



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF CABUYAO  
MARINIG SOUTH ELEMENTARY SCHOOL  
PUROK 5, BRGY. MARINIG, CITY OF CABUYAO, LAGUNA

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**ACCOMPLISHMENT REPORT IN READING  
FOR THE S.Y. 2022 – 2023**

**I. INTRODUCTION**

*“By emphasizing all of the processes that contribute to growth in reading, teachers will have the best chance of making every child a reader.” - National Reading Panel, 2000, p.92*

Reading is the active construction of meaning out of the interaction of the reader, the text and the context. It is a multifaceted process involving word recognition, comprehension, fluency and motivation (Leipzig). Its primary purpose is to understand the text. But reading is a huge problem that the Department of Education (DepEd) has been trying to solve for so many years. What makes reading a problem? It became a problem when the child has difficulty breaking words into individual sounds (phonemic awareness); guesses, mispronounces or skips words while reading; forgets words even right after being helped; cannot spell the words; resists reading; and the reading ability is behind compared to others of the same age. These reading difficulties are persistent because it is not just a developmental lag or something that the child grows out of. Time alone does not help a struggling reader. The department knows this, thus, the **Dep. Ed. Memorandum No. 173, s. 2019 Hamon: Bawat Bata Bumabasa (3Bs)** was released to encourage the schools to intensify their advocacy for reading. But as COVID-19 hit the world, the challenge to make every learner a reader at his/her grade level demanded greater effort from the school and its teachers. And after two years of distance learning, a great number of pupils were identified to be struggling or non-reader when they finally attended face-to-face classes. In response, Marinig South Elementary School (MSES) formed the reading program **“PROJECT I-STRETCH: Improving *ST*ruggling *RE*aders *T*oward *CompreH*ension”** to help the learners improve their reading skills.

Based on the Pre-Reading Assessment for the school year 2022 – 2023, 632 out of 887 pupils from grades one to three were identified as frustration readers with the inclusion of 150 struggling and 277 non-readers, while 267 out of 741 pupils in grades four to six were under frustration with the inclusion of 53 struggling and 11 non-readers. With these, MSES felt the need to make urgent actions that will help these pupils with reading difficulties by creating the reading program I-STRETCH. Specifically, the project aims to help the learners elevate their reading levels by providing activities and reading materials that will train them to comprehend the reading passage by getting 60% correct answers, demonstrate accuracy through achieving 80% word reading score and reflect on one’s reading progress through diary/ journal.





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**II. HIGHLIGHTS OF ACCOMPLISHMENT**

Marinig South Elementary School, through the leadership of Mr. Emmanuel B. Cerda, face the reading challenge head-on by assessing the pupils' reading problems, constant reading sessions with the advisers, consistent monitoring and evaluation of the pupils' reading progress and building strong partnership with the parents and stakeholders that brought out great improvement in the pupils' reading skills.

**MSES PRE-READING ASSESSMENT RESULT**

Grade	Enrolment			Tested			STRUGGLING			NON READER		
	M	F	T	M	F	T	M	F	T	M	F	T
ONE	172	151	323	172	151	323	0	0	0	96	73	169
TWO	135	142	277	135	142	277	5	9	14	29	26	55
THREE	142	145	287	142	145	287	13	18	31	29	24	53
FOUR	170	143	313	150	119	269	8	4	12	9	1	10
FIVE	171	140	311	134	112	246	12	1	13	0	2	2
SIX	144	138	282	116	110	226	5	3	8	0	0	0
<b>TOTAL</b>	<b>934</b>	<b>859</b>	<b>1793</b>	<b>849</b>	<b>779</b>	<b>1628</b>	<b>43</b>	<b>35</b>	<b>78</b>	<b>163</b>	<b>126</b>	<b>289</b>

**MSES - POST READING VALIDATION RESULT - ENGLISH**

Grade	Tested			STRUGGLING			NON READER		
	M	F	T	M	F	T	M	F	T
ONE	176	149	325	29	18	47	4	4	8
TWO	136	144	280	23	24	47	4	2	6
THREE	141	143	284	18	15	33	1	1	2
FOUR	148	119	267	3	1	4	0	0	0
FIVE	132	107	239	3	1	4	0	0	0
SIX	115	110	225	3	0	3	0	0	0
<b>TOTAL</b>	<b>848</b>	<b>772</b>	<b>1620</b>	<b>79</b>	<b>59</b>	<b>138</b>	<b>9</b>	<b>7</b>	<b>16</b>

From the data above, MSES started the school year with 289 non-readers from grades one to six. A tremendous improvement was gained at the end of the school when the non-readers were reduced to only 16 pupils that makes up only 6% of the initial number. The 78 struggling readers at the start of the school year increased to 138, which was due to the little improvement of non-readers into struggling readers where most of them can sound and blend CV-VC syllables at a slow rate.





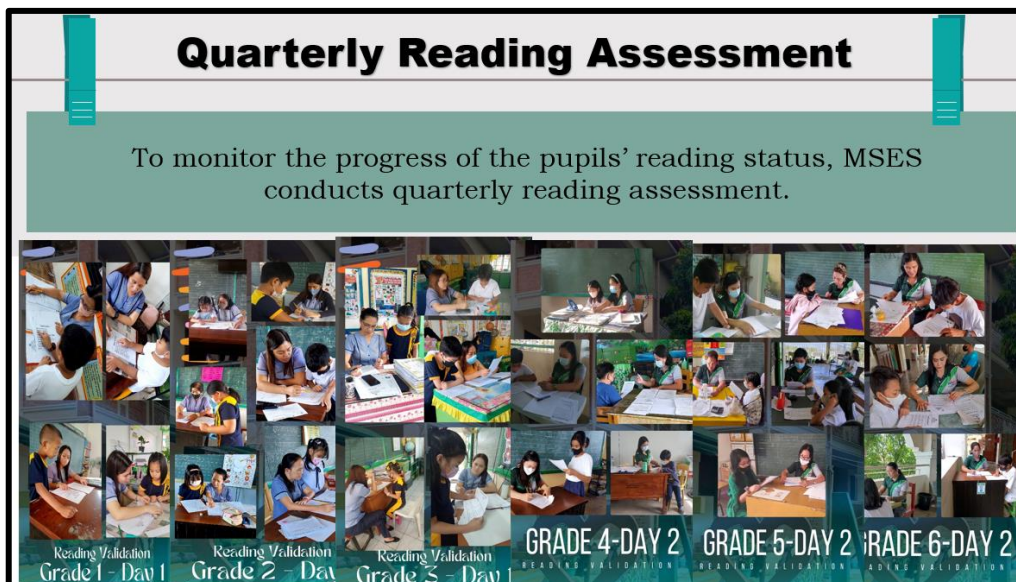
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### III. WAYS FORWARD

- A. *Reading Validation.* Reading assessment will continue to be done every quarter to monitor the progress of the pupils' reading skills.
- B. *Reading Materials.* The school will provide reading materials to help the learners improve their skills in reading. These materials will be used during the remediation with the adviser and at home with the parents.
- C. *Reading Remediation.* Teachers/Advisers will conduct reading remediation to learners who will be identified non-readers or struggling readers.
- D. *Reading Enrichment Activities.* Reading logs, reading journals, and the like will be utilized to help learners develop their comprehension skills. This kind of activities will be for learners who belong to the instructional and independent level.
- E. *Awarding.* Improved readers will be awarded to motivate them to continue reading.
- F. *Reading Intervention at home.* Parents are important in their children's learning, so parents will still be tapped to help the struggling readers to read at home.

### IV. RELEVANT PHOTOS



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### Quarterly Awarding of Improved Readers

To motivate learners to improve their reading skills, MSES conducts quarterly awarding of improved readers.



### Reading Partners

MSES formed partnerships with Cabuyao Integrated National High School and Pamantasan ng Cabuyao to help the struggling and non-readers elevate their reading status through one-on-one reading sessions.



### Reading Intervention at home

To ensure the continuous progress of the pupils, MSES tapped the parents to help practice reading at home. The school also provided the reading materials to be used as well as guidance on how to teach reading.





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## Reading Remediation


MSES teachers conduct remediation to learners who were identified as non-readers and struggling readers. These reading sessions are done after / before class. During modular learning modality, the learners are asked to go to school to have sessions with their advisers.



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