



## Project ERASe: Ensuring Reading as an Adequate Source of Learning: An Innovative School Reading Intervention

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### ABSTRACT

Project ERASe (Ensuring Reading as an Adequate Source of Learning) is a process and product-based project which basically aims to decrease the number of grade 7 struggling readers by 75 percent for the 3rd quarter of this school year 2023-2024 and promote reading as an adequate source of learning. This innovative project was initially conducted based on a series of reading assessments. The CNHS English teachers employed a three-step process for grade 7 learners. First, they pre-evaluated learners based on their 1st quarter grades (75-79), the results revealed that out of 138 learners of the four sections of grade 7 particularly (Venus, Mars, Neptune and Jupiter) 45 or 33.3% got line of seven from their different subjects. Secondly, an individualized reading assessment was conducted using a reading material from printed LRMDs validated module and being computed using the PHIL-IRI computation, where the result showed that out of 45 learners 13 or 28.89% were considered as struggling readers. Finally, students were identified as "struggling readers" through a downloaded research-based rubric: The CPB Sight Words: A New Research-Based High-Frequency Wordlist for Early Reading Instruction with the aid of basic reading material from LRMDs Portal. Based on the result of the final assessment, it revealed that the 13 struggling readers need to be given reading intervention in terms of the familiarization on the basic sight words and the initial process will start in phonemes (sounds), Graphemes (written symbols, letters), morphemes (smallest units of meaning), words (combination of morphemes), phrases/clauses, and sentences. Therefore, it is essential to solve the problem pertaining to the number of struggling readers of the school and engage those learners in the reading intervention project ERASe. The project utilized the bottom-up model or a process-based approach that will enable the struggling readers to develop their reading literacy skills from the basic to complex process. The process-based approach using the bottom-up model will start in phonemes (sounds), Graphemes (written symbols, letters), morphemes (smallest units of meaning), words (combination of morphemes), phrases/clauses, and sentences. Each activity was strategically planned weekly from its planning stage and implementation stage. Also, the Improvised Instructional Materials in Basic Reading such as Complete Me, fit me in, Flip me up, hear me out, Word blocks, Wheel of Luck Build me up were used in the project. In addition to that, learners were given Reading Activity Sheets (RAS) and Individualized portfolio as their outputs. Moreover, results of the pre-reading assessments and diagnostic reading assessments were analyzed comparatively using the Phil-IRI process of computing the reading levels of the learner-respondents. Results revealed that the out of 13 struggling readers 10 of them or 76.92% were described as improving, the results indicated that the reading intervention program using the PROJECT:ERASe (Ensuring Reading as an Adequate Source of Learning) with the utilization of bottom-up approach and improvised reading material were effective. The utilization of this innovative Project ERASe can be implemented to the next school year for further improvement of other struggling learners in the future also the utilized improvised reading materials evidently encouraged the learners to practice and enjoy reading.

Keywords: Project ERASe school reading intervention, struggling readers, bottom-up reading model, improvised reading material, Phil-Iri

### Introduction

ONE CNHS" is the school flagship program as aligned with the DepEd's MATATAG Curriculum, which aims to provide quality basic education that promotes literacy, numeracy, and values formation to all learners through inclusion, fairness, standard and competency-based learning process, and child-friendly environment where they exercise their rights and ready to embrace the challenges posed by Education 4.0. And based on the school targeted outcome, CNHSians learners acquire literacy, numeracy and 21<sup>st</sup> century skills and in obtaining the literacy target, teachers craft the innovation Project ERASe. This Project ERASe is an inspired project anchored on the Schools Division of Bulacan-Project BEST STAR- (Bridging, Escalating Skills, and

Talents of Students to be Strategic, Transformative, Analytical and Reflective Bulakenyo English Readers) which primarily focused on promoting literacy to all Bulakenyo learners which aligned with 5 B's program of our SDO, Bawat Batang Bulakenyo Bihasang Bumabasa. One of the prime reasons why, Calawitan NHS English department contextualized its innovative project entitled: Project ERASe:(Ensuring Reading as an Adequate Source of Learning).

Project ERASe:(Ensuring Reading as an Adequate Source of learning) is a process and product-based project which basically aims to decrease the number of grade 7 struggling readers by 75 percent for the 3<sup>rd</sup> quarter of this school year 2023-2024 and promote reading as an adequate source of learning.

This project also applied the bottom-up reading model (process-based reading) wherein the step-by-step procedure will be applied, and the reading development of the struggling readers will start from the basic to complex form of reading using variety of highly engaging reading activities and improvised reading namely: Bottom-up reading model a way of understanding how we process text. It emphasizes the building blocks of language, starting with the smallest units and working your way up to grasp meaning. This approach is crucial for beginners, especially young children learning phonics and basic letters. It equips them with the tools to decode new words and sentences.

To categorize struggling readers, English teachers employed a three-step process for grade 7 learners. First, they pre-evaluated students based on their 1st quarter grades (75-79). Second, an individualized reading assessment was conducted using a printed LRMDS validated module and based on the PHIL-IRI formula, and students were identified as struggling readers. Finally, another assessment was done using another set of reading materials downloaded from the LRMDS portal and was assessed using the rubric from The CPB Sight Words: A New Research-Based High-Frequency Wordlist for Early Reading Instruction.

Reading is one of the macro-skills in English which serves as fundamental aspect to discover the world. It is an avenue of developing ideas in order to write with substance and speak fluently. It is essential since it sharpens the mind and provides numerous information and life lessons. It improves learners' comprehension and sharpens thinking ability and increases capacity for creativity.

The capacity to read gives access to a vast range of opportunities, ideas, and stories as well as the opportunity to learn new information. Through reading learners learn a lot and use it effectively to do a range of tasks in life. Regular reading increases intelligence and hones judgment while also enhancing knowledge.

It takes a lot of effort and time to master the sophisticated, deliberate, participatory, understanding, and flexible activity of reading. Reading is quick; therefore, readers should keep the information flowing quickly enough to draw the connections and inferences that are essential to comprehension. Moreover, reading is a process that involves recognizing words, leading to the development of comprehension.

CNHSian learners are, indeed, thirsty to develop skills in reading through the collective efforts of the teachers, parents, and the school itself. Project Erase: (Ensure that Reading is an Adequate Source of learning) is a project initiative by the CNHS English department which basically aims to target struggling readers from Grades 7 wherein it will be implemented by means of the bottom-up reading model(process-based) ,a step-by-step procedure to make students learn how to read and to promote reading as an adequate source of learning to CNHSian learners who are considered as struggling readers.

Bottom-up reading model a way of understanding how we process text. It emphasizes the building blocks of language, starting with the smallest units and working your way up to grasp meaning. This approach is crucial for beginners, especially young children learning phonics and basic letters. It equips them with the tools to decode new words and sentences. Brown et al. (2020), explored the effectiveness of different decoding strategies employed by readers within the Bottom-up framework. Their study revealed that explicit instruction in phonics and decoding skills significantly improved reading fluency and comprehension among struggling readers, providing empirical support for the Bottom-up approach.

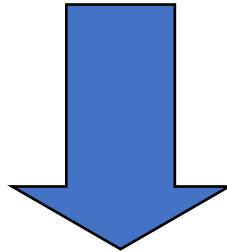
The objectives of the innovation are as follows:

1. The primary goal was to decrease the number of Grade 7 struggling readers by 75% the end of S. Y. 2023-2024.
2. provided instructional materials to promote reading as an adequate source of learning.
3. Applied the process-based reading approach using improvised reading materials.

Logical Framework (LogFrame)

### INPUT

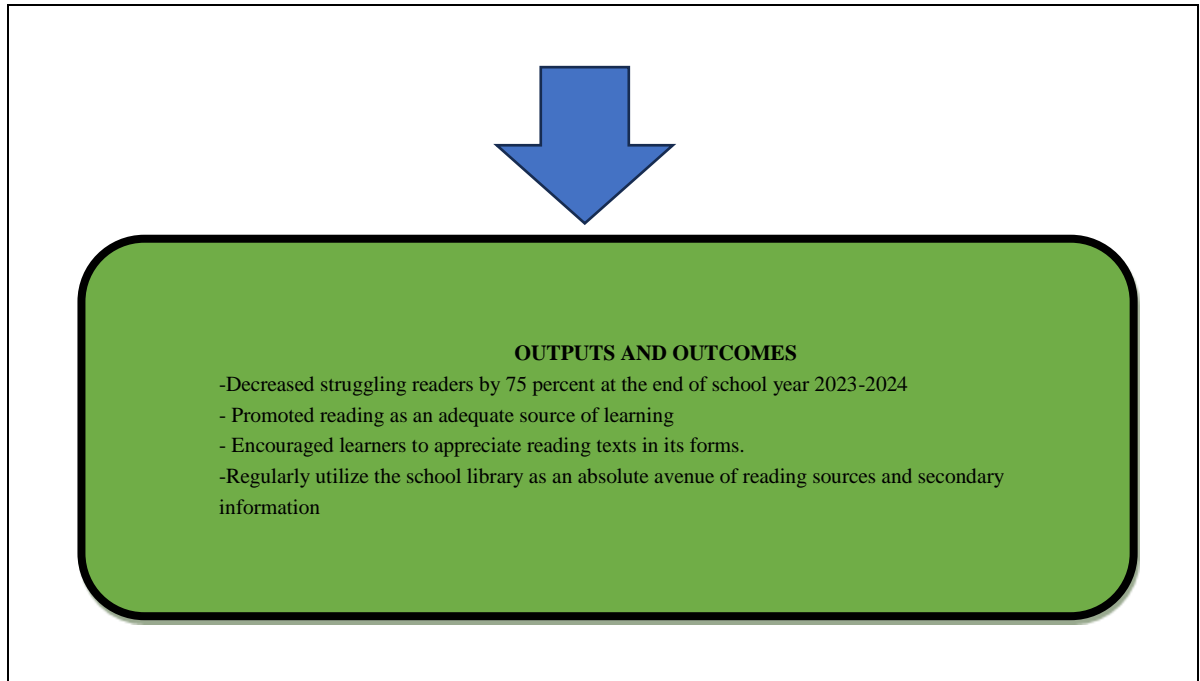
- Learner's 1<sup>st</sup> Quarterly Grades
- Results of an individualized reading assessment was conducted using a printed LRMS validated module.
- Results of Final diagnostic reading basic sight words assessment from LRMS Portal: Project EASE using rubric from The CPB Sight Words: A New Research-Based High-Frequency Wordlist for Early Reading Instruction.
- Improvised Instructional Materials in Basic Reading
- Reading Activity Sheets
- Individualized portfolio
- Reading Materials



### PROCESS AND ACTIVITIES

-Bottom-up Reading Model(process-based) Teaching Reading Process

- Reintroducing Alphabet (Consonant and Vowels)
- (Letter sounds)
- (Sounds Digraph)
- Digraph activities
- Read with a family (home reading)
- Word Recognition
- Reading Sentences
- Application of Improvised Reading Materials
  - Complete Me
  - Fit me in
  - Flip me up
  - Here me out
  - Word blocks
  - Wheel of Luck
  - Build me up!
  - Who am I
  - Learners' activities (portfolio)



## II. Methodology

This Project ERASe:(Ensuring Reading as an Adequate Source of learning) is an innovative process and product-based project basically aims to decrease the number of struggling readers by 75 percent for this school year 2023-2024 and promote reading as an adequate source of learning.

The project utilized the bottom-up model or a process-based approach that will enable the struggling readers to develop their reading literacy skills from the basic to complex process. The process-based approach using the bottom-up model will start in phonemes (sounds), Graphemes (written symbols, letters), morphemes (smallest units of meaning), words (combination of morphemes), phrases/clauses, and sentences. Each activity was strategically planned weekly from its planning stage and implementation stage. Also, the Improvised Instructional Materials in Basic Reading

such as Complete Me, fit me in, Flip me up, hear me out, Word blocks, Wheel of Luck Build me up were used in the project. In addition to that, learners were given Reading Activity Sheets (RAS) and Individualized portfolio as their outputs. Moreover, results of the pre-reading assessments and diagnostic reading assessments were analyzed comparatively using the Phil-IRI process of computing the reading levels of the learner-respondents.

According to Forstall (2019), The theory of reading utilizing the bottom-up reading model involves a step-by-step mastery of reading components so that the student eventually becomes literate. This theory relies on direct and explicit instruction of the five components of reading throughout early childhood education. The term "bottom up" is exactly how this process works. The initial focus for early literacy is the instruction of the basic or foundational skills necessary for life-long mastery of literacy and the components of reading. In bottom-up reading activities, students learn to read from the bottom, or foundation, up to concepts like reading comprehension.

## III. Results and Discussion

### BASELINE DATA:

Summary of Grade 7 Learners who obtained line of 7 from their 1st Quarterly Grades						
Section	No. of Students			No. of Students with grades of 75-79		
	Male	Female	Total	Male	Female	Total
Venus	13	23	36	0	0	0
Jupiter	18	17	35	9	4	13
Mars	18	16	34	12	3	15
Neptune	17	16	33	8	7	15
<b>Total</b>			<b>138</b>	<b>29</b>	<b>14</b>	<b>43</b>

Table 1. Initial Assessment of Grade 7 Learners who Obtained (75-79) Quarterly Grades

As presented in table 1., 138 grade 7 learners were initially assessed based on their obtained 1<sup>st</sup> quarterly grades. The baseline date revealed that out of 138 learners 43 learners obtained 75-79 grades and they were given initial reading assessment to categorized them according to their reading level.

Morelos, Adrian Dela Cruz	57
Begaso, Leo Nhazar Miralles	52
Sarrondo, Harrold Libanan	22
Villa, Jayrose – Baja	41
Bulaon, Ivan M.	44
Catiis, Raiven Jacob I.	36
Literal, Jan Mark R.	39
Barrientes, Felix	8
Dionisio, Jover Chico	49
Francisco, John Mark Ferosa	39
Morelos, Adrian Dela Cruz	57
Morelos, Kirby Pastrana	34
Pangan, Gian Carlo (BALIK-ARAL)	14

Table 2. Results of Reading Assessment using Reading Material from LRMS with the aid of Phil-Iri Computation.

The table 2 as presented, the names of the learners who were assessed using the Phil-Iri computation where it revealed that they obtained the lowest scores and could be categorized as struggling readers.

$$\text{Oral Reading Score: } \frac{\text{the number of words} - \text{number of miscues}}{\text{number of words}} \times 100$$

December 1, 2023

No.	Name	Score	Description
1	Barrientes, Jon Felix P.	8	Needs Improvement
2	Begaso, Leo Nhazar M.	7	Needs Improvement
3	Bulaon, Ivan	5	Needs Improvement
4	Bulaon, Jillian	4	Needs Improvement
5	Catiis, Reiven Jacob I.	7	Needs Improvement
6	Dionesio, Joper	15	Needs Improvement
7	Francisco, John Mark	15	Needs Improvement
8	Literal, Jan Mark	12	Needs Improvement
9	Morelos, Kirby	7	Needs Improvement
10	Morelos Adrian	19	Needs Improvement
11	Pangan, Gian Carlo	0	Needs Improvement
12	Sarrondo, Harold	3	Needs Improvement

13	Villa, Jayrose	6	Needs Improvement
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No. of Words 50

Table 3. Individualized Oral Reading Assessment (Basic Words)

Table 3 showed that 13 struggling readers underwent individualized reading assessments on basic sight words where it revealed that the total number of learners obtained more than 4 errors in terms of accuracy, fluency and automaticity based on the utilization of the *CPB Sight Words: A New Research-Based High-Frequency Wordlist for Early Reading Instruction rubric*. These connotes that the learners need to undergo reading intervention to develop their reading literacy level.

No.	Name	Score	Description
1	Barrientes, Jon Felix P.	48	Improving
2	Begaso, Leo Nhazar M.	31	Improving
3	Bulaon, Ivan	23	Needs Improvement
4	Bulaon, Jillian	31	Improving
5	Catiis, Reiven Jacob I.	36	Improving
6	Dionesio, Jover	43	Improving
7	Francisco, John Mark	40	Improving
8	Literal, Jan Mark	45	Improving
9	Morelos, Kirby	46	Improving
10	Morelos Adrian	41	Improving
11	Pangan, Gian Carlo	17	Needs Improvement
12	Sarrondo, Harold	20	Needs Improvement
13	Villa, Jayrose	38	Improving

No. of Words 50

Table 4. Results of Post Reading Assessment

As can be gleaned from the table above, results of the post reading assessment revealed that the out of 13 struggling readers 10 of them or 76.92% were described as improving, the results indicated that the reading intervention program using the PROJECT:ERASE( Ensuring Reading as an Adequate Source of Learning) with the utilization of bottom-up approach and improvised reading material were effective. The utilization of this innovative Project ERASE can be implemented to the next school year for further improvement of other struggling learners in the future. Indeed, results connote that the utilized improvised reading materials evidently encouraged the learners to practice and enjoy reading. As supported with the same result of the study of Brown et al. (2020), explored the effectiveness of different decoding strategies employed by readers within the Bottom-up framework. Their study revealed that explicit instruction in phonics and decoding skills significantly improved reading fluency and comprehension among struggling readers, providing empirical support for the Bottom-up approach.

## Conclusions:

In the light of the findings of the study, the following conclusions were drawn:

1. Overall results of the post reading assessment revealed that reading intervention program using the PROJECT:ERASE( Ensuring Reading as an Adequate Source of Learning) with the utilization of bottom-up approach and improvised reading material were effective.
2. Engaging and supportive reading environments that incorporate creative learning materials can significantly enhance learners' motivation and ability to acquire reading skills.
3. The description of learners as "improving" highlights the potential for struggling readers to make significant progress through a targeted reading intervention program that caters to their individual needs and reading abilities.

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**Recommendations:**

1. Consider expanding the study to investigate the long-term effects of the PROJECT:ERASe program on reading fluency and comprehension.
2. Explore the impact of the program on different subgroups of struggling readers (e.g., by learning disability or reading level).
3. Investigate the feasibility and effectiveness of implementing the program in various educational settings.

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