Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research

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Abstract. Reading comprehension is essential for future learning and understanding, and without it, pupils will struggle academically. The study aimed to evaluate the reading comprehension skill level of the Grade 5 pupils through contextualized learning materials. The study was conducted in the school year 2022-2023 at Guadalupe Central Elementary School in the school division of Agusan del Sur. The study employed a quantitative approach with an emphasis on an experimental design of research. In selecting the respondents, a complete enumeration was utilized, of which 121 pupils from the 4 sections of Grade 5 were part of the study. The collected data was descriptively analyzed using frequency counts, mean, percentages, and a t-test for independent samples to test the difference in the mean scores. The study's findings revealed that Grade 5 learners had the capability to read and comprehend what they read. There are no non-readers from the posttest with less frustration. It implied that improvements have occurred. Using the contextualized learning materials at the end of the assessment indicated a move towards mastery. Teachers should create a standard reading guide to belp and guide learners in reading.

Keywords: Reading comprehension, Phil-IRI, Contextualized, Learning resources, Strategies

Introduction

Poor reading comprehension has a crucial impact on understanding the context. This is one of the most common problems among students and teachers in basic education. Reading with comprehension laid the foundation for future learning and apprehension in all subject areas. Without this foundation, students would find it difficult to succeed academically, particularly in reading and writing as well as in subjects such as english, math, science, and social studies (Requiso-Jimenez & Bascos-Ocampo, 2022).

Decoding written symbols is the process of reading. Reading has a foundational position among all the macro skills because it must be mastered before any of the others. Reading, unfortunately, involves more than just understanding letters and symbols when it comes to teaching and learning. It is a complicated procedure that includes the processing of text and understanding of meaning in addition to word recognition (Deluao et al., 2022).

Reading plays a significant role in a child's learning process as it is the most important language skill and one of the fundamental skills needed in the classroom (Sadiku, 2015). Yet, as claimed by Helarde (2021), it is the mother of all study skills. Nevertheless, even though reading comprehension has long been recognized as a crucial part of the learning process, it is still a major issue for Philippine schools. Reading gives readers a fresh set of abilities and access to a wealth of information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Tomas et al., 2021).

Today's world is supposedly a reading world. A person must read in order to completely enjoy life. Because it is thought that reading is where most of the knowledge is obtained, reading is essential for everyone's mental and cultural development. People read for 80% of the tasks they complete each day. Because of this, reading is regarded as one of the most crucial activities in both school and daily life (Requiso-Jimenez and Bascos-Ocampo, 2022).

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Increasing Fluency with High Frequency Word Phrases Grade 5 Timothy Rasinski, Edward Fry, 2007-04-13 Using Dr Fry s Instant Words and Dr Rasinski s research these books provide a powerful tool for building fluency Each of the books in this series provides a clear direction on how to teach students to recognize words read phrases with expressions and ultimately improve comprehension Each book includes A fluency assessment rubric and a reference list of oral reading fluency strategies 20 four page lessons on phrasing plus activities for practicing comprehension and fluency activities Audio CD with oral reading of the phrase list and reading selection from each lesson 96pp plus Audio CD and Teacher CD Education ,2001-04 Equal Educational Opportunities Act: April 13, 18, 19, 24, and 28, 1972 United States. Congress. House. Committee on Education and Labor, 1972 Equal Educational Opportunities Act United States. Congress. House. Hearings, Reports, Public Laws United States. Congress. House. Committee on Committee on Education and Labor, 1972 Education and Labor, 1967 Research in Education ,1974 Cloze Reading (Rdg. Level 2) ,2000 Book allows students to practice reading spelling and handwriting skills through lessons based on the use of context clues in completing short stories Includes discussion questions for each selection to enhance comprehension and recall skills Remedial Work Reading Worth James Osburn, 1925 Using Data to Improve Student Learning in Elementary School Victoria Bernhardt, 2013-10-02 This book helps you make sense of the data your school collects including state student achievement results as well as other qualitative and quantitative data Easy to use templates tools and examples are available on the accompanying downloadable resources Hearings United States. Congress. House. Committee on Education, 1972

<u>Instructional Practices</u> D. L. Forrest-Pressley, G. E. MacKinnon, T. Gary Waller, 2013-09-11 Metacognition Cognition and Human Performance Volume 2 Instructional Practices is a collection of papers that deals with applied settings that develop

and test instructional programs in the field of education The book discusses some insights in understanding the processes involved in writing and reading The text defines metacognition as a mental function and the directing of this function and reading as well as the structure of narratives One paper proposes a model for cognitive monitoring and early reading by developing for children three knowledge domains function of print form of print and conventions of print or metacognitive constructs Other papers analyze metacognition instruction the role of questioning activities as well as the connection between metacognition and learning disabilities One author evaluates a different perspective whether attention related difficulties are a normal development in a young child or a disability in the older child This author also explains meta attention pertaining to task solving selective attention to other stimuli and visual search of the surrounding or for a target object One research shows that methodologies designed to induce underachieving children to regulate their own academic behavior can improve their performance The text can prove useful to child psychologists behavioral scientists and students and professors in child education International Index to Periodicals ,1929 Remedial and Follow-up Work:

Vocabulary Worth James Osburn,1925 Classroom Techniques in Improving Reading William Scott Gray,1949

Improvement of Reading in the Public Schools Robert Lafayette Bedwell,1929 Reading Fluency Timothy Rasinski, William Rupley, David Paige, Chase Young, 2021-01-21 Reading fluency has been identified as a key component of proficient reading Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement Despite the great potential for fluency to have a significant outcome on students reading achievement it continues to be not well understood by teachers school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component Following chapters examine recent studies and approaches to reading fluency followed by chapters that explore actual fluency instruction models and the impact of fluency instruction Assessment of reading fluency is critical for monitoring progress and identifying students in need of intervention. Two articles on assessment one focused on word recognition and the other on prosody expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies including fluency in an integrated model of reading Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

Better School Organization, 1920**

Improving Thinking About Thinking in the Classroom Keith J. Topping, 2024-06-03 What are the best ways to enhance metacognition in the course of classroom teaching This research to practice book shows how to go beyond simple student reflection to use any of 19 different practical strategies Each chapter describes a different method gives the research evidence to support the effectiveness of the method and then provides guidelines for implementation You will learn about programs within traditional curriculum subjects programs across the traditional curriculum programs focusing especially on

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