



Project RECESS: Reading Comprehension Enhancement Through Contextualized Short Stories

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ABSTRACT

Project RECESS (Reading Comprehension Enhancement Through Contextualized Short Stories) is a process innovation that focuses on enhancing the reading comprehension of Grade 3 pupils using contextualized short stories, relevant materials, strategies, and activities for the success of the project. The strategies that can be used are Project ECMAR (Every Child Must Be A Reader), Project RALP (Reading After Lunch Program), and Project PEERS (Parents and Enclose and Engage in Reading Stories). It will be conducted to develop the skills in reading with comprehension of 24 Grade III- KALAW pupils by 80% in Biak na Bato Elementary School for School Year 2023-2024. It seeks to improve students' comprehension of the content they read by making the process of learning tales more effective and entertaining. This project is important for a number of reasons. Firstly, it tackles the vital need for better reading comprehension, which is essential for both academic success and lifelong learning. Secondly, by fostering strong reading comprehension skills that benefit students both during and after their education, it has the potential to have a lasting effect. The EGRA pre-test results shows that 50% or 12 out of 24 pupils can comprehend stories and attained good scores while other 50% or 12 out of 24 pupils got low scores. This is very alarming and suggests that there is a need for targeted interventions and support to improve reading comprehension. When Grade 3-KALAW pupils were given a EGRA as an assessment tool for reading proficiency, the result showed that they had difficulties in understanding the whole context of the stories. This led to poor comprehension skills. The attention of the innovation proponent was caught by this concern for the reason that, the skills that the pupils will acquire will be of great help to improve their academic performance. This will serve as the baseline data for the INNOVATION Project RECESS.

Keywords: Reading Comprehension, Reading Enhancement, Contextualized Short Stories, EGRA

Introduction

In the realm of early childhood education, fostering comprehension skills is paramount for laying a strong foundation in literacy and cognitive development. Utilizing contextualized short stories presents a promising approach to achieving this objective.

Engagement and Motivation is one primary objective of using contextualized short stories is to engage and motivate early learners. Short stories embedded within familiar contexts or featuring relatable characters, captivate children's interest, making the learning experience enjoyable and immersive. By fostering a love for storytelling, teachers can cultivate a positive attitude towards reading and learning in young minds. It also includes Vocabulary Development with these Contextualized short stories provide an ideal platform for vocabulary development. Through exposure to rich and varied language within meaningful contexts, early learners encounter new words in natural settings. This exposure facilitates comprehension as children learn to infer word meanings from the context, thereby expanding their vocabulary. Another key objective is this innovation is the development of comprehension skills. Contextualized short stories offer opportunities for early learners to practice comprehension strategies such as identifying main ideas, making inferences, and understanding cause-and-effect relationships. By engaging with manageable narratives, children can effectively grasp the story's elements and comprehend its underlying messages. Contextualized short stories contribute to the cultivation of cultural and social understanding among early learners. Through diverse narratives that reflect various cultures, traditions, and social contexts, children gain insights into the world around them. Exposure to different perspectives fosters empathy, tolerance, and appreciation for diversity, nurturing global citizens from a young age. An additional objective is the reinforcement of language structures and conventions. Short stories expose early learners to a range of sentence structures, grammatical patterns, and language conventions in authentic contexts. Promoting critical thinking skills is also a central objective of using contextualized short stories. Early learners engage in analyzing the plot, characters, and themes, thereby honing their critical thinking abilities. By encouraging questioning, reflection, and interpretation, educators empower children to become active participants in the reading process, fostering intellectual growth. Contextualized short stories aid in retention and application of knowledge. The memorable nature of stories, coupled with their contextual relevance, facilitates the retention of information and concepts in children's minds. Furthermore, early learners are encouraged to apply their comprehension skills beyond the text, transferring their understanding to real-life situations and experiences.

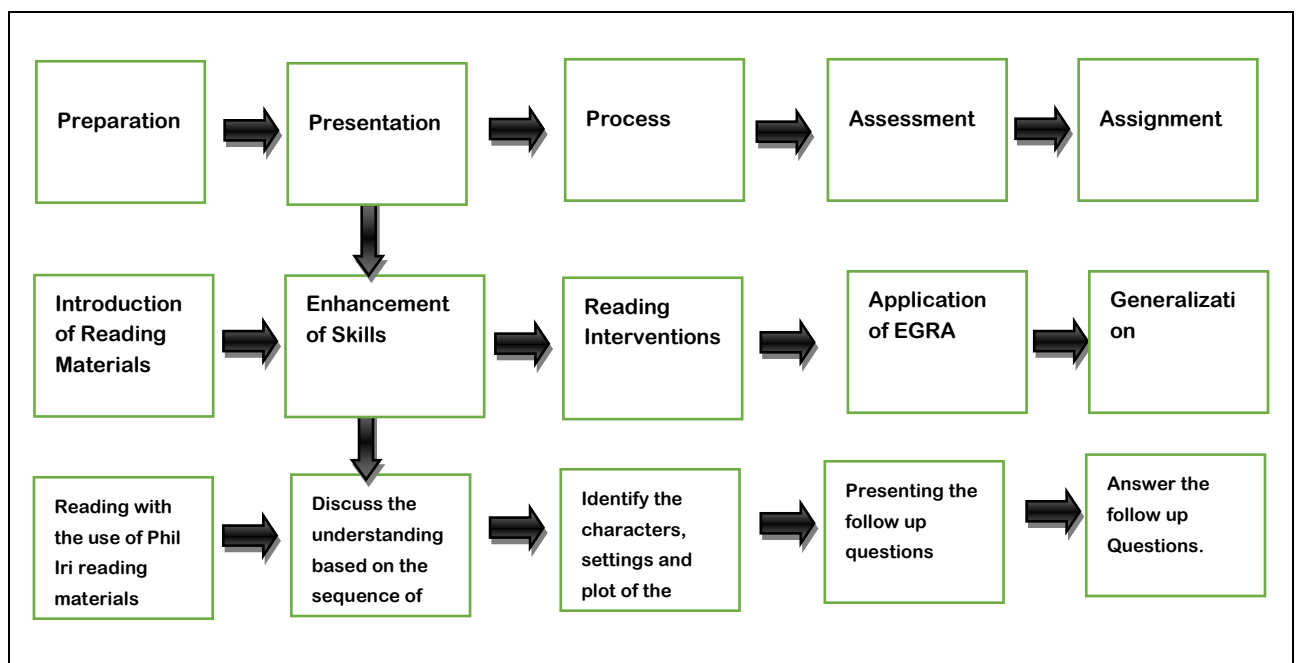
The proponent formed a strategic plan on how he would help the learners develop their reading habits and improve Comprehension skills He also produced a variety of learning materials that will surely make learning enjoyable and meaningful. In order to help the students learn more about the subject, he began discussing the fundamental theories and components of reading during the first week of the project. A sequence of exercises meant to increase the students' familiarity and interest in the material was then introduced. Strategic Intervention Materials were supplied by the proponent, which the students can utilize to further their understanding of the subject matter. Additionally, a booklet with activities and lessons that will be useful to the pupils was created and given to them to use at home.

Following all of the sessions and lessons, the all pupils took a post-test to determine what they had taken away from the sessions. The assessment's results clearly demonstrate that, in comparison to their pre-test, the respondents' subject-matter proficiency has significantly increased.

The main objectives are:

- Improve the reading abilities of 20 out of 24 or 80% of grade 3 pupils from frustration to Instructional and independent level.
- Develop reading habits among Grade 3-Kalaw pupils.
- Improve vocabulary and reading comprehension after the implementation through the use of project RECESS
- Conduct Post-Assessment to identify the progress of the pupils

Logical Framework (LogFrame)



Methodology

Project RECESS aims to develop early graders skills in reading with comprehension in English of 24 Grade III- Kalaw pupils by 80% in Biak na Bato Elementary School for School Year 2023-2024 with the use of contextualized short stories, relevant materials, strategies, and activities that suited to every respondent. With the use of different intervention activities such as contextualized short stories, it serves as an assessment tool for the learners to identify the area that affects their ability to read and comprehend.

Pre- and post-tests are also necessary for the Project RECESS, which makes it essentially quantitative in nature. A quantitative technique will be used to assess how the project's competent learning and comprehension of tales has affected Grade 3 students' reading comprehension. A pre- and post-test will be used to gauge several metrics related to reading comprehension. The students' general comprehension abilities will be evaluated using a grade-level aligned standardized reading comprehension exam. There will be multiple-choice and short-answer questions to see how well they can recognize important plot points, deduce meaning, and make conclusions.

Furthermore, evaluations of students' vocabulary will be used to collect quantitative data by gauging their ability to identify and understand newly learned terms from the stories. There will be a variety of words from the reading sources used for the assignment in the vocabulary exercises. To evaluate vocabulary growth, the quantity of correctly used words and their contextual usage will be counted.

Over the course of twenty-four weeks, the project will be carried out three times a week. The standardized reading comprehension test will be the focus of one session per week, evaluating students' overall comprehension of stories through Project ECMAR; reading exercises with vocabulary assessments will be the focus of the second session, measuring students' acquisition and application of new words through Project RALP; and in the third session, there are activities with the use of graphic organizers during reading activities on several folders.

The timetable is purposefully created to enable a thorough evaluation of all facets of reading comprehension, offering a concrete perspective of the students' development over time.

A. Work and Budget Plan

| Phase | Activity | Time Frame | Resources | | | Budgetary Requirement | Expected Output/s |
|--|--|-----------------------------------|--|--|---------------------------|-----------------------|---|
| | | | Human | Material | Financial | | |
| Phase 1: Orientation of people involved in the Project. | <ul style="list-style-type: none"> Organizing the team. Orientation through letters and face to face meeting | Jan. 8, 2024 Jan. 15, 2024 | Teachers and School Head Grade 3- Kalaw | Power Point Presentation Laptop and Internet Letter to parents | MOOE/ CANTEE N FUND | NONE | List of Proponents ACR of the Orientation List of Pupils involved |
| Phase 2: Identify Priority Improvement Areas. | <ul style="list-style-type: none"> Focused Group Discussions. | Jan. 22-29, 2024 | Proponents | Power Point Presentation , Laptop and Internet | MOOE/ CANTEE N FUND | NONE | ACR and minutes of the meeting |
| Phase 3: Development of materials | <ul style="list-style-type: none"> Preparation of materials and develop possible solutions | Feb. 12-23, 2024 | Project Proponent | PROJECT ECMAR PROJECT RALP BOOKLET PROJECT PEERS PORTFOLIO | MOOE/ CANTEE N FUND | NONE | Completed Booklet with exercise ACR |
| Phase 4: Project execution | <ul style="list-style-type: none"> Project RECESS Launching. Project execution. | Mar. 4-June. 5, 2024 | Project Proponent and 20 Grade 3- Kalaw Pupils | PROJECT ECMAR PROJECT RALP BOOKLET PROJECT PEERS PORTFOLIO | MOOE/ CANTEE N FUND | NONE | Scores on every remedial session. ACR |
| Phase 5: Project Monitoring and Evaluation | <ul style="list-style-type: none"> Project Monitoring and Evaluation. | June 14, 2024 | Project Proponent and 20 Grade 3- Kalaw Pupils | Post-Test (10-item test) | MOOE/ CANTEE N FUND | NONE | Post-Test Result and Feedback |

B. Monitoring and Evaluation Plan

| No. | INDICATOR | BASELINE (What is the current value?) | TARGET (What is the target value?) | DATA SOURCE (How will it be measured?) | FREQUENCY (How often will it be measured?) | RESPONSIBLE (Who will measure it?) | REPORTING (Where will it be reported?) |
|-----|---|---|---|---|---|---------------------------------------|---|
| 1 | Improvement on the level of proficiency in reading comprehension. | 12 pupils or 50% out of the 24 pupils from Grade 3-Kalaws failed to attain 80% level of proficiency | 20 pupils or 80% from Grade 3-Kalaw need to achieve 80% or level of proficiency | Pre-Test and Post-Test Results | Weekly | SDIC | School Head, PSDS and SDS |

C. Exit Plan

| Plan Component/Method | Action Steps | Timeline |
|--|--|--------------------------|
| Conduct regular innovation assessments | Assess the innovation strategies. Adjust strategies based on the results of assessments to stay adaptive and relevant. | After the Implementation |
| Conduct Teacher Training and Workshops | Conduct workshops for Grade 3 teachers to train them on implementing effective teaching techniques learned during the project. | After the Implementation |

Results and Discussion**Activities Undertaken during the Implementation**

| Activity | Time Frame | Resources | | | Budgetary Requirement | Expected Output/s |
|--|---------------|--------------------------|--------------------------|--------------------------|-----------------------|-------------------------|
| | | Human | Material | Financial | | |
| <ul style="list-style-type: none"> Organizing the team. | Jan. 8, 2024 | Teachers and School Head | Power Point Presentation | MOOE/ CANTEEN FUND | NONE | List of Proponents |
| | Jan. 15, 2024 | Grade 3-Kalaw | Laptop and Internet | Letter to parents | | ACR of the Orientation |
| <ul style="list-style-type: none"> Orientation through letters and face to face meeting | | | | | | List of Pupils involved |

| | | | | | | |
|---|----------------------|--|---|--------------------------|------|--|
| • Focused Group Discussions. | Jan. 22-29, 2024 | Proponents | Power Point Presentation ,Laptop and Internet | MOOE/ CANTEEN FUND | NONE | ACR and minutes of the meeting |
| • Preparation of materials and develop possible solutions | Feb. 12-23, 2024 | Project Proponent | PROJECT ECMAR PROJECT RALP BOOKLET PROJECT PEERS PORTFOLIO | MOOE/ CANTEEN FUND | NONE | Completed Booklet with exercise ACR |
| • Project RECESS Launching. | Mar. 4-June. 5, 2024 | Project Proponent and 20 Grade 3- Kalaw Pupils | PROJECT ECMAR PROJECT RALP BOOKLET PROJECT PEERS PORTFOLIO | MOOE/ CANTEEN FUND | NONE | Scores on every remedial session. ACR |

The grade 3 teachers conducted a EARLY GRADE READING ASSESSMENT during the school year 2023-2024, and I noticed a very significant result in Reading Comprehension. The innovation proponent used the result of the EGRA as HIS baseline for their study. He selects his own section for the upcoming study.

Afterwards, the innovation proponent conducted a series of brain storming and group discussions to discuss the different strategies and materials to be used to help the students to understand and improve their reading comprehension. He also set a certain goal to be achieved after the study He will conduct. The innovation proponent coordinates with their school head, Master Teacher and School LR Coordinator.

In order to determine the methods and approaches he will employ to assist students in learning, the innovation proponent develops a pre-assessment test for the grade 3 kalaw. After several studies and assessments, the innovation proponent has formed a various activities and manipulative devices or materials that will help the students to comprehend what they read.

To formally start his project and study he conducted a parent meeting to inform them and to discuss the purpose of the project/study. He also signed a consent form that tells them their participation is voluntary, and they are free to refuse to join. It is also included in the form that the students will be the beneficiaries of the study. After the discussion with the parents, it is followed by meeting with the students who will participate in the study. Mr. John Paul Gabriel briefly explained the importance of the project and how it will help them to develop their skills and become knowledgeable.

After a long process and deliberation, the proponent conducted another focal group discussion with his School Head, School LR Coordinator and Master teacher for their thoughts and opinions on how he will improve his study and how he will help the students to make learning fun and easier for the students to learn the lesson. He also thinks of different varieties of materials to be used during the process. It includes hands-out materials, booklets, and other manipulative devices.

On the first week of the implementation process he started with a discussion on the basic letters and sounds of the alphabet. After a series of discussions and practice, he started to use manipulative devices to become familiar with the basic sight words, phrases, sentences and paragraphs. The proponents provide Handouts, booklets and printout stories and activities so that they can easily memorized words and its meaning and comprehend contextualized short stories. He also used flashcards that help them to recognize basic sight words fast. After a few weeks of discussion, the proponent started another phase of the project they provided Strategic Intervention Materials for each participant. The SIM has various activities and stories that the students can enjoy using it. They also provide a booklet for everyone that contains lessons and discussions that they can use when they are at home. He also introduces an application that can support students while there are no face-to-face classes, the proponent also does a home visitation.

In order to guarantee Project RECESS's long-term viability, a thorough sustainability strategy that thoughtfully integrates its creative approaches into the school's current programs must be created. This plan's seamless integration of one-on-one interventions, cooperative group activities, and parental engagement initiatives is one of its main features. The advantages realized during the project's execution can be maintained over the course of succeeding

academic years by integrating these practices into the curriculum on a regular basis. This strategy maximizes the long-term influence on pupils' reading comprehension skills while minimizing the need for further resources.

In order to properly carry out this sustainability plan, on-going teacher training will be provided, guaranteeing that all educators are knowledgeable about the tactics and approaches used in Project RECESS. It is crucial to be consistent in applying the program's successful components because they can be incorporated into the teaching methodology in a way that will sustain the program's efficacy over time. A key factor in the program's success has been parental involvement. Consistent parent-teacher conferences will be a long-term feature, and all parents will be invited to participate. By involving every parent in the educational process, we seek to promote a family-centered culture where parents support their child's education. This will help to establish a welcoming and encouraging learning atmosphere.

Every academic year, there will be more technology integration, such as interactive reading applications and tech-based materials. This element increases student interest in reading and engagement, therefore the school's approach to teaching will continue to rely heavily on its usage.

The proponent kept into practice the on-going processes for monitoring and assessment, which are essential to the program's success. This strategy guarantees that the program will always be flexible and in line with its goals. In order to maintain the program's efficacy, it will enable us to monitor progress, pinpoint areas in need of improvement, and modify treatments as needed.

He is committed to ensuring that every student, regardless of their initial reading proficiency, has access to the tools and support needed to excel in reading and foster a positive attitude toward learning. We will secure the long-term success and impact of Project RECESS by maintaining the chosen components and putting these strategies into practice

Conclusions

1. The initial EGRA results indicating a "very significant result" in reading comprehension clearly highlight a critical need for targeted interventions in this area for Grade 3 students during the 2023-2024 school year.
2. The innovation proponent demonstrated a proactive and systematic approach to address this need. This included: Utilizing baseline data (EGRA results). Collaborating with school stakeholders (School Head, Master Teacher, LR Coordinator). Conducting needs assessment (pre-assessment for Grade 3 Kalaw). Developing varied and potentially engaging materials and activities (manipulatives, handouts, booklets, SIMs, application).
3. The intervention employed a multi-faceted approach, incorporating various strategies and resources, including which focuses on foundational literacy skills (letters and sounds). Use of manipulative devices for sight words, phrases, and sentences. Provision of varied reading materials (handouts, booklets, printout stories). Strategic Intervention Materials (SIMs) with engaging activities. Home-based learning support (booklets, potential application, home visitation).

Recommendations

1. Maintain a detailed record of all activities, materials used, timelines, and challenges encountered during the implementation. This documentation will be invaluable for future replication, refinement, and reporting.
2. Ensure that the "certain goal" set for the study is specific, measurable, achievable, relevant, and time-bound (SMART). The post-assessment data should be directly compared to this goal.
3. Analyze the data to identify which specific strategies and materials were most effective in improving reading comprehension for different students. This will inform future interventions.
4. While a strong sustainability plan is outlined, continuously evaluate its implementation and make necessary adjustments based on feedback and observed outcomes. Ensure clear roles and responsibilities for maintaining the program's key components.

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