oral reading capacity grade levels of 4.0 to 4.9 which means that their oral reading capacity are only equivalent to average pupils who have been in school for 4 years (grade 4), and 4 years and nine months (nine months in grade 4) respectively. Twelve male samples have oral reading capacity grade levels of 5.1 to 5.9. This means that their oral reading capacity grade levels are equivalent to an average reading performer who has been in school for 5 years and one month to 5 years and 9 months respectively. These samples are one year higher in capacity grade level than that of the 11 samples mentioned earlier. A freshmen male sample has a baseline score of 6.1 which is equivalent to

the capacity of an average reading performer who has been in school for six years and one month. The highest grade level attained by the freshmen male samples is 7.7. This means that this student's reading capacity is what is expected from an average child who has attended seven years and seven months in school. He is but one month behind from what he expected to perform in reading English as an average student who has been in school for 7 years and 8 months.

Among the female samples, the lowest baseline scores are 3.6, 3.7 and 3.9. Their equivalent reading capacity levels are of average students who are in school for 3 years and six months, 3 years and 7 months, and 3 years and 9 months respectively. This means that their oral reading capacity levels are below of what is expected from an average oral reading capacity level of a first year high school Filipino student who has been in the first year classes for eight months. Seven students out of the 25 female samples have baseline scores ranging from 4.2 to 4.9 and 9 female samples have baseline scores ranging from 5.1 to 5.7. Three female samples have baseline scores of 6.4 to 6.7. The highest baseline scores for the female group are 7.0 to 7.3. These three female samples respectively have reading performances of only 8 months and 5 months below of what is expected from an average oral reading capacity level

of an average student who has been in the first year classes for eight months (7.8).

The baseline scores of the freshmen male samples which range from 4.0 to 7.7 indicate that most of the 1989-1990 freshmen male students of SSPC have oral reading grade levels that are below the average oral reading capacity level of a first year high school Filipino student. The freshmen samples, on the other hand, have baseline scores of 3.6 to 7.3. These oral reading equivalents also indicate that the freshmen female students of SSPC for school year 1989-1990 have oral reading capacity grade levels below the expected capacity level of an average reading performer of a first year student and are ever performing below that of the males as shown by the data just presented.

This means that the 25 female samples of the 1989-1990 SSPC first year high school students are with oral reading capacity levels of average grade four pupils who have been in grade four classes from 2 to 9 months. Nine of them are reading at the average capacity levels of grade five pupils who have been in school from one to seven months. Three are performing at the average oral reading capacity of grade six pupils who have been in school for four months. One showed an oral reading capacity level of an average grade six pupils who has been in school for seven months. Two females

had an oral capacity level of 7.3 (first year, 3 months).

Below is a chart showing the list of oral reading errors committed by the first year samples from the Gray test result:

<u>ERRORS</u>	<u>No. of students who committed the error</u>	
	Male	: Female
1. Gross mispronunciation (to be supplied by the teacher after a delay of 15 seconds).		
approximately	4	8
inclined	1	3
contemptuous	16	20
continuously	21	23
ingratuately	19	12
exhausted	6	13
ardously	23	24
archaeological	16	20
antique	12	16
architectural	16	10
scrupulously	23	24
scarcely	9	9
antiquities	10	13
2. Partial mispronunciation		
(a) vowels (vocal)		
cat	4	6

<u>ERRORS</u>	<u>No. of students who committed the error</u>	
	Male	: Female
pen	10	6
till	13	9
behind	1	0
inclined	2	1
twilight	4	5
(b) consonant (contoid)		
lived	5	6
reared	1	0
named	2	1
four	13	5
feet	12	15
found	3	4
fly	1	3
thing	14	10
mother	5	8
fishing	16	11
physicists	20	23
mathematicians	19	21
statisticians	21	22
universally	23	16
fanaticism	5	12

<u>ERRORS</u>		No. of students who committed the error	
		Male	: Female
3. Substitution			
<u>Word substituted</u>	<u>As read by student</u>		
began	begin	4	10
once	one	2	5
ran	rain	1	0
own	home	3	1
nest	neat	4	6
better	bitter	11	8
little	letter	0	1
contrast	contract	12	16
off	of	12	16
his	this	1	3
silence	silent	5	6
4. Addition			
pig - read as pigs		16	10
than wealth - read as than a			
wealth		12	5
dog - read as than dogs		13	16
boy - read as than boys		5	13
evening - read as than evenings		10	9
tent - read as than tents		16	10
estate - read as that estates		16	15

<u>ERRORS</u>		<u>No. of students who committed the error</u>	
		Male	: Female
5.	Insertion		
	the	2	3
	a	1	4
	is	3	2
	and	3	1
	in	1	0
	of	3	3
6.	Omission		
	s (woods, mountains)	4	2
	d (reared, enjoyed)	1	0
	a	3	4
	at	0	1
	and	1	1
	an	3	1
	is	4	5
7.	Repetition		
	a boy - read as "a aboy"	2	1
	The little boy - read as "the little boy, the little boy"	1	0
	long before he could fly - read as long before he he could fly	1	1

<u>ERRORS</u>	<u>No. of students who committed the error</u>	
	<u>Male</u>	<u>: Female</u>

in his appearance - read as "in		
his his appearnace"	2	4
combine forces and work		
ardously - read as		
"combine forces and and		
work ardously"	3	1

#### 8. Inversion

saw - read as was	3	1
no - read as on	0	1
door - read as poor	1	0

As shown in this chart, the oral reading difficulties of the 1989-1990 freshmen male and female students are addition, gross mispronunciation, partial mispronunciation, and substitution. They have less incidents on errors in insertion, inversion, omission and repetition.

Table 3 reveals the raw scores and the baseline scores of the sophomore male and female samples from the Gray Oral Reading Paragraph Test. These sophomore male and female samples occupy an actual grade position of 8.8 which is equivalent to eight months in school during the administration of the test. The sophomore male group has a total raw score of 614 with a mean of 24.56 while a mean of



24.32. The mean score difference is 0.24.

The oral reading grade level of each male and female sample can be read under the heading "baseline score." One sophomore male sample got a baseline score of 3.7 which means that his oral reading capacity grade level is equivalent to an average child who has been in grade three for seven months. Seven sophomore male samples have oral reading capacity grade levels of 4.0 to 4.9. This means that these sophomore male samples have oral reading capacity grade levels equivalent to pupils who have been in school for four years up to four years and nine months respectively. Ten students have oral grade levels which range from 5.1 to 5.9 which is equivalent to a reading capacity level of average grade five pupils who have been in class for nine months. Seven sophomore male samples have grade levels of 6.1 to 6.7. This means that these students have reading capacity grade levels of average pupils who have been in school for six years and one month and to six years and seven months respectively. All the sophomore male samples have reading capacity grade levels below the average oral reading capacity level of an average Filipino sophomore reading performer.

The sophomore female samples have a total raw score of 608 with a mean score of 24.32. The lowest baseline scores



range from 4.0 to 4.9. This means that the lowest reading capacity level of the SSPC sophomore female students for 1989-1990 is equivalent to an average grade four pupil, followed by an average grade four who has been in class for five months and another who has been in class for nine months. Eighteen female students have oral reading capacity grade levels ranging from 5.1 to 5.9 which are equivalent to a reading capacity level of a grade five pupil who has been in class for one month while others are performing the reading capacity level of an average grade five who has been in class for nine months. This is three years below the expected oral reading capacity grade level of an average Filipino second year student. One student got a baseline score of 6.4 and the highest is 7.7. This is equivalent to a reading capacity grade level of an average pupil who has been in grade six class for four months. The highest baseline score is equivalent to a reading capacity level of an average reading performer who has been seven months in a first year Filipino high school class.

The baseline scores of the sophomore male samples range from 3.7 to 6.7. This indicates that the 1989-1990 sophomore male students of SSPC are respectively four, three, and two reading capacity grade levels below the expected reading capacity level of an average second year

Filipino student. The sophomore female samples have grade levels ranging from 4.0 to 7.7. These also indicate that the 1989-1990 SSPC sophomore female student have its lowest oral reading performer, performing four levels below the expected performance of an average sophomore student. Its best student is performing 3 levels below an average oral reading performer, its highest oral reading capacity level based on Gray test being 7.7.

Below is a chart showing the list of errors committed by the second year male and female samples in the Gray Test.

<u>ERRORS</u>	No. of students who committed the error	
	Male	Female
1. Gross mispronunciation (refuses to read and has to be supplied by the teacher after a delay of 15 seconds).		
approximately	3	1
contemptuous	14	9
continuously	21	18
ingratiatingly	23	20
exhausted	3	4
ardously	14	18
archaeological	18	13
architectural	23	20
scrupulously	3	2

<u>ERRORS</u>	No. of students who committed the error	
	Male	Female
scarcely	9	3
exigencies	3	4
verges	5	9
praises	6	3
2. Partial mispronunciation		
cat	4	7
behind	1	3
pen	8	4
inclined	4	2
twilight	1	0
lived	2	3
four	5	5
feet	7	9
thing	13	4
mother	4	2
fishing	11	8
physicists	18	17
mathematicians	21	20
statisticians	18	13

<u>ERRORS</u>		No. of students who committed the error	
		<hr/> Male : Female	
3.	Substitution		
	<u>Word substituted</u>	<u>As read by student</u>	
	once	one	1 3
	better	bitter	2 4
	contrast	contract	4 1
	off	of	1 3
	his	this	1 1
	silence	silent	3 1
	lost	last	2 2
	alluvial	allubial	10 9
	sunk	sink	2 1
4.	Omission		
	of	1	0
	is	2	1
	and	3	4
	an	1	0
	the little pig -the pig	2	1
	2 (mountains, works)	2	3
5.	Insertion		
	a	3	1
	the	2	0

<u>ERRORS</u>	No. of students who committed the error	
	Male	Female
of	4	1
is	2	1
in	0	2
6. Addition		
dog - read as dogs	2	3
pig - read as pigs	0	3
estate - read as estates	3	1
than wealth - read as than a wealth	0	2
7. Repetition		
began to cry - began to to cry	3	0
"No," said the cat" - "No, No, said the cat"	2	1
verges into fanaticism - verges into into fanacitism	1	0
8. Inversion		
on - no	3	0

As shown in this chart, the oral reading difficulties of the 1989-1990 sophomore male and female students are gross mispronunciation, partial mispronunciation, and substitution. Both males and females have less incidents on errors in addition, inversion, insertion, and repetition.

Table 4

### The Raw Scores of the Freshmen Male and Female Samples in the Gates Survey Test

	Male	:Speed and:Voca-	:Compre-:	Average	:Female:Speed and:Voca-	:Compre-:	Average of		
Sample:	Accuracy:	bulary:	ension:	of Scores:	Sample:	Accuracy:	bulary:	ension:	the Scores
1	9	9	9	9	A	18	23	15	18.67
2	20	13	10	14.32	B	27	40	22	29.67
3	11	34	15	20.0	C	24	25	19	22.67
4	6	25	4	11.67	D	19	15	10	14.67
5	32	21	12	21.67	E	11	13	11	11.67
6	4	12	10	8.67	F	15	10	11	12.0
7	24	10	21	18.33	G	9	18	17	14.67
8	5	18	15	12.67	H	12	14	12	12.67
9	20	22	9	17.0	I	25	25	16	22.0
10	24	20	21	21.67	J	20	33	26	26.33
11	26	19	7	17.33	K	20	28	20	22.67
12	29	6	11	15.33	L	14	17	9	13.33
13	10	10	9	9.67	M	9	16	11	12.0
14	9	19	12	13.33	N	23	25	17	21.67
15	8	19	11	12.67	O	15	28	16	19.67
16	11	15	15	13.67	P	13	18	15	15.33
17	19	16	11	15.33	Q	10	19	10	13.0
18	10	20	8	12.67	R	19	35	20	24.67
19	7	15	10	10.67	S	17	19	16	17.33
20	29	28	21	26.0	T	15	18	11	14.67
21	32	22	25	26.33	U	18	29	18	26.67
22	14	25	9	16.0	V	8	23	11	14.67
23	12	14	5	10.33	W	15	29	17	20.33
24	26	23	12	20.33	X	8	14	11	11.0
25	22	15	16	17.67	Y	14	24	17	18.33
Total Score	419	450	308	392.34		398	558	378	444.69
Mean Score	16.76	18	12.32	15.69		15.92	22.32	15.12	17.79



In this table are the raw scores of the freshmen male and female samples from the Gates Survey Test. It consists of speed and accuracy, vocabulary, and comprehension. The average of the scores in the three tests as per instruction from Gates, serves as the Gates raw score of each individual sample and the result is also reflected in the same table.

In reading speed and accuracy, the freshmen male samples got a total raw score of 419 with a mean score of 16.76. In the vocabulary test the total raw score is 459 with a mean score of 18.0 and in the comprehension test the total score is 308 with a mean score of 12.32. The total average is 392.34 with a mean of 15.69. In the freshmen female group the speed and accuracy total raw score is 398 with 15.92 as its mean score. In vocabulary, 558 is the total raw score with 22.32 as the mean score. The comprehension test has 378 as the total raw score with 15.12 as its mean score while the total of the female average raw score is 444.69 with 17.79 as the mean score.

As to the mean score difference between the freshmen male and female groups, in speed and accuracy there is 0.84, in vocabulary 4.32, and in comprehension 2.8. As to the average of the scores between the two groups, the mean score difference is. 2.1.



Table 5 reveals the raw scores of the sophomore male and female samples in the Gates Survey Test which also consists of speed and accuracy, vocabulary, and comprehension tests. It can also be gleaned from the same table the averages of the scores of the three tests which is the Gates raw score of each individual.

The total raw score of the sophomore male samples in speed and accuracy is 468 with a mean score of 18.72. In vocabulary there is a total raw score of 572 with a mean score of 22.88, and in comprehension the total raw average score of the whole is 503.68 with a mean score of 20.15. The sophomore female group on the other hand, has 399 as the total raw score in speed and accuracy with a mean score of 15.96. In vocabulary the total raw score is 588 with a mean score of 23.52, and the total raw score in the comprehension test is 374 with a mean score of 14.96. The total average scores is 453.67 with a mean score of 18.15.

As to the mean score difference between the sophomore male and female groups, in speed and accuracy the mean difference is 2.76, in vocabulary 0.64, and in the comprehension test the mean difference is 3.88. In the total average scores between the two groups, the mean score difference is 2.0.

Table 6

### The Comparison of Reading Grade Levels Between Freshmen Male and Female Samples in the Gates Test

=====							
Male : Actual : GATES: GATES				Female: Actual : GATES: GATES			
Sample:	Grade :	Raw :	Reading :		Grade :	Raw :	Reading
:	Position:	Scores:	Grade Level:	Sample:	Position:	Scores:	Grade Level
-----							
1	7.8	9.0	3.43	A	7.8	18.67	5.47
2	7.8	14.33	4.93	B	7.8	29.67	8.33
3	7.8	20.0	5.43	C	7.8	22.67	6.93
4	7.8	11.67	3.7	D	7.8	14.67	4.9
5	7.8	21.67	6.67	E	7.8	11.67	4.8
6	7.8	8.67	3.03	F	7.8	12.0	4.23
7	7.8	18.33	6.23	G	7.8	14.67	4.37
8	7.8	12.67	3.8	H	7.8	12.67	4.27
9	7.8	17.0	5.43	I	7.8	22.0	6.83
10	7.8	21.67	6.77	J	7.8	26.33	7.1
11	7.8	17.33	6.13	K	7.8	22.67	6.33
12	7.8	15.33	5.83	L	7.8	13.33	4.47
13	7.8	9.67	3.57	M	7.8	12.0	3.9
14	7.8	13.33	4.13	N	7.8	21.67	6.5
15	7.8	12.67	3.97	O	7.8	19.67	5.47
16	7.8	13.67	4.37	P	7.8	15.33	4.83
17	7.8	15.33	5.0	Q	7.8	13.0	3.97
18	7.8	12.67	4.03	R	7.8	24.67	6.67
19	7.8	10.67	3.6	S	7.8	17.33	5.23
20	7.8	26.0	7.5	T	7.8	14.67	4.7
21	7.8	26.33	7.6	U	7.8	21.67	4.83
22	7.8	16.0	4.87	V	7.8	14.0	4.23
23	7.8	10.33	3.93	W	7.8	20.33	5.57
24	7.8	20.33	6.57	X	7.8	11.0	3.67
25	7.8	17.67	5.67	Y	7.8	18.33	5.33
Total		392.34	126.19			444.69	132.93
Mean		15.69	5.048			17.79	5.317
=====							

Table 6 presents the comprehension of reading grade levels between the freshmen male and female samples in the Gates Survey Test. Both male and female groups occupy an actual grade position of 7.8 which means that they have been in school as first year and have been in the class for eight months when the said test was administered.

The total score of the freshmen Gates raw scores is 392.34 with a mean score of 15.69, while the freshmen female group the total score is 444.69 with a mean score of 17.79. This resulted to a mean score difference of 2.1. In Gates reading grade levels the total score of the freshmen male samples is 126.19 with a mean score of 5.048 while the freshmen female group has 133.93 with a mean score of 5.317. The mean score difference between the two groups is 0.269.

Eight freshmen male samples have reading capacity grade levels in the Gates Survey Test ranging from 3.03 to 3.93. This means that these male samples have comprehension grade levels equivalent to an average grade three pupils who have been in the class for .03 months and those others have been nine months in grade three classes. Five of them have reading grade levels of 4.03 to 4.93 respectively. This means that their reading capacity grade levels in the same test are equivalent to an average pupil who has been in grade four classes for one month to nine months

respectively. There are also five male samples whose reading capacity levels range from 5.0 to 5.83. This is equivalent to average pupils who have been in school for five years, and five years and eight months and 3 days respectively in grade five. Another five male samples have reading capacity grade levels equivalent to average pupils who have been in school for six months in grade six. Two male samples have reading capacity grade levels equivalent to the reading capacity of an average student who has been five months in the first year high school and the other is equivalent to the reading performance of one who has been six months in the class in the same year level. These two students are only two and three months respectively behind the expected reading capacity grade level of an average Filipino first year student who has been in school for seven years and eight months (7.8).

This means that of the 25 freshmen male samples of the 1989-1990 SSPC first year high school students, eight are with a reading capacity level of average grade three pupils who have been in the class from 3 to 9 months. Five of them are reading at the average reading capacity level of average grade four pupils who have been in grade four classes from one month to 9 months. Five are also performing at the average capacity of grade five pupils who have been in

school from one to 8 months in grade six. There are also five freshmen male samples, who have a reading performance of average grade six pupils who have been in grade six classes from one to 6 months. Two are performing at an average reading capacity of first year high school students who have been in school as first year high school students from five to six months.

Among the freshmen female samples, three have Gates reading grade levels of 3.67 to 3.97 respectively. Nine are performing at average reading capacity grade levels of 4.0 to 4.9. There are six female samples who show a reading capacity grade level of 5.23 to 5.83. five samples have reading capacity grade levels of 6.33 to 6.93. One has a reading capacity level of 7.1 and another one has a reading capacity level of 8.33. This means that the 25 freshmen female samples of the 1989-1990 SSPC freshmen students have reading capacity levels in the Gates test equivalent to average grade three pupils who have been in the grade three classes from six to nine months as shown by the three female samples presented in the table. Nine female samples have capacity grade levels equivalent to average grade four pupils who have been in school as grade four from 1 to 9 months. Six of them are performing at an average reading performance of grade five pupils who have been in that class





from 2 to 8 months. Five female samples show a reading performance equivalent to grade six pupils who have been in that class from 3 to 9 months. One has a reading capacity level equivalent to a first year high school Filipino student who has been in that class for 1 month (7.1). And a female sample No. 2 has a reading performance of 8.33 which means that her reading capacity grade level is equivalent to a second year student who has been in that class for three months. Her reading performance is even higher than the actual grade position she occupies (7.8).

Table 7 reveals the comparison of reading capacity grade levels of the sophomore male and female samples from the Gate Survey Test result. Both groups occupy an actual grade position of 8.8 which means that they have been in school for eight years and eight months at the time of the administration of the test. This is equivalent to an average reading capacity level of a second year Filipino student who has been in the second year class for eight months. The Gates raw score was obtained after finding the average of speed and accuracy, vocabulary, and comprehension test. The total raw score of the sophomore male Gates raw scores is 503.68 with a mean score of 20.15 while the sophomore female group has 453.67 with a mean score of 18.15. The mean score difference in their Gates raw scores

between the two groups is 2.0. As to Gates reading capacity grade levels, the sophomore male group has 148 as the total reading capacity grade level with a mean score of 5.92, while the sophomore female group has 136.46 as the total reading capacity grade level with a mean score of 5.46. The mean score difference between the two groups in their total Gates reading capacity grade levels is 0.46.

Out of the 25 sophomore male samples, four students have a reading performance of 4.6 to 4.9. This is the lowest reading capacity level shown by the group. Twelve of them show a reading performance of 5.03 to 5.83. Five in the group have reading grade levels of 6.03 to 6.73 respectively. There show a reading capacity grade levels of 8.23 to 8.3 respectively. This means that of these 25 sophomore male samples, four of them have a reading performance equivalent to average grade four pupils who have been in school as grade four for 6 to 9 months. Twelve samples have a reading performance equivalent to average grade five pupils who have attended grade five classes from 1 to 8 months. Five of them show a reading performance of average grade six pupils who have been in school as grade six for 1 to 7 months. One student shows a reading capacity grade level equivalent to a first year high school student (7.0). Three of them have reading capacity grade levels

equivalent to average second year high school student (7.0). Three of them have reading capacity grade levels equivalent to average second year high school Filipino student who have been in school as second year for 2 to 3 months. This is 5 to 6 months behind than the expected actual grade position that they are suppose to attain (8.8).

As reflected in the same table, the sophomore female group has a lowest reading capacity grade level of 3.9. Twelve of them have a reading performance ranging from 4.1 to 4.9. Four students show a reading performance from 5.2 to 5.6. Another four students have a reading performance of 6.0 to 6.7 respectively. This is followed by two students who have their respective reading capacity grade level of 7.1 and 7.4. Two students show a reading capacity grade levels of 8.03 and 8.33 respectively.

This means that the 25 sophomore female samples have their lowest reading capacity grade level equivalent to an average grade three pupil who has been in that class for nine months. Eleven sophomore female samples have equivalent reading capacity grade levels equivalent to average grade four pupils who have been in school as grade four from 1 to 9 months. Four of them show a reading performance equivalent to average grade five pupils who have attended grade five from 2 to 6 months. There are also four

Table 8

**Mean Scores of the Freshmen Male and Female  
and Sophomore Male and Female  
Total Raw Score in the Gray Oral Test**

	: Male	: Female	:Difference:	Gray	:Interpretation
	:	:	:Bet. Means:	Computed:	
I. Freshmen	22.88	23.52	0.64	0.497	not significant
II. Sophomore	24.56	24.32	0.24	0.219	not significant

Table 9

**Mean Scores of the Freshmen Male and Female  
and Sophomore Male and Female  
Total Raw Score in the Gates Survey Test**

	: Male	: Female	:Difference:	Gray	:Interpretation
	:	:	:Bet. Means:	Computed:	
I. Freshmen					
a) Speed and Accuracy	16.76	15.92	0.84	0.397	not significant
b) Vocabulary	18.0	22.32	4.32	2.19	significant
c) Comprehension	12.32	15.12	2.8	2.06	significant
II. Sophomore					
(a) Speed and Accuracy	18.72	15.96	2.76	1.76	significant
(b) Vocabulary	22.88	23.52	0.64	0.306	not significant
(c) Comprehension	18.84	14.96	3.88	2.28	significant

students whose reading performance are equivalent to average grade six pupils who have been in school as grade six for 1 to 7 months respectively. Two students occupy reading capacity grade levels of 7.1 and 7.4 which are equivalent to average reading capacity of a first year high school student who has been in the class for one month and 4 months respectively. The highest grade levels, 8.03 and 8.33 attained by two sophomore female samples, are equivalent to the reading capacity of average second year high school students who have attended second year classes for a month and three months respectively.

Table 8 and 9 present the mean scores and differences of both the freshmen male and female and the sophomore male and female groups in the Gray and Gates tests. These are the mean scores of their total raw scores in both tests. As shown in Table 8 the mean scores of the freshmen male and female groups in the Gray Oral Test give a mean score difference of 0.64. Its computed t value of 0.497 at .05 level of significance with 48 degree of freedom is lesser than the tabular value of t at 1.645 which led to the acceptance of the null hypothesis which states that, "there is no significant mean score difference in the oral reading capacity grade level raw scores between the 1989-1990 SSPC freshmen male and female groups in the Gray Oral reading

test." This means that both male and female have the same performance in the oral reading test. Perhaps, according to Dolch (1945:207), both groups have already enlarged their sight vocabularies during those months as first year at the SSPC secondary laboratory department; although their oral reading grade levels are low and at great variations as revealed in the result of the test, the total mean score difference between the two sexes is not significant.

In the same table, the mean scores of the sophomore male and female groups give a mean score difference of .24. The computed  $t$ -value of it is 0.219 which is lesser than the tabular value of  $t$  at  $\alpha = .05$  and  $df = 48 : 1.64$ . This led also to the acceptance of the  $H_0$  which states that there is no significant mean score difference in the oral reading capacity grade level raw scores between the 1989-1990 high school sophomore males and females of SSPC. Both groups have been intelligently exposed to the same reading skill development in the language arts and in the content area; hence, their oral reading test mean score difference was not significant.

The mean scores of the total raw scores in the speed and accuracy, vocabulary, and comprehension tests are reflected in Table 9. For 1989-1990 SSPC high school freshmen males and females the mean scores are 16.76 for the

males and 15.92 for the females. There is a mean score difference of 0.84. Its computed t-value is 0.397 which is lesser than the tabular value of t at  $\alpha = .05$  and  $df = 48$  : 1.679 which led to the acceptance of the null hypothesis. In the vocabulary test specifically however, the mean score difference between the male and female groups is 4.32. The computed t-value of 2.19 is greater than the tabular value of t at  $\alpha = .05$  and  $df = 48$  which is 1.679. This caused the rejection of the null hypothesis which states that "there is not significant mean score difference in the reading vocabulary test total raw scores between the 1989-1990 SSPC freshmen male and female students. This means that there is a significant mean score difference in the vocabulary test between the male and female. The freshmen female group obtained a better vocabulary test performance than the freshmen male group. This is due to the fact that girls, according to Callahan and Clark (1983) are usually superior to boys in verbal and vocabulary ability and this situation reaches a peak in the adolescent years. Specifically, in the comprehension test, the mean score difference of 2.8 and the computed t-value of 2.06 which is greater than the critical value of t at 1.679 and .05 level of significance,  $df = 48$  also led to the rejection of  $H_0$  which means that there is a significant mean score difference in the

comprehension test total raw scores between the 1989-1990 SSPC freshmen male and female students. The female group performed better in the level of comprehension test than the male group. This is because in general, as noted by Smith and Dechant (1961:92), girls establish a definite superiority in educational achievement during the elementary grades and this was still carried over to the first year of secondary but this is not throughout the high school years.

Shown also in the same table are the mean scores of the sophomore male and female groups. In speed and accuracy, the difference between the two mean scores is 2.76. the computed  $t$ -value of 1.76 is greater than the tabular value of  $t$  at  $\alpha = .05$  and  $df = 48$  which is 1.679. Therefore the  $H_0$  is rejected which means that there is a significant mean score difference in the speed and accuracy total raw scores between the 1989-1990 sophomore male and female samples. The sophomore male group performed better in speed and accuracy than the sophomore females. In the vocabulary test, the two mean scores give a difference of 0.64. Its computed  $t$ -value of 0.306 which is lesser than the tabular value of  $t$  at  $\alpha = .05$  and  $df = 48$  : 1.679 had led to the acceptance of  $H_0$ . In the comprehension test, the sophomore male and female groups showed a difference of 3.88. The computed  $t$ -value of 2.88 has caused the rejection of the  $H_0$



Table 10

**Total Reading Capacity Grade Level: A Comparison  
Between Freshmen Male and Female and Sophomore Male and  
Female Groups in both the Gray and Gates Tests**

=====					
	: Male :	Female :	Difference:	Gray	: Interpretation
	:	:	: Bet. Means:	Computed t :	
<hr/>					
I. Freshmen	5.096	5.28	0.184	0.69	not significant
II. Sophomore	5.444	5.348	0.096	0.391	not significant
<hr/>					
				Gates Computed t	
I. Freshmen	5.048	5.319	0.269	0.79	not significant
II. Sophomore	5.92	5.46	0.46	1.30	not significant
=====					

because this is greater than the tabular value of  $t$  at  $= .05$  and  $df = 48$  which is 1.679. This means that there is a significant mean score difference in the comprehension test total raw scores between the 1989-1990 sophomore male and female groups. The sophomore male group had a better performance in the level of comprehension test than the sophomore female group.

The superiority of the SSPC sophomore male in speed and accuracy and level of comprehension tests over the sophomore female points to the fact that at this stage, as noted by Smith and Dechant (1961), the educated advantage of the girls disappears. This is because different elements are already emphasized in the high school, especially in SSPC and these are of much interest to the boys.

Table 10 presents the grade level comparison between the two groups of samples in the Gray Oral reading test and the Gates Survey Test.

Between the freshmen male and female samples, the mean score resulted to a mean score difference of 0.184. the Gray computed  $t$ -value is 0.69. Since this is lesser than the tabular value of  $t$  at .05 level of significance with the degree of freedom of 48 which is 1.645, the null hypothesis is accepted. This means that there is no significant mean score difference in the oral reading grade levels between

the 1989-1990 SSPC high school freshmen males and females. The sophomore male and female groups give a mean score difference of .096 in the Gray test result. Its computed  $t$ -value of .391 is lesser than the tabular value of  $t$  at  $\alpha = .05$  with degree of freedom of 48 which is 1.645 and therefore the  $H_0$  is again accepted. This also means that there is no significant mean score difference in the Gray oral test reading grade levels between the 1989-1990 SSPC high school sophomore male and female samples.

In the Gates test, the mean score difference between the freshmen males and females is 0.269. Its computed  $t$ -value is 0.79 which is lesser than the tabular value of  $t$  at  $\alpha = .05$ ,  $df = 48$  : 1.679, and therefore the  $H_0$  is accepted. This means that there is no significant mean score difference in the Gates reading grade levels between the 1989-1990 SSPC high school first year male and female groups. Between the sophomore male and female groups, the mean score difference is 0.46. The computed  $t$ -value of 1.30 is lesser than the tabular value of  $t$  at  $\alpha = .05$ ,  $df = 48$ : 1.679 and therefore the  $H_0$  is again accepted. This means that there is no significant mean score difference in the Gates reading grade levels between the 1989-1990 second year high school male and female groups. Both male and female samples, first and second year high school, have no

significant mean score difference in their Gray oral reading grade levels and Gates reading grade levels. Both grades have equal reading performances in the said tests. But, specifically in the comprehension test of Gates, significant differences were identified. The first year female samples obtained a better performance in reading comprehension than the male samples. Factors like the differences is maturational pattern between the two sexes and the superior language sense of the girls are better reasons for these differences. This statement is supported by Sheridan (1948:8).

Patricia Sexton as reported by Ornstein, Allan C. and Levine, Daniel U. (1981) presented data showing that types of schools are feminizing institutions that discriminate against the male which subvert their identity. She maintained that the school values and the resulting discrimination against boys which are compounded by the mothers' inability to relate to sons in helping them establish a healthy male identification are negative and cumulative. In part, this explains why boys largely outnumber girls in school dropout rates, deviant and delinquent acts, and even mental illness. Sexton may have overgeneralized in his report, but there is no question that girls receive higher grades throughout elementary school

with the gap being gradually reduced in high school. More boys are nonreaders, more boys fail, more boys are disciplinary cases, and more boys dropout of school.

Recent data by some researchers in neuropsychology state that boys tend to learn through active manipulative of their environment while girls tend to learn through verbal communication. These findings are summarized by McGuinness, Diane (1979):

. . . By the time they are five or six all children in the classrooms are expected to behave like girls. The system requires children to remain attentive to one task and stay seated to one place for a considerable period of time. They must use fine motor system in writing and drawing, and they must persevere at tasks that are largely linguistic or symbolic in nature. Boys usually cannot sit still; they are distractible; they test the properties of objects. Such behavior interferes with the concentration they need to learn to read and write . . . .

From the sophomores, it was the male samples who obtained a better reading comprehension performance than the sophomore female samples. This is due to the fact that during the adolescent years, as noted by Callahan and Clark (1983:210), boys excel in mechanical and mathematical abilities and this interest male samples to the other subjects like English and other content areas which resulted to a better performance in speed and accuracy and reading

comprehension.

With all these authoritative findings, the difference between the male and female in educational achievement could still be an offshoot of their elementary educational experience of which difference is getting lesser as they go up the secondary grade levels as shown in their mean score difference among the sophomore male and female subjects.

To cater to the needs of the different oral reading grade levels and reading comprehension grade levels of the 1989-1990 SSPC secondary freshmen and sophomore students, a developmental reading program is recommended but remediation classes should also be conducted for those who possess very low oral and comprehension grade levels for them to catch-up with the activities of the average learners.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations and suggestions of the study in that order.

#### Summary

This study was conducted to establish the reading grade levels of both SSPC secondary freshmen and sophomore students through the result of the standardized tests of Gray and Gates, upon which a workable and suitable English reading program for the first and second year high school students of SSPC was based. This study found out that:

1. The 1989-1990 SSPC first year high school students have oral reading skill difficulties of addition, gross mispronunciation, partial mispronunciation, and substitution. The sophomore high school students have oral reading skill difficulties of gross mispronunciation, partial mispronunciation and substitution.

2. The means of the raw scores in the Gray test of the freshmen male was 22.88 and the freshmen female was 23.52 with a mean score difference of .64. The sophomore male group had a mean of 24.56 and 24.32 for the female group. The mean score difference was .24.

3. There was no significant mean score difference in

the Gray oral reading test between the male and female 1989-1990 high school freshmen and sophomore students. .

4. The oral reading capacity grade levels of the freshmen male ranges from 4.0 to 7.7. For the freshmen female, the oral reading capacity levels are from 3.6 to 7.3. The sophomores, on the other hand, had oral reading capacity levels of 3.7 to 6.7 for the males and 4.0 to 7.7 respectively for the females.

5. In the Gates test, the means of the raw scores of the freshmen male and female were: 16.76 and 15.92 in speed and accuracy; 18.0 and 22.32 in the vocabulary test; 12.32 and 15.12 in the level of comprehension test. The differences between means in the three tests were 0.84 in speed and accuracy; 4.32 in vocabulary; and 2.8 in the comprehension test. From the sophomores male and female, the means of the raw scores were: 18.72 and 15.96 in speed and accuracy; 22.88 and 23.52 in the vocabulary test; 18.84 and 14.96 in the level of comprehension test. The three pairs of mean scores resulted to mean score differences between sophomore male and female groups of 2.76 in speed and accuracy, .64 in vocabulary, and 3.88 in the comprehension test.

#### 5.1 First Year

(a) There was no significant mean score



difference in the speed and accuracy raw scores between the 1989-1990 SSPC male and female first year high school students.

(b) The null hypothesis was rejected in the vocabulary test which means that there was a significant mean score difference in the vocabulary raw scores between the two sexes. The freshmen female samples obtained a better performance in the vocabulary test than the freshmen male samples.

(c) There was a significant mean score difference in the level of comprehension test raw scores between the 1989-1990 SSPC freshmen male and female students. The freshmen female group again had a better performance in the level of comprehension test than the male group.

## 5.2 Second Year

(a) There was a significant mean score difference in the speed and accuracy raw scores between the 1989-1990 SSPC high school sophomore male group had a better performance in speed and accuracy than the female group.

(b) The  $H_0$  was accepted in the vocabulary test which means that there was no significant

mean score difference in the vocabulary test between the 1989-1990 SSPC high school sophomore male and female students.

- (c) There was a significant mean score difference in the level of comprehension test raw scores between the 1989-1990 high school sophomore male group had a better performance in the level of comprehension test than the sophomore female group.

6. The comprehension reading capacity grade levels in the Gates test of both the first year male and female groups and the second year male and female groups are as follows:

(a) From the freshmen, the male group had the highest reading capacity grade levels of 7.5 and 7.6; followed by 6.0 to 6.6; then 5.0 to 5.8; 4.03 to 4.9; and the lowest 3.03 to 3.9 respectively. The female group, on the other hand, obtained the highest reading level of 8.3 (three months in the second year classes). This was followed by respective reading levels of 7.1; 6.3 to 6.9; 5.2 to 5.8; 4.0 to 4.9 and 3.6 to 3.9; 8.2 and 8.3 followed by 7.0; 6.03 to 6.7; 5.03 to 5.8; and 4.6 to 4.9 respectively. Equivalent grades of these reading capacity levels were discussed in Tables 6 and 7 respectively.

(b) From the sophomores, the male group obtained

comprehension reading capacity levels of 4.6 to 4.9; 5.0 to 5.9; 6.0 to 6.7; 7.0; 8.2 and 8.3 respectively. The female group obtained reading grade levels of 3.6 to 3.9; 4.0 to 4.9; 5.3 to 5.5; 6.0 to 6.9; 7.1; 8.03; and 8.3 respectively. Equivalent grades of these grade levels were discussed in Tables 6 and 7.

7. A developmental reading program is suitable to the SSPC first and second year high school students to cater to the majority who are closely leveled in reading grade capacities but remedial classes must also be conducted for those who possess very low reading grade levels so significantly of different reading capacity to that of the majority; hence, a remedial reading program was also constructed and is recommended.

### Conclusion

In the light of the findings just presented, the following conclusions are drawn:

1. The 1989-1990 secondary freshmen male and female students have their respective oral reading difficulties on addition, gross mispronunciation, partial mispronunciation, and substitution; while the sophomore male and female students have their respective oral reading difficulties in gross mispronunciation, partial mispronunciation, and substitution.

2. There was no significant mean score differences in the oral reading capacity grade levels between the male and female 1989-1990 SSPC high school freshmen and sophomore students; hence, reading program for both sexes shall be the same.

3. The highest oral reading grade level of both first year and second year high school students was only 7.7 which is equivalent to a reading capacity grade level of an average student who has attended first year classes for seven months; while the lowest level was 3.6 which is equivalent to an average pupil who has attended grade three classes for six months; hence, the difficulty level of reading program materials and identified skills for development must be based on these findings.

4. There was a significant mean score difference in the comprehension grade levels (result of Gates test) between the male and female 1989-1990 SSPC secondary freshmen and sophomore students. This implies that the comprehension grade level materials must be leveled and graded to cater to the needs of the different reading grade levels for both sexes.

5. From the sophomores, the highest level for the male was 8.3 (8 years and 3 months); and the lowest level was 4.6 (six months in grade four). The sophomore female

group has the highest comprehension reading level of 8.3 and the lowest was 3.9.

6. The establishment of a developmental reading program could be of great help in minimizing reading retardation in this College and reducing the gap of reading capacity grade levels between members of the same class, male and female.

### Recommendations

#### To Teachers:

1. A developmental reading program such as the one found here should be implemented and be made functional in the SSPC high school department for the improvement of reading skills among the freshmen and sophomore SSPC secondary.

2. Remediation classes should also be conducted so that slow learners or those found to have reading weaknesses far below that of the majority of the subjects can catch up with the achievement average and bright students in the developmental class.

3. There should be special reading teacher to handle the remediation classes.

4. To determine the weaknesses, strengths, and reading grade levels of the students, standardized tests and other diagnostic tests should be made.

5. A battery of meaningful, enjoyable, and varied learning activities should be initiated by the reading and content area teachers to improve vocabulary, comprehension, and study skills.

6. Provide the students with listening and speaking vocabulary so they could read with facility; a thorough review of phonetics, word analysis, synthesis and word recognition; and give graded exercises in oral reading and reading comprehension.

7. Reading teachers should attend training programs, seminars, workshops, demonstration lessons, and the like relative to developmental and remediation purposes.

To the Librarian:

1. Library material like textbooks, workbooks, and other references should be leveled to determine as to which of this is within the readability of every student.

To the Administrators:

1. The administration should insist on the cooperation and support of content area teachers, librarian, guidance counselors on the implementation of the reading program; hence, it is suggested that an in-service training on reading skill development and the content area teachers' roles, be conducted for them.

To the Future Researchers:

For further study and investigations, the following are suggested:

1. A replication of this study by focussed on the establishment of reading grade levels of the third year and fourth year high school students of SSPC and the development of a reading program for these students be conducted.

2. Conduct a study on "Factors that Contribution or Hinder in the Acquisition of Reading Skills Among SSPC High School Students."

3. "Reading Problems Among SSPC High School Students as Perceived by Teachers, Other Students and Themselves."

4. "Reading Achievement of the First and Second Year High School Students of SSPC in the Developmental Reading Program."

5. An experimental study be conducted on the effect of the hereto recommended reading program.

## **A Model Developmental Reading Program For SSPC First and Second Year High School**

### **I. Program Description**

This reading program is developmental in nature aimed for all average readers. It is a service program to strengthen quality education. It starts from the first year to the second year secondary. It has all reading skills to be developed and the specific lessons/activities to be employed by the reading teacher. However, these activities must be flexible to suit the individual needs of the students; hence skills and activities to be learned by those performing below that of average first year and above those average second year are provided for flexibility purposes.

### **II. Rationale**

This developmental reading program is being proposed to systematize the learning process on reading skills by SSPC freshmen and sophomore secondary students found to be in need of improvement as shown in the result of Gray oral test and Gates comprehension test. This study revealed that there are great variations of oral reading grade levels as well as reading comprehension grade levels among the first and second year SSPC high school students and most of these grade levels are below of their actual reading grade



levels. Through this reading program many SSPC high school teachers can adjust and synchronize the selection of learning tasks, teaching materials and teaching approaches and techniques to help students learn most efficiently and to cater to their various needs.

According to Triggs (1960:3), it is generally true that the school curriculum provides sequential exposure of students to common knowledge and practice with materials which will result in the development of needed skills, but it is also true that there are great individual differences among children. Their backgrounds differ, the degree of keenness of their various senses differ, their emotional and physical development differ; hence, it is not possible to teach all the children in one classroom by the same techniques and bring about the same results. For this reason, high school teachers of SSPC must know how to test and observe their students to determine the status of their learning at any particular time. They must modify their teaching techniques to make the most of each student's strengths. Here the principle of starting where the student is and of progressing toward a goal is most essential. This is one of the cardinal rules of all teaching, that is, start where the child

is and to take him on from that point. This makes necessary a certain amount of grouping of students when teaching all subjects, and some modification of the materials used, in accordance with the child's ability. To help in this grouping process, standardized tests, like the one used in this study, are probably the most valuable instruments which can be used to determine the current status of the student's learning.

### III. To The Teacher

This suggested reading program was designed specifically for SSPC freshmen and sophomore secondary students.

It shall be noticed, that based on the result of the study conducted, the lesson proper for the freshmen shall start at Grade Level III, and for the sophomore at Grade Level IV. The lesson proper for the freshmen shall end at Grade Level VII and the sophomore at Grade Level VIII. However, for flexibility, and to give room for the slow learners and for remediation purposes (in case further diagnoses shows a reading capacity grade level among the learner that is lower than Grade Level III for the freshmen or Grade Level IV for the sophomore) lessons for Grade Levels II and I are provided in the program, and lessons IX and X are provided for fast learners (or in case further

diagnoses shows a reading capacity Grade Level among the learners, that is higher than their actual grade level}).

It should be noted further, that suggested activities and evaluations are provided but these are replaceable by other ideas that the user may feel better and more effective for his/her particular class.

#### IV. Ultimate Goal

Attain a high percentage of students who can use reading and language skills successfully in every phase of life.

#### V. General Objectives

1. Students can choose to read for recreational activity;
2. Seek answers to questions through reference sources;
3. Support the local and school libraries;
4. Write letters, themes, and essay examinations with less or without technical errors;
5. Attend the theater, when available, and if possible participate in local theater activities;
6. Read current books and the classics with real appreciation, as well as current magazines and newspapers. (Triggs - p. 10)

VI. Guidelines for the Evaluation of a Reading Program:

(adapted from Triggs, p. 10)

1. Has a well-defined curriculum with statement of the objectives of learning specific program showing how this learning shall be brought about, define skills needed, provides adjustment of the curriculum for the slow and the gifted.
2. Use of the curriculum as a tool to evaluate learning.
3. Shows allowance for individual differences in the needs of the learners.
4. Shows evidence of integrated instruction in all the language arts.
5. Shows success of students after graduation in the use of language arts (can be used for further research on the effectivity of this program).



Reading Skills				Suggested Activities				Suggested Teaching					
Grade	General	Specific	Learning	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time	Suggested	Tools	Human
Level	Skills	Skills	Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	ment	Alot-Evaluation	Software	Hardware
Grade I: Word	A: Review of A.	1. After the series	Review	Discuss, describe pic-	Read by completing	Write or complete	Spell correctly	Words given through:	Re-test for Book	Cassette: Reading			
(Review)	Attack: basic sound: 1.	Review of	of review, the	tunes, trips, other	answers to guide	sentences about	words given through:	reading	Series	tapes; Specialist:			
&	and names	sound and	student shall show:	class activities in	questions given	what was read and	dictation (take	readiness	SRA (play: Kits on				
flexi-	of the	names of	improved recogni-	completion of a sen-	before reading.	spoken.	note of long and	after grade: house)	pro-	Reading			
ility	alphabet	tion of sounds of	tence one sentence				short vowels and	with more	grammed	Skill			
purpose:	2. Single letter:	consonant and vo-	description.				consonant and vowel:	difficult	Fuller's	Lesson on: Dev't.			
	sounds and	well combinations.					and vowel combina-	test mate-	ABC: SRA	vocabulary: Support			
	key words						tions	trial.	supple-	ry letter: from			
	Vowels								mentary	sounds, content			
	Long - short								workbook:	Kits on	in Eng'g.		
	a- acorn -								Give audi-	Teacher- pro-	fill,		
	apples								story dis-	made exer: grammed	Science		
	e- eraser								crimination: cises	stories	Math,		
	elephant								skill at	self-	for	Soc. Sci.	
	i- ice								the end of	adminis-	children	PEM,	
	Indian								grade one	tering	rhymes, Values		
	overcoat								lesson.	and self-: prayers,	Educ.,		
	octopus								evaluation-	songs	CAT		
	united								ting	materials:	The		
	umbrella												
	Conservants												
	b- oy												
	c- at												
	d- oll												
	f- at												
	g- iri												
	h- at												
	j- ar												
	k- ite												
	l- et												
	m- other												
	n- ice												
	p- ork												
	q- uick												
	r- ose												
	s- ing												
	t- oy												
	v- ain												
	w- ait												
	x- erox												
	y- ell												
	z- oo												













Reading Skills			Suggested Activities			Suggested Teaching Tools		
Grade	Level	Skills	Specific Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling
Grade 1	General	Skills	Learning Task	Objectives <td>Methods/Approach<td>Speaking<td>Reading<td>Writing</td></td></td></td>	Methods/Approach <td>Speaking<td>Reading<td>Writing</td></td></td>	Speaking <td>Reading<td>Writing</td></td>	Reading <td>Writing</td>	Writing
Grade 1: General Skills								
Grade 1: Specific Skills								
Grade 1: Learning Task								
Grade 1: Objectives								
Grade 1: Methods/Approach								
Grade 1: Speaking								
Grade 1: Reading								
Grade 1: Writing								
Grade 1: Spelling								
Grade 1: Time								
Grade 1: Suggested								
Grade 1: Evaluation								
Grade 1: Software								
Grade 1: Hardware								
Grade 1: Human Resources								
Grade 1: Grade III								
Grade 1: Self-ad								
Grade 1: Mini-stories								
Grade 1: Self-eval								
Grade 1: Adminis								
Grade 1: Reading								
Grade 1: Re-test								
Grade 1: Book								
Grade 1: Series								
Grade 1: Tasks								
Grade 1: Auditory								
Grade 1: Discrimina								
Grade 1: Teacher								
Grade 1: Skill								
Grade 1: Made								
Grade 1: Test								
Grade 1: Exercises								
Grade 1: End of								
Grade 1: Grade III								
Grade 1: Self-ad								
Grade 1: Mini-stories								
Grade 1: Self-eval								
Grade 1: Adminis								
Grade 1: Reading								
Grade 1: Re-test								
Grade 1: Book								
Grade 1: Series								
Grade 1: Tasks								
Grade 1: Auditory								
Grade 1: Discrimina								
Grade 1: Teacher								
Grade 1: Skill								
Grade 1: Made								
Grade 1: Test								
Grade 1: Exercises								
Grade 1: End of								
Grade 1: Grade III								
Grade 1: Self-ad								
Grade 1: Mini-stories								
Grade 1: Self-eval								
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Grade 1: Tasks								
Grade 1: Auditory								
Grade 1: Discrimina								
Grade 1: Teacher								
Grade 1: Skill								
Grade 1: Made								
Grade 1: Test								
Grade 1: Exercises								
Grade 1: End of								
Grade 1: Grade III								
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Grade 1: Mini-stories								
Grade 1: Self-eval								
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Grade 1: Mini-stories								
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Grade 1: End of								
Grade 1: Grade III								
Grade 1: Self-ad								
Grade 1: Mini-stories								
Grade 1: Self-eval								
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Grade 1: Tasks								
Grade 1:								





Reading Skills				Suggested Activities				Suggested Teaching					
Grade	Level	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 1	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 2	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 3	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 4	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 5	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 6	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 7	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 8	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 9	General	Skills	Specific	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
Grade 10	General	Skills	Specific	Learning Task	Objectives	Methods/Approach							

Reading Skills			Suggested Activities				Suggested Teaching Tools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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[illegible]











Reading Skills			Specific Objectives			Suggested Activities			Suggested Teaching		
Grade	General Skills	Specific Skills	Learning Task	Objectives	Suggested Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools/Resources
			state of (N)								
			-ar - of the								
			nature of								
			(adj.)								
			-ary - belonging to (adj.)								
			d)Prefixes -								
			Suffixes in								
			one word								
			Examples:								
			1.unpopular								
			--								
			un - not								
			ar - the								
			nature of:								
			2.international:								
			inter - among;								
			between;								
			al-pertaining;								
			to								
			3.monotonous								
			mono - one								
			ous - possess-								
			sing the								
			qualities								
			of								
			15.Use of								
			a)Review								
			Dictionary: 1)Alphabetizing;								
			advance lesson;dictionary as an								
			2)locating								
			words from the;ing and vocabulary								
			dictionary, development.								
			3)Finding the								
			history of								
			words,								
			4)Finding								
			meaning,								
			spelling and								
			correct								
			pronunciation,								
			5)Part of speech,								
			General								
			Readings -								
			(See 11b,								
			Reference)								





















Reading Skills		Specific Objectives	Suggested Activities	Time Suggested	Suggested Teaching Tools	Human Resources					
Specific Skills	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Evaluation	Software	Hardware	Resources
Clue 1	Suggested Words	between the con-	Can you prove it?								
		sonants except when:									
		they form a blend									
		in a double con-									
		sonant.									
Clue 2	Suggested Words	Apply the prin-	Speak to give the	Read passages or	These activities	Spell new words					
		inciple which states	correct sounds of let-	phrases to identify	can be employed	correctly.					
		that when the final	ters in words; to	the syntax cues or	a.) strip essay						
		ie of a syllable in	apply what letter	employed by the wri-	ting						
		a polysyllable word	principles in pronoun-	ter. Other activi-	b.) precis writing						
		is silent, it	ties are:	c.) restructuring							
		causes the vowel to	graphophonic cues	d.) pair-group wri-							
		say its name.	(sounds of letter),	ting							
		recognize	background cues								
		dehydrate	(past experience)								
Clue 3	Suggested Words	Apply the prin-	Give the correct								
		inciple which states	sounds of these words								
		that when a word	given in context.								
		or syllable starts									
		with a vowel, or									
		when there is only									
		one vowel in the									
		word or syllable,									
		the vowel will pro-									
		bably be short.									
Clue 4	Suggested Words	Apply the prin-	Teach in:								
		inciple which states	context								
		that when a word									
		has in it two vo-	-do-								
		els together, the	-do-								
		second vowel is	-do-								
		probably silent and									
		the first says its									
		name.									
Clue 5	Suggested Words	Recognize the	Teach	These activities	Read activities	Write words and	Spell new words				
		principle which	new con-	can be employed	in spelling with	phrases as answers	correctly.				
		states that if	text	a.) jazz chants	correct pronunciation	sto questions.					
		there's only one	words in(b)	word pyramid bul-	ition.						
		consonant between	new con-	ding							
		two vowels in a	ditions	c.) transformation							
		word, the word is	drills								
		usually divided in-	d.) forming dialogues								
		to syllables before	with a pronunciation								





Task	Specific Objectives	Suggested Activities	Time	Suggested Teaching Tools	Human Resources
Learning Task	Objectives	Method/Approach	Speaking	Reading	Writing
companion	following the words:	hunting, & pyramid			
ppreciate	ending: eal, ious, :	building.			
artial	ion, iate, ial, :				
edestrian	an, uous, ity, ic, :				
ontinuous					
raviy					
istoric					
iple 5	Recognize that a:Teach in:				
view	review of these :context :				
ggested	accentuation prin- :				
words	sciples will help :	-do-			
etty	students in recog- :				
ning.	mizing new words. :				
rdle					
acious					
biguous					
nial					
pharic					
inciple 3	Recognize that :Teach in: Speak to provide :				
ill words	last syllable of a :context :answers questions; :				
uggle	word ending in le :				
llable	preceded by a con- :				
rrible	sonant and le the, :				
uckle	last syllable. :				
exible					
ngle					
inciple 3	Recognize that :Teach in: Speak to provide :				
ill words	last syllable of a :context :answers questions; :				
uggle	word ending in le :				
llable	preceded by a con- :				
rrible	sonant and le the, :				
uckle	last syllable. :				
exible					
ngle					
inciple 4	Recognize that :New con-: To engage in word :				
ill words	if there is only :text :games, word puzzle, :				
amant	some consonant bet- :words & :dialogues, etc. :				
or.	ween two vowels in :new con-: :				
tion	word, the word is :ditions :				
erage	usually divided in- :				
final	to syllables before: :				
	the consonant, and, :				
	the vowel in the :				
	first syllable is :				
	usually long. :				





Reading Skills				Suggested Activities				Suggested Teaching			
Grade	General	Specific	Learning Task	Suggested	Activities	Time	Suggested	Tools	Human	Resources	
Level	Skills	Skills	Task	Methods/Approach	Speaking	Reading	Writing	Spelling	Evaluation	Software	Hardware
1	11.Voca-A	A.Introduction	Apply the addition	The Ba-	Speak to answer	Read to provide	Write answers to	Learn to spell	Re-test of Book	Cassette	Re-spe-
	bul-	1.Prefixes	of prefixes to un-	sal Text:questions	to provide	answers to questions	questions; copy	words correctly.	all vocabu-Series	tapes;	cialist
	ility	ry	a)Prefixes	lock meanings of	book	one-word description	to match objects	drill words on pre-	lary skills:GRA	kits on	
	ion les-		with	words.	appro-	of objects or pictures	with pictures.	fix with meaning.	taught in Supple-	pro-	Support
	ion-		meanings	each.	for other school or				Grade I	mentary	grammed of content
	review		fore -before:	Context-	activities.					workbooks:Lesson on:area	
			for - away,	tual					Provide	vocabulary:Teacher	
			very,	method					vocabulary:Teacher	ry deve-	
			off						charts for:made	lopment	Librarian
			mis - wrong-	Picture					checking	exercises:	
			ly	ictures					progress of	kits on	Guidance
			un - not,						for those	Self-ad-	prog-
			reversal:	Structu-					who need	ministe-	grammed
			of process:	ral ana-					further	ring and	stories
				ysis					reinforce-	self-eva-	for
			b)Prefix + one:Recognize the use	-do-	Speak to discuss	-do-	More drill words:	listen to con-	ment in vo-	tuating	children
			syllable	of a prefix plus	meaning through con-		with prefix and	rect pronunciation	vocabulary	materials:	
			familiar	one-syllable fami-	text.		their meaning	of words.	building.		
			ward and	llar word and get					Vocabula-		
			meaning in	meaning through					ry exer-		
			context.	context.					cises		
			deposit						from		
			dismiss						PRODED		
			invert						textbooks:		
			return						of Grade		
			c)Prefix + two:Recognize the use	-do-	-do-	-do-	Spell correctly:	two-syllable words			
			syllable	of a prefix plus			with a prefix.				
			familiar	two-syllable fami-							
			word and	llar word and get							
			meaning in	meaning through							
			context.	context.							
			disconnect								
			misinterpret:								
			semicircle								
			monotonous								





Reading Skills				Suggested Activities				Suggested Teaching			
Grade	Specific	Learning Objectives	Suggested Methods/Approach	Speaking	Reading	Writing	Spelling	Time	Suggested	Tools	Human Resources
Level	General	Task						Alloc-	Evaluation	Software	Hardware
								ment			
3	Root words	3. Root words	Structure: Speak to answer	Read answers to	Write words,	Spell compound					
4	one	4. One-syllable: Recognize one-syllable root word	Structure: Speak to answer	Read answers to	Write words,	Spell compound					
5	compound words	5. Compound words: and meaning placed in context	Structure: Speak to answer	Read answers to	Write words,	Spell compound					
6			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
7			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
8			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
9			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
10			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
11			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
12			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
13			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
14			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
15			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
16			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
17			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
18			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
19			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
20			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
21			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
22			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
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29			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
30			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
31			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
32			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
33			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
34			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
35			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
36			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
37			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
38			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
39			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
40			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
41			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
42			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
43			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
44			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
45			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
46			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
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63			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
64			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
65			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
66			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
67			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
68			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
69			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
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72			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
73			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
74			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
75			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
76			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
77			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
78			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
79			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
80			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
81			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
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83			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
84			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
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87			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
88			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
89			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
90			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
91			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
92			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
93			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
94			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
95			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
96			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
97			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
98			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
99			Structure: Speak to answer	Read answers to	Write words,	Spell compound					
100			Structure: Speak to answer	Read answers to	Write words,	Spell compound					



Reading Skills			Specific Objectives		Suggested Activities				Time Suggested		Suggested Teaching Tools		Human Resources	
Grade	General Skills	Specific Skills	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time	Suggested	Software	Hardware	Resources
		3. Suffixes	3. Rootword + suffix in context with one-syllable word	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		added to	suffix in context with one-syllable word	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		rootwords:	one syllable	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		arrival	text.	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		passage	text.	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		audible	text.	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -					
		with two	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		syllables	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		resistance	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		existence	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		angelic	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		with three	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		syllables	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		development	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		American	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		comparable	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		C. Prefix + C. Prefix + root	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		root + suffix	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		list of words	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		with meaning	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		and placed in	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		context.	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		l. Prefix + one	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		syllable	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		root + suffix	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		forgetful	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		interruption	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					
		dismissal	Recognize rootwords: Games	- do -	Read and identify answers of puzzles, games, or stories.	Write to describe something to provide answers of games and cross-word puzzles.	- do -	- do -	- do -					

























[illegible]















Grade		Specific		Suggested Activities		Suggested Teaching	
Level	General	Specific	Learning	Objectives	Methods/Approach	Time	Tools
	Skills	Skills	Task		Speaking	Reading	Writing
			way	ment of vocabulary.			
			ensemble - a.				
			united whole				
			as a matching				
			costume or				
			group of				
			musical per-				
			formers.				
			entrepreneur-				
			a person who				
			starts or				
			conduct a				
			business				
			blitzkrieg -				
			a swift, sud-				
			den attack				
			Idioms - teach				
			in context				
			loosen your				
			tongue				
			hold the press				
			run the risk				
			Figure of				
			speech				
			simile				
			metaphor				
			personifica-				
			tion				
			hyperbole				
			metonymy				
			onomatopoeia				













































				Suggested Activities				Suggested Teaching				
Grade	Level	Specific Skills	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Tools	Human Resources
B. Study type B.												
1. Reading to follow directions.				a) Read to understand details of procedure to be carried out.	Following may be finding the way, puzzles, or word games.							
b) Read to find out what facts or materials are given.												
2. Reading for details				a) Read to note the details presented.	Noting details found in a selection.	Speak to identify details in selection read.	Read to note details in selection read.	Writing activities may be close exercises or guided-sentence making.				
3. Reading to organize ideas presented.				a) Skim materials to determine what is presented.	Summarizing/organizing ideas and to arrange in chronological order.	Speak to answer questions; to organize information.	Exercises may be transformation, drills, interviews, or dialogues.					
b) Read for main ideas.												
c) Read for sequence of ideas presented.												
4. Reading to note conclusion drawn and check facts against sources.				a) Read to check validity of facts presented.	Drawing may be question method, and dialogues.	Speaking activities: role playing, dialogues, and question/answer method.	Activities may be free-writing, strip essay, writing, or guided-sentence making.					
b) Read to check own conclusion against those presented.												
5. Recognize reference materials and use them properly.				Use and recognize reference materials like the dictionary and encyclopedia.	Use of reference materials: questions on alphabetizing, pronunciation, and meaning of words.	Reading activities: ties are dialogues.	Writing exercises may be guided-sentence making or free-writing activities.	Provide varied spelling activities like spelling contests; rearranging letters to form the correct word, or supplying the missing letters.				







				Suggested Activities				Suggested Teaching Tools		Human Resources																
Grade	Level	General Skills	Specific Skills	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Evaluation	Software	Hardware	Resources											
4	General	Skills	Specific Skills	Learning Task	Objectives	Methods/Approach	Speaking	Reading	Writing	Spelling	Time Suggested	Evaluation	Software	Hardware	Resources											
																4. Getting answers to questions.	Skimming: Speak to identify answers, to describe objects/actions/characters.	Read to answer questions or describe characters.	- do -							
																	5. Getting specific information like important dates, events, and proper names.	Skimming: Speak to find answers to specific questions.	Read to identify specific information and guided in given selection.	- do -						
																		6. Reading to check facts presented against the reader's knowledge.	Skimming: Speak to give answers to specific questions.	Read to give answers to specific questions.	- do -					
																			7. Reading to note the details presented.	Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -				
																				8. Reading to organize ideas presented.	Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -			
																					9. Reading to check the validity of facts presented against own conclusion.	Checking: Speak to check facts.	Read to check facts.	- do -		
																						10. Reading to recognize reference materials like the dictionary or an encyclopedia.	Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -	
																							11. Reading to check facts presented against the reader's knowledge.	Checking: Speak to check facts.	Read to check facts.	- do -
																								12. Reading to note the details presented.	Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.
13. Reading to organize ideas presented.	Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -																							
	14. Reading to check the validity of facts presented against own conclusion.	Checking: Speak to check facts.	Read to check facts.	- do -																						
		15. Reading to recognize reference materials like the dictionary or an encyclopedia.	Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -																					
			16. Reading to check facts presented against the reader's knowledge.	Checking: Speak to check facts.	Read to check facts.	- do -																				
				17. Reading to note the details presented.	Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -																			
					18. Reading to organize ideas presented.	Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -																		
						19. Reading to check the validity of facts presented against own conclusion.	Checking: Speak to check facts.	Read to check facts.	- do -																	
							20. Reading to recognize reference materials like the dictionary or an encyclopedia.	Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -																
								21. Reading to check facts presented against the reader's knowledge.	Checking: Speak to check facts.	Read to check facts.	- do -															
22. Reading to note the details presented.									Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
	23. Reading to organize ideas presented.								Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
		24. Reading to check the validity of facts presented against own conclusion.							Checking: Speak to check facts.	Read to check facts.	- do -															
			25. Reading to recognize reference materials like the dictionary or an encyclopedia.						Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
				26. Reading to check facts presented against the reader's knowledge.					Checking: Speak to check facts.	Read to check facts.	- do -															
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						100. Reading to recognize reference materials like the dictionary or an encyclopedia.			Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
							101. Reading to check facts presented against the reader's knowledge.		Checking: Speak to check facts.	Read to check facts.	- do -															
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		105. Reading to recognize reference materials like the dictionary or an encyclopedia.							Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
			106. Reading to check facts presented against the reader's knowledge.						Checking: Speak to check facts.	Read to check facts.	- do -															
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							110. Reading to recognize reference materials like the dictionary or an encyclopedia.		Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
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121. Reading to check facts presented against the reader's knowledge.									Checking: Speak to check facts.	Read to check facts.	- do -															
	122. Reading to note the details presented.								Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
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						154. Reading to check the validity of facts presented against own conclusion.			Checking: Speak to check facts.	Read to check facts.	- do -															
							155. Reading to recognize reference materials like the dictionary or an encyclopedia.		Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
								156. Reading to check facts presented against the reader's knowledge.	Checking: Speak to check facts.	Read to check facts.	- do -															
157. Reading to note the details presented.									Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
	158. Reading to organize ideas presented.								Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
		159. Reading to check the validity of facts presented against own conclusion.							Checking: Speak to check facts.	Read to check facts.	- do -															
			160. Reading to recognize reference materials like the dictionary or an encyclopedia.						Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
				161. Reading to check facts presented against the reader's knowledge.					Checking: Speak to check facts.	Read to check facts.	- do -															
					162. Reading to note the details presented.				Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
						163. Reading to organize ideas presented.			Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
							164. Reading to check the validity of facts presented against own conclusion.		Checking: Speak to check facts.	Read to check facts.	- do -															
								165. Reading to recognize reference materials like the dictionary or an encyclopedia.	Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
166. Reading to check facts presented against the reader's knowledge.									Checking: Speak to check facts.	Read to check facts.	- do -															
	167. Reading to note the details presented.								Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
		168. Reading to organize ideas presented.							Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
			169. Reading to check the validity of facts presented against own conclusion.						Checking: Speak to check facts.	Read to check facts.	- do -															
				170. Reading to recognize reference materials like the dictionary or an encyclopedia.					Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
					171. Reading to check facts presented against the reader's knowledge.				Checking: Speak to check facts.	Read to check facts.	- do -															
						172. Reading to note the details presented.			Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
							173. Reading to organize ideas presented.		Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
								174. Reading to check the validity of facts presented against own conclusion.	Checking: Speak to check facts.	Read to check facts.	- do -															
175. Reading to recognize reference materials like the dictionary or an encyclopedia.									Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
	176. Reading to check facts presented against the reader's knowledge.								Checking: Speak to check facts.	Read to check facts.	- do -															
		177. Reading to note the details presented.							Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
			178. Reading to organize ideas presented.						Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
				179. Reading to check the validity of facts presented against own conclusion.					Checking: Speak to check facts.	Read to check facts.	- do -															
					180. Reading to recognize reference materials like the dictionary or an encyclopedia.				Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
						181. Reading to check facts presented against the reader's knowledge.			Checking: Speak to check facts.	Read to check facts.	- do -															
							182. Reading to note the details presented.		Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
								183. Reading to organize ideas presented.	Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
184. Reading to check the validity of facts presented against own conclusion.									Checking: Speak to check facts.	Read to check facts.	- do -															
	185. Reading to recognize reference materials like the dictionary or an encyclopedia.								Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
		186. Reading to check facts presented against the reader's knowledge.							Checking: Speak to check facts.	Read to check facts.	- do -															
			187. Reading to note the details presented.						Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
				188. Reading to organize ideas presented.					Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
					189. Reading to check the validity of facts presented against own conclusion.				Checking: Speak to check facts.	Read to check facts.	- do -															
						190. Reading to recognize reference materials like the dictionary or an encyclopedia.			Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
							191. Reading to check facts presented against the reader's knowledge.		Checking: Speak to check facts.	Read to check facts.	- do -															
								192. Reading to note the details presented.	Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
193. Reading to organize ideas presented.									Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
	194. Reading to check the validity of facts presented against own conclusion.								Checking: Speak to check facts.	Read to check facts.	- do -															
		195. Reading to recognize reference materials like the dictionary or an encyclopedia.							Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
			196. Reading to check facts presented against the reader's knowledge.						Checking: Speak to check facts.	Read to check facts.	- do -															
				197. Reading to note the details presented.					Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
					198. Reading to organize ideas presented.				Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
						199. Reading to check the validity of facts presented against own conclusion.			Checking: Speak to check facts.	Read to check facts.	- do -															
							200. Reading to recognize reference materials like the dictionary or an encyclopedia.		Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
								201. Reading to check facts presented against the reader's knowledge.	Checking: Speak to check facts.	Read to check facts.	- do -															
202. Reading to note the details presented.									Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
	203. Reading to organize ideas presented.								Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
		204. Reading to check the validity of facts presented against own conclusion.							Checking: Speak to check facts.	Read to check facts.	- do -															
			205. Reading to recognize reference materials like the dictionary or an encyclopedia.						Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
				206. Reading to check facts presented against the reader's knowledge.					Checking: Speak to check facts.	Read to check facts.	- do -															
					207. Reading to note the details presented.				Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
						208. Reading to organize ideas presented.			Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
							209. Reading to check the validity of facts presented against own conclusion.		Checking: Speak to check facts.	Read to check facts.	- do -															
								210. Reading to recognize reference materials like the dictionary or an encyclopedia.	Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
211. Reading to check facts presented against the reader's knowledge.									Checking: Speak to check facts.	Read to check facts.	- do -															
	212. Reading to note the details presented.								Noting: Speak to note the details in a reading selection.	Read to give the details as answers to given questions.	- do -															
		213. Reading to organize ideas presented.							Summarizing: Speak to summarize ideas.	Read to give the details as answers to given questions.	- do -															
			214. Reading to check the validity of facts presented against own conclusion.						Checking: Speak to check facts.	Read to check facts.	- do -															
				215. Reading to recognize reference materials like the dictionary or an encyclopedia.					Recognizing: Speak to find answers to specific questions.	Read to find answers to specific questions.	- do -															
					216. Reading to check facts presented against the reader's knowledge.				Checking: Speak to check facts.	Read to check facts.	- do -															





















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## A P P E N D I C E S

## APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

March 25, 1989

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar  
(Through Channel)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem number 1:

1. A COMPARATIVE STUDY OF THE READING GRADE LEVELS OF THE MALE AND FEMALE 1989-1990 SSPC HIGH SCHOOL FRESHMEN AND SOPHOMORES: A BASIS FOR SSPC READING PROGRAM
2. THE SSPC READING PROGRAM FOR SSPC HIGH SCHOOL FRESHMEN AND SOPHOMORES: A MODEL
3. ACHIEVEMENTS OF SSPC HIGH SCHOOL STUDENTS IN ORAL READING AND READING COMPREHENSION

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) EMERITA A. PACAYRA  
Researcher

Recommending Approval:

(SGD.) TERSITO A. ALIPOSA, Ed.D.  
Dean/Chief Research, Publication  
and Extension Services

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.

## APPENDIX B

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

## SCHOOL OF GRADUATE STUDIES

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME \_\_\_\_\_  
Surname First Name Middle Name

CANDIDATE FOR DEGREE \_\_\_\_\_

AREA OF SPECIALIZATION: Reading

TITLE OF PROPOSED THESIS/DISSERTATION: A COMPARATIVE STUDY  
OF THE READING GRADE LEVELS OF THE MALE AND FEMALE 1989-1990  
SSPC HIGH SCHOOL FRESHMEN AND SOPHOMORES: A BASIS FOR SSPC  
READING PROGRAM

EMERITA A. PACAYRA  
Applicant

TERESITA T. NEYPES

\_\_\_\_\_  
Name of Designated Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/ED.D.  
Dean

CONFORME:

TERESITA T. NEYPES

\_\_\_\_\_  
Adviser

In 3 copies: 1st copy - for the Dean  
2nd copy - for the adviser  
3rd copy - for applicant

## APPENDIX C

## I. (Gray Test) Raw Scores of the Freshmen Male and Female Samples.

$H_0$  = There is no significant difference between the freshmen male mean scores and that of the female mean scores.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
189	$x_1 = 572$	900	$x_2 = 588$
484	$\bar{x}_1 = 22.88$	961	$\bar{x}_2 = 23.52$
576		576	
289	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	1024	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
676		225	
529	$= \frac{25 \times 13426 - 327184}{25 \times 24}$	484	$= \frac{25 \times 14480 - 345744}{25 \times 24}$
784		400	
729		484	
576	$= \frac{335650 - 327184}{600}$	529	$= \frac{36200 - 345744}{600}$
400		1024	
324		676	
625	$S_1^2 = \frac{8466}{600} = 14.11$	625	$= \frac{16256}{600}$
529		196	
625		324	$S_2^2 = 27.09$
400		324	
529		576	
484		256	
441		841	
289		576	

1089	361
576	400
484	676
441	625
529	841
<hr/>	
$\Sigma x_1^2 = 13426$	$\Sigma x_2^2 = 14480$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{22.88 - 23.52}{\sqrt{\frac{24 \times 14.11 + 24 \times 27.09}{48} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-0.64}{\sqrt{\frac{346.56 + 650 \times 0.08}{48}}} \\
 &= \frac{-0.64}{\sqrt{\frac{996.72 \times .08}{48}}} \\
 &= \frac{-0.64}{\sqrt{1.6612}} \\
 &= \frac{-0.64}{1.288875} \\
 &= -0.497
 \end{aligned}$$

$t$  - value at  $\alpha = .05$   
 $df = 48 : 1.645$

Critical Region = Reject  $H_0$  if  $t < t$  - value at .05 level of significance  
 Decision: Accept  $H_0$

## APPENDIX D

(Gray test) Raw Score of the Sophomore Male and Female Samples.

$H_0$  = There is no significant difference between the sophomore male and mean scores and that of the sophomore female score.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
729	$x_1 = 614$	676	$x_2 = 608$
900	$\bar{x}_1 = 24.56$	1089	$\bar{x}_2 = 24.32$
676		289	
784	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	529	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
484		625	
441	$= \frac{25 \times 15508 - 376996}{25 \times 24}$	625	$= \frac{25 \times 15078 - 369664}{25 \times 24}$
400		676	
529		729	
625	$= \frac{10704}{600}$	529	$= \frac{7286}{600}$
729		625	
729		625	
841	$S_{12}^2 = 17.84$	576	$S_2^2 = 12.14$
900		289	
400		400	
676		676	
841		361	
784		576	
576		676	
784		841	

400	625
225	576
289	676
676	576
729	484
361	729

$$\Sigma x_1^2 = 15508$$

$$\Sigma x_2^2 = 15078$$

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{24.56 - 24.42}{\sqrt{\frac{24 \times 17.84 + 24 \times 12.14}{48} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{0.24}{\sqrt{\frac{428.16 + 291.36 (0.08)}{48}}} \\
 &= \frac{0.24}{\sqrt{14.99 \times 0.08}} \\
 &= \frac{0.24}{1.992} \\
 &= \frac{0.24}{1.095979} \\
 t &= 0.219'
 \end{aligned}$$

$t$  - value at  $\alpha = .05$   
 $df = 48 : 1.645$   
 Decision : Accept  $H_0$

## APPENDIX E

## II. Oral Reading Grade Levels of the Freshmen Male and Freshmen Female Samples (Gray test)

Samples.

$H_0$  = There is no significant mean score difference in oral reading grade levels between the freshmen male and freshmen female samples.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
16.0	$x_1 = 127.4$	44.89	$x_2 = 132$
24.0		49.0	$\bar{x}_2 = 5.28$
27.04		27.04	
16.0	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	53.29	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
32.49		13.69	
26.01	$= \frac{25 \times 664.44 - 1623.76}{25 \times 24}$	24.01	$= \frac{25 \times 724.88 - 17424}{25 \times 24}$
37.21		20.25	
34.81		24.01	
27.04	$= \frac{16611 - 1623076}{600}$	26.01	$= \frac{18122 - 17424}{600}$
20.25		53.29	
17.64		32.49	
29.16	$= \frac{380.4}{600}$	29.16	$= \frac{698}{600}$
26.01		12.96	
29.16	$S_1^2 = 0.634$	17.64	$S_2^2 = 1.16$
20.25		17.64	
26.01		27.64	
24.01		15.21	
22.09		40.96	



16.00	27.04
29.29	19.36
34.81	27.04
27.04	20.25
24.01	32.49
22.09	29.16
26.01	40.96

$$\Sigma x_1^2 = 664.44$$

$$\Sigma x_2^2 = 724.88$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{5.096 - 5.28}{\sqrt{\frac{24 \times .634 + 24 \times 1.16}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-0.184}{\sqrt{\frac{15.216 + 27.84 \times 0.08}{48}}} \\
 &= \frac{-0.184}{\sqrt{\frac{43.056 \times .08}{48}}}
 \end{aligned}$$

$$= \frac{-0.184}{\sqrt{0.897 \times 0.08}}$$

$$= \frac{-0.184}{\sqrt{0.07176}}$$

$$= \frac{-0.184}{0.2679}$$

$$= 0.69$$

Decision: Accept  $H_0$

df = 48

cr = 1.679

p = .05

## APPENDIX F

Oral Reading Grade Levels of the Sophomore Male and Female Samples (Gray test).

$H_0$  = There is no significant score difference in oral reading grade levels between the sophomore male and sophomore female samples.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
34.81 $x_1 = 136.1$		32.49 $x_2 = 133.7$	
44.89 $\bar{x}_1 = 5.444$		59.29 $\bar{x}_2 = 5.348$	
32.49		16.0	
37.21	$s_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	26.01	$s_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
24.01	$= \frac{25 \times 758.15 - 18523.21}{25 \times 24}$	29.16	$= \frac{25 \times 133.92 - 17875.69}{25 \times 24}$
22.09		29.16	
20.25		32.49	
26.01		34.81	
29.16	$= \frac{18953.75 - 18523.21}{600}$	26.01	$= \frac{18348 - 17875.69}{600}$
34.81		29.16	
34.81		29.16	
40.96	$= \frac{430.54}{600}$	27.04	$= \frac{472.31}{600}$
44.89		16.0	
20.25	$s_1^2 = 0.72$	20.25	$s_2^2 = 0.79$
32.49		32.49	
40.96		19.36	
37.21		27.04	
27.04		32.49	
37.21		40.96	



$$= \frac{0.096}{\sqrt{0.755}}$$

$$= \frac{0.096}{\sqrt{0.0604}}$$

$$= \frac{0.096}{0.24576}$$

$$t = 0.391$$

Decision: Accept  $H_0$

Tabular value of t

at = .05 and df = 48: 1.679

## APPENDIX G

III. A (Gates Test) Raw Scores of the Freshmen Male and Female Samples in Speed and Accuracy.

$H_0$  = There is no significant mean score difference in speed and Accuracy between the freshmen male and female samples.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
81	$x_1 = 419$	676	$x_2 = 398$
400	$\bar{x}_1 = 16.76$	729	$\bar{x}_2 = 15.92$
121		576	
36	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	361	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
1024		121	
16	$= \frac{25 \times 90.13.0 - 175561}{25 \times 24}$	225	$= \frac{25 \times 7034.0 - 158404}{25 \times 24}$
576		81	
25	$\frac{225325 - 175561}{600}$	144	$= \frac{175850 - 158404}{600}$
400		625	
576	$= \frac{49764}{600}$	400	$= \frac{17446}{600}$
676		400	
841		196	
100	$S_{12}^2 = 82.94$	81	$S_2^2 = 29.08$
81		529	
64		225	
121		169	
361		100	
100		361	

49	289
841	225
1024	324
196	64
144	225
676	64
484	196

$$\Sigma x_1^2 = 29013.0$$

$$\Sigma x_2^2 = 7034.0$$

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{16.76 - 15.92}{\sqrt{\frac{(25 - 1) 82.94 + (25 - 1) 29.08}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{0.84}{\sqrt{\frac{1990.56 + 697.92}{48} \times (0.08)}} \\
 &= \frac{0.84}{\sqrt{\frac{2688.48}{48} \times .08}} \\
 &= \frac{0.824}{\sqrt{56.01 \times 0.08}}
 \end{aligned}$$

$$\begin{array}{rcl} & & 0.84 \\ & = & \hline & & 2.117 \\ t & = & .397 \end{array}$$

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

Decision:  $H_0$  accepted



## APPENDIX H

B. Raw Scores of the Freshmen Male and Female Sample  
in Vocabulary Test.

$H_0$  = There is no significant mean score difference  
in the vocabulary test between the freshmen  
male and female samples.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
81	$x_1 = 450$	529	$x_2 = 588$
169	$\bar{x}_1 = 18$	1600	$\bar{x}_2 = 22.32$
1156		625	$S_2^2 = \frac{N_2(\Sigma x_2^2 - (\Sigma x_2)^2)}{N_2(N_2-1)}$
625	$S_1^2 = \frac{N_1(\Sigma x_1^2 - (\Sigma x_1)^2)}{N_1(N_1-1)}$	225	
441	$25 \times 9092 - 292500$	169	$= \frac{25 \times 13798 - 311364}{25 \times 24}$
144	$= \frac{227300 - 202500}{600}$	100	
100		324	$= \frac{344950 - 311364}{600}$
324		196	
484		625	
400	$= \frac{24800}{600}$	1089	$= \frac{33586}{600}$
361		784	
36		289	
100	$S_{12}^2 = 41.33$	256	$S_2^2 = 55.98$
361		625	
361		784	
225		324	
256		361	

400	1225
225	361
784	324
484	841
625	529
196	841
529	196
225	576

$$\Sigma x_1^2 = 9092.0$$

$$\Sigma x_2^2 = 13798$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{18 - 22.32}{\sqrt{\frac{(25 - 1) 41.33 + (25 - 1) 35.98}{48} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-4.32}{\sqrt{\frac{991.92 + 1343.52}{48} \times 0.08}} \\
 &= \frac{-4.32}{\sqrt{\frac{2335.44}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{-4.32}{\sqrt{48.655 \times 0.08}}$$

$$= \frac{-4.32}{\sqrt{3.89}}$$

$$= \frac{-4.32}{1.97}$$

$$t = 2.19$$

Decision:  $H_0$

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX I

C. Raw Scores of the Freshmen Male and Female Samples  
in Reading Comprehension Test.

$H_0$  = There is no significant mean score difference  
in the reading comprehension test between  
freshmen male and female samples.

 $\Sigma X_1^2$ Male

81  $x_1 = 308$

100  $\bar{x}_1 = 12.32$

225

$$16 \quad S_1^2 = \frac{N_1 (\Sigma x_1^2) - (\Sigma x_1)^2}{N_1 (N_1 - 1)}$$

155

$$100 = \frac{25 \times 4452 - 94864}{25 \times 24}$$

441

$$225 = \frac{111300 - 94864}{600}$$

81

$$441 = \frac{16436}{600}$$

49

121

81  $S_{12}^2 = 27.39$

144

121

225

121

 $\Sigma X_2^2$ Female

225  $x_2 = 378$

484  $\bar{x}_2 = 15.12$

361

$$100 \quad S_2^2 = \frac{N_2 (\Sigma x_2^2) - (\Sigma x_2)^2}{N_2 (N_2 - 1)}$$

121

$$121 = \frac{25 \times 6170 - 142884}{25 \times 24}$$

121

289

$$144 = \frac{154250 - 142884}{600}$$

256

$$676 = \frac{11366}{600}$$

400

81

121  $S_2^2 = 18.94$

289

256

225

100

64	400
100	256
441	121
625	324
81	121
25	289
144	121
256	289

$$\Sigma x_1^2 = 4452$$

$$\Sigma x_2^2 = 6170$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{12.32 - 15.12}{\sqrt{\frac{(25 - 1) 27.39 + (25 - 1) 18.94}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-2.8}{\sqrt{\frac{24 \times 27.39 + 24 \times 18.94}{48} \times 0.08}} \\
 &= \frac{-2.8}{\sqrt{\frac{1111.92}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{-2.8}{\sqrt{23.165 \times 0.08}}$$

$$= \frac{-2.8}{\sqrt{1.8532}}$$

$$= \frac{-2.8}{1.36}$$

$$t = 2.06$$

Decision:  $H_0$

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX J

## IV A. Gates Test) Raw Scores of the Sophomore Male and Sophomore Female Samples in Speed and Accuracy.

$H_0$  = There is no significant mean score difference between the sophomore male and sophomore female samples in speed and accuracy.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
256	$x_1 = 468$	324	$x_2 = 399$
900	$\bar{x}_1 = 18.72$	729	$\bar{x}_2 = 15.96$
169		576	$S_2^2 = \frac{N_2(\Sigma x_2^2 - (\Sigma x_2)^2)}{N_2(N_2 - 1)}$
225	$S_1^2 = \frac{N_1(\Sigma x_1^2 - (\Sigma x_1)^2)}{N_1(N_1 - 1)}$	361	
169		121	$= \frac{25 \times 7069 - 159201}{25 \times 24}$
484	$= \frac{25 \times 9534 - 219024}{25 \times 24}$	225	
400		81	$= \frac{176725 - 159201}{600}$
169	$\frac{238350 - 219024}{600}$	144	
361		625	$= \frac{17524}{600}$
289	$= \frac{19326}{600}$	400	
961		400	
400		196	
484	$S_{12}^2 = 32.21$	81	$S_2^2 = 29.21$
196		529	
441		225	
729		169	
225		100	
361		361	

169	324
196	225
900	324
324	64
361	225
169	64
196	196
<hr/>	<hr/>
$\Sigma x_1^2 = 9534$	$\Sigma x_2^2 = 7069$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{18.72 - 15.96}{\sqrt{\frac{(25 - 1) 32.21 + (25 - 1) 29.21}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{2.76}{\sqrt{\frac{24 \times 32.21 + 24 \times 29.21}{48} \times 0.08}} \\
 &= \frac{2.76}{\sqrt{\frac{773.04 + 701.04}{48} \times 0.08}}
 \end{aligned}$$



$$= \frac{2.76}{\frac{\sqrt{1474.08}}{48} \times 0.08}$$

$$= \frac{2.76}{\sqrt{30.71} \times 0.08}$$

$$= \frac{2.76}{\sqrt{2.4568}}$$

$$= \frac{2.76}{1.5674}$$

$$t = 1.76$$

Decision:  $H_0$

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX K

B. Raw Scores of the sophomore Male and Sophomore Female Samples in the Vocabulary Test.

$H_0$  = There is no significant mean score difference between the sophomore male and sophomore female samples in the Reading Vocabulary Test.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
1681	$x_1 = 572$	625	$x_2 = 588$
676	$\bar{x}_1 = 22.88$	1600	$\bar{x}_2 = 23.52$
576		625	$S_2^2 = \frac{N_2(\Sigma x_2^2 - (\Sigma x_2)^2)}{N_2(N_2-1)}$
441	$S_1^2 = \frac{N_1(\Sigma x_1^2 - (\Sigma x_1)^2)}{N_1(N_1-1)}$	225	
196		324	$= \frac{25 \times 15208 - 345744}{25 \times 24}$
169	$= \frac{25 \times 14340 - 327184}{25 \times 24}$	144	
841		400	$= \frac{380200 - 345741}{600}$
625	$\frac{358500 - 327184}{600}$	225	
784		1225	
400		089	$= \frac{34456}{600}$
961		784	
400		289	
784	$S_{12}^2 = 52.19$	256	$S_2^2 = 57.43$
576		900	
225		784	
196		324	
400		361	

1156	1225
196	400
1089	324
324	841
529	625
225	841
361	576
529	196
<hr/>	<hr/>
$\Sigma x_1^2 = 14340$	$\Sigma x_2^2 = 15208$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{22.88 - 23.52}{\sqrt{\frac{(25 - 1) 32.21 + (25 - 1) 29.21}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-0.64}{\sqrt{\frac{1252.56 + 1378.32}{48} \times 0.08}} \\
 &= \frac{-0.64}{\sqrt{\frac{2630.88}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{-0.64}{\sqrt{54.81 \times 0.08}}$$

$$= \frac{-0.64}{\sqrt{4.3848}}$$

$$= \frac{-0.64}{0.094}$$

$$t = 0.306$$

Decision:  $H_0$  Accepted

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX L

C. Raw Scores of the sophomore Male and Sophomore Female Samples in the Level of Comprehension Test.

$H_0$  = There is no significant mean score difference between the sophomore male and sophomore female samples in the Level of Comprehension Test.

$\Sigma X_1^2$		$\Sigma X_2^2$	
<u>Male</u>		<u>Female</u>	
1225	$x_1 = 471$	225	$x_2 = 374$
900	$\bar{x}_1 = 18.84$	484	$\bar{x}_2 = 14.96$
441		361	
64	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	100	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
729		121	
256	$= \frac{25 \times 10171 - 221841}{25 \times 24}$	196	$= \frac{25 \times 60368 - 139876}{25 \times 24}$
400		225	
256	$= \frac{254275 - 221841}{600}$	144	$= \frac{150900 - 139876}{600}$
625		256	
225	$= \frac{32434}{600}$	676	$= \frac{11024}{600}$
729		400	
289		81	
169	$S_{12}^2 = 54.06$	121	$S_2^2 = 18.37$
625		289	
400		256	
625		225	
225		100	

529	400
625	256
289	121
121	324
144	121
100	289
144	121
36	144
<hr/>	<hr/>

$$\Sigma x_1^2 = 10171$$

$$\Sigma x_2^2 = 6036$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{18.84 - 14.96}{\sqrt{\frac{(25 - 1) 54.06 + (25 - 1) 18.37}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{3.88}{\sqrt{\frac{24 \times 54.64 + 24 \times 18.37}{48} \times 0.08}} \\
 &= \frac{3.88}{\sqrt{\frac{1297.44 + 440.88}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{3.88}{\frac{\sqrt{1738.32 \times 0.08}}{48}}$$

$$= \frac{3.88}{\frac{\sqrt{36.215 \times 0.08}}{48}}$$

$$= \frac{3.88}{\sqrt{2.8972}}$$

$$= \frac{3.88}{1.702}$$

$$t = 2.28$$

Decision:  $H_0$  Accepted

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX M

V - A. (Gates Test) Reading Capacity Grade Levels of the Freshmen Males and Freshmen Female Samples.

$H_0$  = There is no significant mean score difference in the reading capacity grade levels between the freshmen male and freshmen females samples.

$\Sigma X_1^2$		$\Sigma x_2^2$	
<u>Male</u>		<u>Female</u>	
11.765	$x_1 = 126.19$	29.92	$x_2 = 132.93$
24.305	$\bar{x}_1 = 5.048$	69.389	$\bar{x}_2 = 5.317$
29.485		48.025	
13.69	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	24.01	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
44.489	$= \frac{25 \times 679.722 - 15923.916}{25 \times 24}$	16.0	$= \frac{25 \times 734.175 - 17670.3}{25 \times 24}$
9.181		17.893	
38.813	$\frac{16993.05 - 15923.916}{600}$	19.097	$= \frac{18354.375 - 17670.384}{600}$
14.44		18.233	
29.485	$= \frac{1069.134}{600}$	46.649	$= \frac{683.991}{600}$
45.833		50.41	
37.577		40.069	
33.989		19.981	
12.745	$S_{12}^2 = 1.78$	15.21	$S_2^2 = 1.14$
17.057		42.25	
15.761		29.921	
19.097		23.329	



25.00	15.761
16.241	44.489
12.96	27.353
56.25	22.09
57.76	33.989
23.04	8.26
15.445	31.025
43.165	13.469
32.149	27.353

$$\Sigma x_1^2 = 679.722$$

$$\Sigma x_2^2 = 734.175$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) s_1^2 + (N_2 - 1) s_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{5.048 - 5.317}{\sqrt{\frac{(25 - 1) 1.78 + (25 - 1) 1.14}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-0.269}{\sqrt{\frac{24 \times 1.78 + 24 \times 1.14}{48} \times 0.08}} \\
 &= \frac{-0.269}{\sqrt{\frac{42.72 + 27.36}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{-0.269}{\frac{\sqrt{70.08}}{48} \times 0.08}$$

$$= \frac{-0.269}{\frac{\sqrt{1.46}}{1} \times 0.08}$$

$$= \frac{-0.269}{\sqrt{0.1168}}$$

$$= \frac{-0.269}{0.34}$$

$$t = .79$$

Decision:  $H_0$  Accepted

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX N

B. (Gates Test) Reading Capacity Grade Levels of the  
Sophomore Male and Sophomore Female Samples.

$H_0$  = There is no significant mean score difference  
in the reading capacity grade levels between  
the sophomore male and sophomore female  
samples.

$\Sigma x_1^2$		$\Sigma x_2^2$	
<u>Male</u>		<u>Female</u>	
68.393	$x_1 = 148$	31.36	$x_2 = 136.46$
67.733	$\bar{x}_1 = 5.92$	69.389	$\bar{x}_2 = 5.46$
29.921		79.745	
21.434	$S_1^2 = \frac{N_1(\Sigma x_1^2) - (\Sigma x_1)^2}{N_1(N_1 - 1)}$	24.01	$S_2^2 = \frac{N_2(\Sigma x_2^2) - (\Sigma x_2)^2}{N_2(N_2 - 1)}$
29.921		17.057	$= \frac{25 \times 791.624 - 1821.33}{25 \times 24}$
31.025	$= \frac{25 \times 904.511 - 21904}{25 \times 24}$	20.521	
40.96		19.097	$= \frac{19790.6 - 18621.33}{600}$
27.04	$\frac{22612.775 - 21904}{600}$	18.749	
42.641		55.205	
27.353	$= \frac{708.775}{600}$	50.41	$= \frac{1169.27}{600}$
68.89		40.069	
32.149		19.981	
38.069	$S_{12}^2 = 1.18$	15.21	$S_2^2 = 1.95$
33.989		42.833	
33.64		29.921	
49.0		23.323	

25.301	17.057
45.293	44.489
27.353	28.837
33.293	22.09
36.361	36.0
27.773	18.233
24.01	27.773
21.809	17.64
21.16	19.625
<hr/>	<hr/>

$$\Sigma x_1^2 = 904.511$$

$$\Sigma x_2^2 = 791.624$$

$$\begin{aligned}
 t &= \frac{\bar{x} - x_2}{\sqrt{\frac{(N_1 - 1) s_1^2 + (N_2 - 1) s_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{5.92 - 5.46}{\sqrt{\frac{(25 - 1) 1.18 + (25 - 1) 1.95}{25 + 25 - 2} \left( \frac{1}{25} + \frac{1}{25} \right)}} \\
 &= \frac{-0.46}{\sqrt{\frac{24 \times 1.18 + 24 \times 1.95}{48} \times 0.08}} \\
 &= \frac{-0.46}{\sqrt{\frac{28.32 + 46.8}{48} \times 0.08}}
 \end{aligned}$$

$$= \frac{-0.46}{\frac{\sqrt{75.12 \times 0.08}}{48}}$$

$$= \frac{-0.46}{\frac{\sqrt{1.565 \times 0.08}}{48}}$$

$$= \frac{-0.46}{\sqrt{0.1252}}$$

$$= \frac{-0.46}{0.3538}$$

$$t = 1.30$$

Decision:  $H_0$  Accepted

$$df = 48$$

$$cr = 1.679$$

$$p = .05$$

## APPENDIX O

## A Sample of a Teacher-made Test

## I. A. Unlocking meaning of words through context clues.

Directions: Choose the correct meaning of the underlined word in each of the following sentence. Write the letter only.

Spot:        a) place  
              b) dirty mark  
              c) small part unlike the rest

- \_\_\_\_\_ 1. On rainy day, I get mud spots on my dress.  
\_\_\_\_\_ 2. Pagsanjan Falls is a beauty spot in Laguna.  
\_\_\_\_\_ 3. My brown cat has little white spots on its back.

breed:        a) produce young  
              b) be the cause of  
              c) kind (of animals)  
              d) raise

- \_\_\_\_\_ 4. Dirt breeds diseases.  
\_\_\_\_\_ 5. Mr. Sison is breeding pigs for the market.  
\_\_\_\_\_ 6. Jersey is a breed of cattle.

B. Directions: From the following list, choose the correct meaning of the underlined word in each sentence. Write the letter only:

- a) One who does not tell the truth  
b) frightened

- c) of great price or value
- d) attacked suddenly
- e) persons who rob or steal

- \_\_\_\_\_ 7. The man's ring has precious stones.
- \_\_\_\_\_ 8. The bandits took away all the money they could find.
- \_\_\_\_\_ 9. The people were scared by the gunshots.
- \_\_\_\_\_ 10. The bad men raided the village and carried away money and other costly things.
- \_\_\_\_\_ 11. Nobody wants to be called a liar.

C. Directions: Match the group of words under column A with the correct word under column B. Write the correct word. The first one was done for you.

1. Fred

A

B

- |   |             |
|---|-------------|
| 1. a boy's name                                     | strong      |
| 2. a toy played by beating with the hand or a stick | Fred        |
| 3. Something a girl wears                           | grandfather |
| 4. The opposite of weak                             | brush       |
| 5. The father of one's father                       | drum        |
| 6. newly-picked vegetables of or fruits             | dress       |
|   | frog        |
|   | trap        |

7. A vehicle for carrying heavy string  
things along highways and fresh  
streets. truck
8. Animal that can live of both  
land and water
9. Something for tying things  
like boxes
10. Something for catching  
animals like wild pigs.

## 2. Phoenetic Analysis Techniques

### A. Say these words correctly:

came	eat	three	it
place	tea	tree	did
day	seat	peep	bid
take	leaf	seed	lid
play	dream	free	kit

### B. Read the sentences correctly:

1. The trees have green leaves.
2. The waitress placed the tea bags in the  
tray.
3. The seeds need rain, sunshine, and water.
4. Three men came to eat the meat.
5. The birds in the cags were set free.
6. Please take a seat, Let's eat.



C. Complete the sentences with the ou sound.

Choose your answer from the list and write it on the blank.

round found

out mouth

ground shout

shout mound

count

1. I \_\_\_\_\_ the pencil under the table.
2. Let's play badminton on the play \_\_\_\_\_.
3. That ball is \_\_\_\_\_.
4. I hear the \_\_\_\_\_ of a train passing by.
5. Let's build a \_\_\_\_\_ of sand.
6. I can hear you. Please don't \_\_\_\_\_.
7. It's raining. Don't go \_\_\_\_\_.
8. Try not to speak when your \_\_\_\_\_ is full.

D. Say these words first vertically by columns and then horizontally by pairs.

pound found pine fine leap leaf

pan fan wipe wife lap laugh

pair fair pour four pace face

Say the following phrases with correct stress and rhythm:

found a leaf look for his wife pour four cups of

a fair pair      a fan in the pan      leap from leaf to  
    leaf  
 a five pine      laugh a lot      found fresh butter

Say the following words after your teacher,  
 first vertically by columns and then horizon-  
 tally by pairs.

- a)    sell - shell      sign - shine      Sue - Shoe  
       see - she      save - shave      said - shed  
       soul - shawl    sip - ship      same - shame

Read these sentences with correct stress and  
 rhythm:

1.    Who sells the shells for you?
2.    What does the shoe-shine boy give you?
3.    What is she showing you?
4.    Where are the shoes I sold her?
5.    Why do you stay at the shop?
6.    What does Sue save?

- b)    Say these words correctly:

saw      -    so	caught   -   coat
ball     -   bowl	call     -   coal
bought - boat	gnaw    -   know
called - cold	on       -   own
law      -   low	gauze   -   goes
hall     -   hole	cost     -   coast

Practice with these phrases:

caught the ball                      brought his coat

a low boat                              know the law

own a bowl                              taught the course

a long, cold winter              a close call

Practice with these sentences:

1. Did you know who owned the boat?
2. I didn't know it was against the law?
3. You bought this boat, didn't you?
4. You saw the owner of the ball, didn't you?
5. Paul got a bowl of soap, didn't he?

C. Say these words correctly:

tank - thank                      fort - forth

team - theme                      boot - booth

tin - thin                          bat - bath

tree - three                      tent - tenth

taught - thought                  rat - wrath

true - threw                      ate - eight

trust - thrust                      pat - path

Phrases:

the three trees      threw the bat      the thin tin soldier

the eight theme      the bat in the      thanks for the

bath                      thought

the tenth tent                      filled with wrath

## Sentences:

1. I used to trust my thin friend but I don't anymore.
2. The bat has been in the bathtub since yesterday.
3. I used to select the eight and the tenth numbers.
4. Pedro thinks he is through with the forth theme.
5. Thank the government for the tank of water.

## 3. a) Build new words by adding a prefix or suffix:

- |          |            |
|----------|------------|
| 1. war - | 7. thick - |
| 2. moist | 8. emotion |
| 3. clean | 9. habit   |
| 4. face  | 10. entire |
| 5. spoil | 11. affect |
| 6. mark  | 12. body   |

b) Syllabication:

Copy from a dictionary the syllabication of the following words. Number one is done for you.

1. obligation - ob - li - ga - tion
2. nutrition
3. recreation

4. democratic
5. southeast
6. expression
7. empty-hand
8. self-control
9. mother-in-law
10. pitter-patter

c) Read each sentence then decide which of the three words below the sentence means the same thing as the underlined word. Encircle your chosen word.

1. Ambitious men are never satisfied.  
reprimand, gifted, contented.
2. My baby brother is seldom quiet.  
silent, happy, noisy.
3. Our librarian is always alert.  
smiling, active, beautiful.
4. Radio and TV programs are sometime interesting.  
dull, entertaining, quiet.

d) Use the appropriate word from the two words given to complete the sentence below:

- a) bares                      b) bears

1. This tree \_\_\_\_\_ delicious fruit.

4. a) Read the paragraph below and decide what title is appropriate for it by checking the blank

Exercise keeps your body in good order. When you exercise, you perspire, when you perspire, you get rid of body wastes through your skin. Exercise makes you breath deeply. In breathing deeply, you take about ten times as much air into your lungs as ordinary breathing. Your lungs can take in more fresh air and the flow of your blood increases.

\_\_\_\_\_ a) Exercises

\_\_\_\_\_ b) What Exercise does to your Body

\_\_\_\_\_ c) Forms of Exercise

- b) From the given options, find the main idea of the paragraph. Encircle only the letter.

In England, everybody eats hot cross buns of Good Friday. These are bread with crosses on their delicious top crusts. Men carry baskets of them, singing as they go:

"one - a penny

Hot cross buns

If your daughters don't like them,

Buy them for your sons."

- a) People in England eat hot cross buns on Good Friday.
  - b) Men carry baskets of hot cross buns on Good Friday.
  - c) Hot cross buns have crosses on their top crusts.
- c) Write the answer to the questions based on the table that follows:

The World's Longest Rivers

Name	:Continent :where located :	:Length in :Kilometers: :	:Body of water :into w/c river : flows
Amazon	South America	6,240	Ocean
Congo	Africa	4,349	Atlantic Ocean
Mississippi	North America	3,757	Gulf of Mexico
Nile	Africa	6,656	Mediterranean Sea

1. Which is the longest river in the world?
2. Which river flows into the Gulf of Mexico?
3. Where is the Congo River located?
4. What is the length of the Amazon River?
5. Which continent has two rivers shown on the table?
6. Which river is in South America?

7. Which river flows into the Mideterranean Sea?
  8. How long is the shortest river in the table?
- d) Tell what senses are involve in the following descriptions:
1. Quail's eggs make delicious soup.
  2. My kitten is white all over.
  3. I just love to hold my pet.
  4. We listened to a two-hour lecture about useful animals.
  5. The mudfish has to surface and breaths air or it will drown.
5. a) Write the part of the newspaper where you will find the following information. Choose your answers from the following list:
- |                |                    |
|----------------|--------------------|
| General News   | Business Page      |
| Editorial Page | Entertainment Page |
| Sports Page    | Classified Ads     |
- \_\_\_\_\_ 1. The important activities of the president during the week.
- \_\_\_\_\_ 2. The films being shown in different movie houses.
- \_\_\_\_\_ 3. Where some houses for rent are located.



- \_\_\_\_\_ 4. The important activities of Congress during the month.
- \_\_\_\_\_ 5. The winner of some games played during the week.
- \_\_\_\_\_ 6. The important activities of some banks.

b) Match column A with B. The words and phrases under column A are the parts of a book. Those under column B are descriptions of those parts. Write the letter.

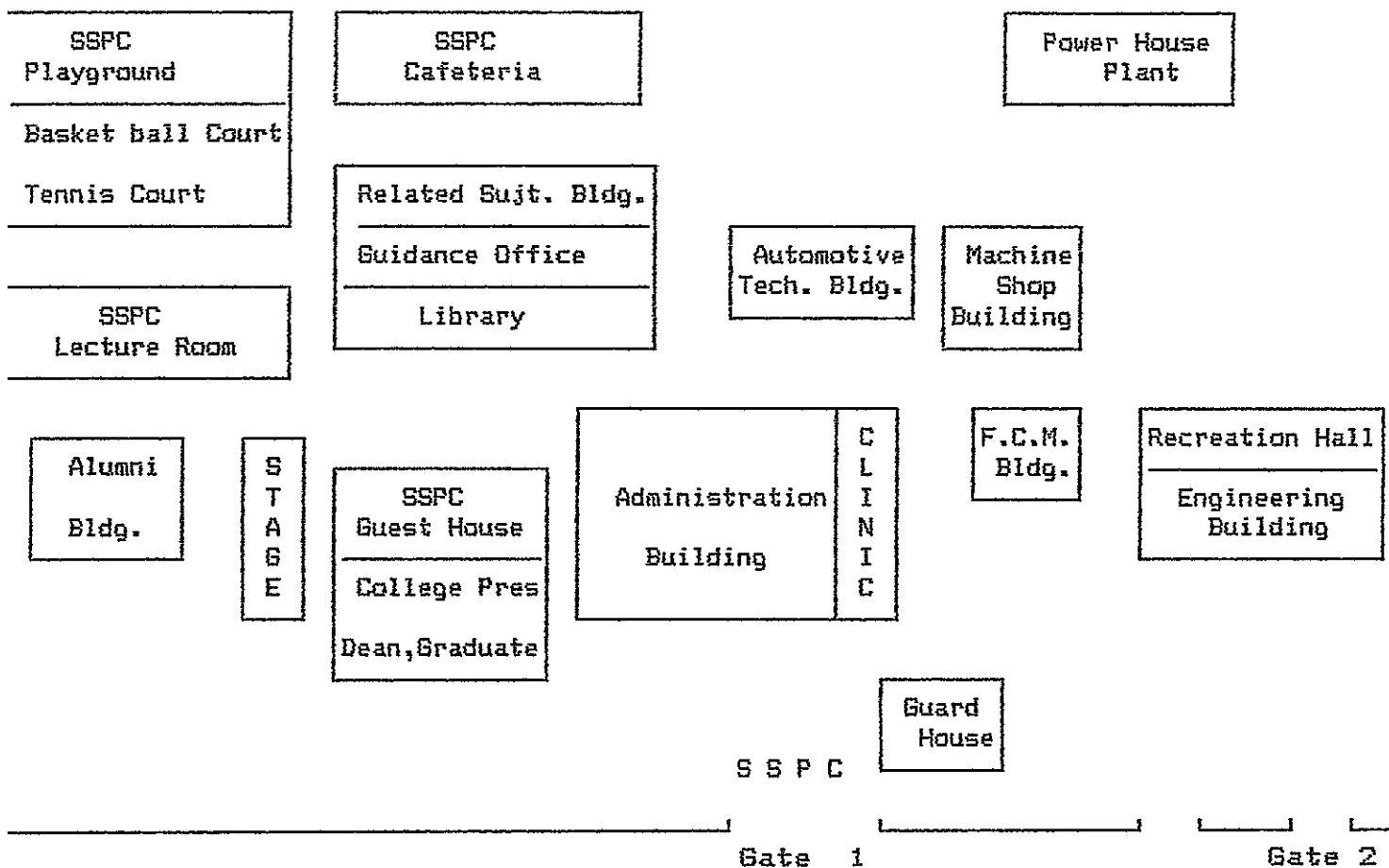
A	B
___ 1. Title Page	a. bears the titles
___ 2. Copyright page	of the chapters,
___ 3. Table of Contents	units or lesson
___ 4. Text	b. it is the main
___ 5. Glossary	part of a book
___ 6. Index	c. bears the full
___ 7. Acknowledgment	title of the
	book.
	d. tells when the
	book was first
	published
	e. a list of topics
	and subtopics in a

book and their  
pages

- f. a list of the  
sources of the  
material used  
in the book
- g. a list of words,  
their meanings,  
and pronunciation
- h. a statement by  
the authors about  
the book

Use the map at the back to answer the questions below:

- A.
1. Which building is the Guidance Office?
  2. Where will you find the office of the College President?
  3. Which building is the College clinic?
  4. Where will you find the SSPC Lecture Room?
  5. What building is next to the clinic?
  6. Where will you find the Recreation Hall of the College?
  7. How many playing courts does the SSPC playground has?
  8. Which building is the College Library?
  9. What boy's shops are behind the FCM building?
  10. Where will you find the Office of the Dean, Graduate department?
- B. Answer these situations using the map:
1. A Japanese visitor approached the security guard for direction because he wanted to see the new Alumni Building. If you were the security guard, how will you direct him to the building?
  2. You are waiting for a ride in front of Gate 1 when suddenly a group of visitors ask you where the SSPC cafeteria is. How will you give the proper directions.



## APPENDIX P

## A SAMPLE LESSON PLAN FOR A DEVELOPMENTAL CLASS

I. Objectives:

- a. Unlock meaning of words through context clues.
- b. Find answers to wh - questions.
- c. Arrange words in alphabetical order.
- d. Compare words in the text.

II. Subject Matter:

- a. "Climate and Weather" - Reading Workbook I,  
pp. 14-16.
- b. Skill building - SRA /c

III. Procedure:

## A. Unlocking of difficulties

Before we read the article, let us first study the following words:

1. Weather and climate are connected. They are closely related.
  - a) separately
  - b) barely
  - c) nearly
2. The zone is neither unbearably cold nor unbearably hot.

- a) unendurably
- b) endurably
- c) unnecessarily

B. Motivation:

1. Ask students about the weather forecast they heard in the morning.
2. Let them describe the weather today and compare it with those in previous days.

C. Presentation

1. Motive question: What are the similarities and differences between weather and climate?
2. Let us read the story to find answers to those questions:
  - a) Answer to the motive question.
  - b) Who are sometimes confused of the meaning of weather and climate?
  - c. What are the words used to describe climate?
  - d. What two sentences are false?
    1. Temperature and climate are closely related.
    2. Climate suggests the kind of weather that is typical of a

particular region.

3. Weather is an immediate condition of the atmosphere.

4. Weather changes from year to year.

f) Write similarities and differences on the board between weather and climate.

3. The two sets of words are arranged alphabetically. Observe how it is done.

a) above	b) climate
centigrade	hot
changes	kind
existing	mild
hour	occur
temperature	science

4. Reinforcement:

Use SRA skill builders

#### IV. Evaluation:

Select the meaning of the underlined word from the choice given:

1. The ship got lost in the dark and stormy sea.

The men fired a cannon to signal for help.

a. set on fire

- b. dismissed from employment
  - c. discharged
- 2. The women sang softly as she rocks her body to sleep.
  - a. moves backward and forward or from side to side.
  - b. a large mass of stone.
  - c. something firm like a rock.
- 3. Manobo women love to dress well. They wear brightly-colored beads as ornaments around their necks and arms and in their hair.
  - a. protection
  - b. decoration
  - c. instruments

Arrange these words alphabetically:

- a. immediate \_\_\_\_\_
- b. heat \_\_\_\_\_
- c. working \_\_\_\_\_
- d. unbearably \_\_\_\_\_
- e. living \_\_\_\_\_

V. Assignment:

- a) Unlock difficulties:

Answers to wh - questions must be found in articles or reports.



b) Motivation:

Ask students if our economy is affected by the prevailing weather condition.

c) Submit a weather report.

Reading Workbook 1 - p. 17.

## APPENDIX Q

## A SAMPLE LESSON PLAN FOR A REMEDIATION CLASS

I. Objectives:

1. Give and read directions.
2. Combine sentences using when, before, and after.

II. Subject Matter:

- a) Giving and Reading Directions  
Building English Skills - 5
- b) Skill Building - SRA/c

III. Procedure

## A. Motivation:

Show two picture to the class. One shows the use for direction such as north, south, east and west. The other shows the need for instructions like performing an experiment in class. Tell other instances when one needs some instructions or directions.

B. Unlocking of difficulties:

What are the characteristics of good directions?

1. must be exact.
2. should be easy to understand
3. should be given in the order they are to be

done.

C. Write this verse on the board:

#### To Make Pancakes

To make cakes - pancakes or rice cakes,  
Start with some flour, rice or corn flakes,  
Add some water, eggs or milk,  
Mix and beat to look like silk.  
Put in pans, bake or fry,  
Then take them out with care - oh, my!  
Pour on honey, syrup or cream,  
Hot cakes - a delight and a dream.

Can you follow the directions in the poem? Why? Why not? Now read the following directions for making pancakes.

Put two cups of flour in a mixing bowl.  
Break two eggs into a bowl and add a cup of water. Mix and stir until the mixture is smooth. Heat a pan with little oil. Drop two or three tablespoons of the butter into the pan. Cook two minutes on each side of the cake. Remove from the pan. Spread some margarine on one side of each cake. Pour a little milk and sprinkle with one teaspoon sugar to taste. Or, pour a little syrup on

one side. Serve hot.

Which of the two sets of directions is easy to follow?

Why?

D. Presentation:

1. You know the characteristics of good directions. Two ideas have been put together in some sentences.

2. Exercises:

A. Group yourselves in pairs. Tell each other directions for doing any of the following things. The one listening should execute what is directed.

1. How to take an examination.
2. How to solve a math problem.
3. How to perform a science experiment.

B. Read the following pairs of sentences. Then choose the sentences that contains the clear directions for a test. Write the letter only.

1. a. Read the instructions carefully.  
b. Should you read instructions  
. carefully?
2. a. Will you wait for the signal to

start.

- b. Wait for the signal to start.
- 3. a. Can you work fast?
  - b. Work as fast as you can.
- 4. a. Skip the difficult items.
  - b. The items are difficult.
- 5. a. Go back to them if there is some time left.
  - b. Is there some time left to review your work?

Examples are written on the board on the use of when, before or after.

C. Fill in the blanks with when, before or after. Do not copy the sentence. Write the word only.

- 1. Be seated \_\_\_\_\_ the program begins.
- 2. Stop talking aloud \_\_\_\_\_ the program has started.
- 3. Clap your hands \_\_\_\_\_ a number is over.
- 4. Do not clap \_\_\_\_\_ a number is finished.
- 5. Do not enter the hall \_\_\_\_\_ a number is going on.

#### IV. Reinforcement:

Use SRA/c for skill building

#### V. Evaluation:

There are things you should do before and after solving a problem in mathematics. One of them is given. Add 2 more in each list by selecting one from the options given:

1. Before solving a problem in mathematics:

- a) study it carefully.
- b) 1. Ask the answer from a classmate.  
2. determine the math operation to be used.
- c. 1. copy the figures accurately.  
2. discuss your answer with a classmate.

2. After solving the problems,

- a. review your work
- b. 1. give your work to a friend.  
2. read again the problems to check figures.
- c. 1. give your work to the math teacher.  
2. insert your work in your notebook.

#### VI. Assignment:

A. Motivation: After learning the characteristics of good directions and doing some of its sample exercise, you are ready to do the following:

1. Write a paragraph telling about the steps of an experiment you have done in your science class.
2. Give directions in doing something you know very well. Use when in some of your sentences.

### CURRICULUM VITAE

NAME : EMERITA A. PACAYRA  
 ADDRESS : Calbiga, Samar  
 DATE OF BIRTH : September 22, 1952  
 PLACE OF BIRTH : Calbiga, Samar  
 PRESENT POSITION : Instructor III  
 STATION : Samar State Polytechnic College  
 CIVIL STATUS : Married

### EDUCATIONAL BACKGROUND

Elementary : Pasigay Elementary School, 1965  
 Secondary : Samar High School, 1970  
 College : Samar College, Catbalogan, Samar  
           Lacson College, Pasay City, 1975  
           BSE - History Major  
           English Minor  
 Curriculum Pursued : Master of Arts in Education  
                       Major in Reading

### CIVIL SERVICE ELIGIBILITY

Teachers' Examination, December 12, 1976

### AWARDS AND DISTINCTIONS

Grades I to V : First Honors  
 Grades VI : Valedictorian



Certificate of Appreciation	:	Reading Comprehension Contest FFP, FAHP, FFPC September 1981
Certificate of Merit	:	FFP, FAHP, FFPC Regional Work Conference, November 1981
Section Adviser	:	Second Year Secondary 1978-1984
Section Adviser	:	Third Year Secondary 1984-1985
Section Adviser	:	Fourth Year Secondary 1985 to date

#### POSITIONS HELD

Secondary School Teacher	:	Calbiga Community High School 1976-1978
Secondary School Teacher	:	S S A T, 1978-1982
Instructor I	:	S S P C, 1982-1984
Instructor III	:	S S P C, 1984-1986
Instructor V	:	S S P C, 1986-1987
Instructor VI/III	:	S S P C, 1987 to date

#### SEMINARS ATTENDED

Seminar-Practicum on 'Community Adult Education, Calbiga, Samar, February 3-4, 1977.

Level IV - Training Course, Calbiga, Samar, June 2-5, September 10, 1977.

Seminar Workshop on Curriculum Design and Development Including Achievement Testing, Samar State Polytechnic College, Catbalogan, Samar, November 5-December 14, 1979.

Regional Conference on the Utilization of the MECS Textbooks, Curriculum Frameworks and other Instructional Materials, Tacloban City, August 13-18, 1984.

Seminar-Workshop on Work Values Development, Samar State Polytechnic College, Catbalogan, Samar, June 27, 1986.

Leadership Training and SEED Accreditation Orientation, Catbalogan, Samar, January 16-17, 1987.

Seminar-Workshop on Research Program Development, Samar State Polytechnic College, Catbalogan, Samar, February 27, 1987.

Seminar-Workshop on Homeroom Guidance for Secondary School Teachers, Samar State Polytechnic College, Catbalogan, Samar, September 16-18, 1987.

DECS-UP Summer Institute on Bilingual Education, UP, Tacloban City, April 17 - May 5, 1989.

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