



Supporting Teachers in Assisting Readers Training (S.T.A.R.T)

CONTENTS:

- **Session Guides**
- **Training Slides**
- **Handouts and Worksheets**



This belongs to _____ Contact No.: _____

Organization: _____ District: _____ Division: _____

TRAINER'S GUIDE – JULY 2017

TRAINING PREPARATION

- I. Arrange the training space.
 - a. Divide the group into subgroups with 6-7 members each. The subgroups must be spread out in the room so they can discuss freely without disturbing the other subgroups. School heads are grouped together.
 - b. The list of the groupings must be posted at the registration area. Participants will be directed to this list before they go inside the training venue and are told that this will be their groupings for the entire training
 - c. At the start of the training, let the participants think of a name for their group.
 - d. Throughout the training, participants will be asked to work in pairs and small groups. Each trainer will be responsible for 2-3 subgroups (depending on the number of participants in the cluster). After the pair or small group activity, each trainer holds a mini sharing with his/her participants. This is followed by a brief whole group sharing where each subgroup contributes one idea.

2. Use of PowerPoint (PPT) Presenter's View during the presentation and discussion of topics is highly recommended. The PPT Presenter's View allows presenters to see the slides projected on the screen, the rest of the slides, and the notes for the slide projected on the screen, while participants only see one slide. Below are the steps in adjusting the setting in your PowerPoint.
 - a. Connect your computer to the projector or secondary display. Power on the display and wait for it to show ready. Some projectors and monitors can take several minutes to warm up.
 - b. Click Presenter View in the Slideshow Bar. Then, press F7, choose "Extended" and click slideshow icon to be able to view the slide flashed on the screen, the notes for that slide, and the rest of the slides in the presentation.

Equipment:

- Laptop
- LCD Projector
- Sound System

Materials:

- Participant's Kit
- Manila paper
- Metacards
- Whiteboard and permanent markers
- Masking tape
- Pair of scissors

DAY I PRELIMINARIES

7:30 – 8:00 a.m.

REGISTRATION

8:00-8:15

SIGN IN AND INTRODUCTORY ACTIVITIES

Slides 2-3 | General Administrative and Reimbursement Guidelines (C/O Field Team ALOs and FOs)

🗣️ State the following:

Administrative Guidelines: Basa Pilipinas follows DepEd Rates on Local Travel (EO 298)

1. Fill out the Travel Reimbursement Form (TRF), and attach your transportation receipts.
2. Submit the TRF with attached receipts to the Basa Staff assigned to your cluster before 12:00 p.m. on Day 1.
3. Live-in participants must specify their arrival time upon registration on Day 1. They must also check out at 12:00 p.m. on Day 5.
4. Actual daily transportation expenses will be reimbursed for live-out participants.
5. Meals are provided. Travel allowance will be reduced by the corresponding rate for meals provided.
6. Reimbursements will be paid starting at lunchtime until 2:00 p.m. on Day 5.

Slide 4 | Reminders

🗣️ State the following:

Please remember to:

1. Sign attendance sheets daily
2. Acknowledge receipt of kits
3. Wear your name tag
4. Complete the Travel Reimbursement Form (TRF)

8:15 – 9:00 a.m.

OPENING PROGRAM AND PRETEST

Slides 5-8 | Opening Program (by Basa Staff)

🗣️ State the following:

- National Anthem
- Prayer/Doxology
- Welcome Remarks

☐ Slide 9 | Basa Pilipinas Overview

🗣️ State the following:

In January 2013, USAID/Philippines launched, Basa Pilipinas, its flagship reading project, which aims to improve the reading skills of one million early grade learners and provide technical assistance to the Department of Education's National Reading Program.

Basa Pilipinas was developed and implemented in partnership with the Department of Education (DepEd). It directly supports the Every Child a Reader Program (ECARP) and the Early Language Literacy program of DepEd.

- ☐ **Special Note:** *Emphasize that the Basa Pilipinas is a DepEd program with support from the U.S. Government thru USAID and the American people.*

☐ Slide 10 | Geographic Reach

🗣️ State the following:

The project is being implemented in eight school divisions covering the provinces of Ilocos Norte, Ilocos Sur, La Union, Cebu, Bohol and the cities of Mandaue, San Fernando and Tagbilaran. As requested by DepEd, Basa is also conducting a research to assess pupil developmental trajectories in reading between Grades 1 and 3 under the new MTB-MLE model. The scope for this study includes Tagalog-speaking regions, specifically Laguna in Region IV-A.

To date, Basa Pilipinas has reached over 1.6 million early grade learners, trained 15,211 teachers and school heads and provided approximately 8 million teaching and learning materials.

☐ Slide 11 | Basa Pilipinas Intermediate Results

🗣️ State the following:

Basa Pilipinas has three main components/expected results.

IR 1. Improved Reading Instruction

IR 2. Improved Reading Delivery Systems

IR 3. Improved Access to Reading Materials

☐ **Slide 12 | Basa Pilipinas Extension Activities**

🗨️ **State the following:**

Literacy Program for the Grades 1-3

- Provide Refresher Training to Grades 1 to 3 teachers
- Pilot an intervention to assist teachers in providing remedial reading support to learners

☐ **Slide 13 | Basa Pilipinas Extension Activities**

🗨️ **State the following:**

Kindergarten to Grade 3

- Facilitate leveling of supplementary readers and distribute to K-3 classrooms
- Institutionalize online induction course for new K-3 teachers
- Provide post-training support through online coaching
- Conduct advocacy activities to promote early grade reading

☐ **Slide 14 | Basa Pilipinas Extension Activities**

🗨️ **State the following:**

Instructional Leadership and Supervision

- Develop and deliver an online blended learning course on literacy LACs
- Design a simplified classroom observation literacy tool
- Provide training for all CID chiefs on effective literacy instruction

☐ **Slide 15 | Early Grade Reading Assessment (EGRA)**

🗨️ **State the following:**

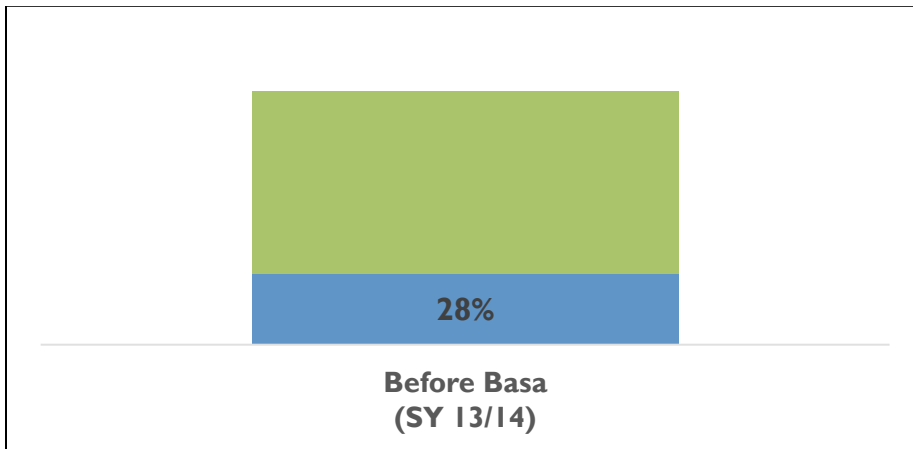
“The EGRA instrument is designed to be a sample-based ‘system diagnostic’ measure. Its purpose is to document student performance on early grade reading skills in order to inform governments and donors regarding system needs for improving instruction. To be clear, as it is currently designed, EGRA is not

intended for direct use by teachers. It is a tool for program implementers to assess improvements in learners' reading skills over time. (EGRA Toolkit, 2009)

Slide 16 | Benchmarks: Filipino Comprehension

State the following:

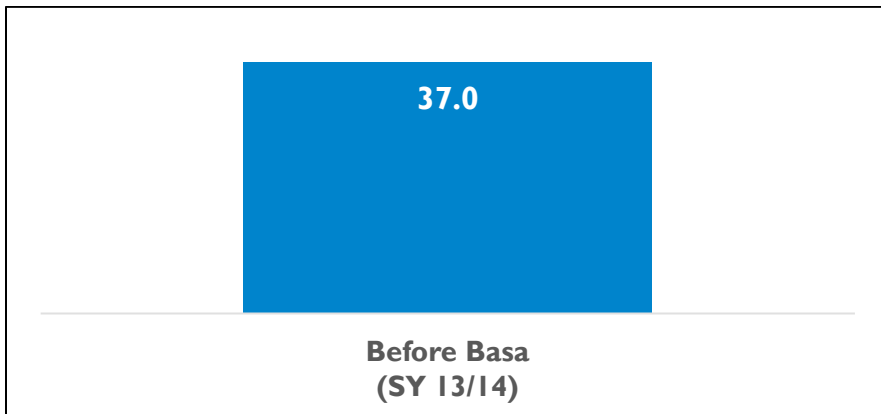
The graph shows the average score in Grade 2 Filipino Reading Comprehension across different school years. Note that before the full Basa intervention (SY 13/14), comprehension score was only at 28%. After the full intervention, there had been improvements in the scores. Last SY 2016/17, although there has been a slight decrease from previous SY, the average reading comprehension score was still higher than baseline.



Slide 17 | Benchmarks: Filipino Oral Fluency

State the following:

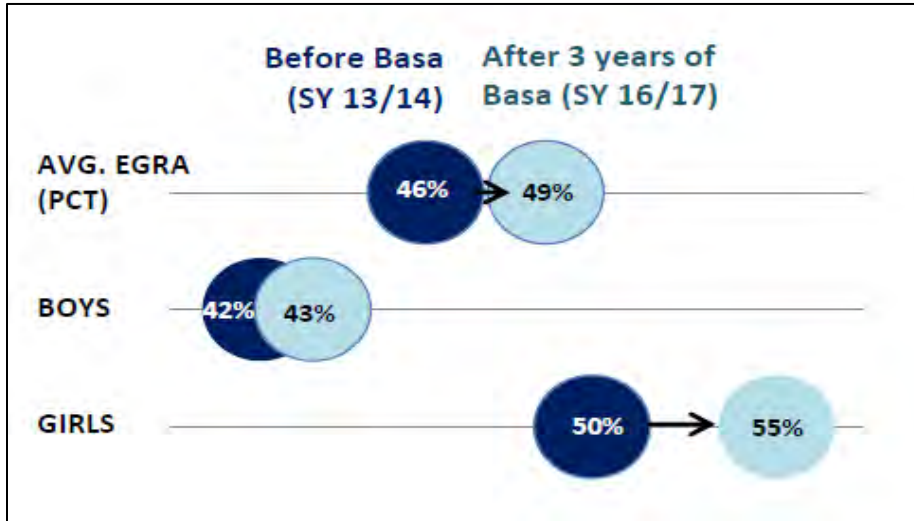
The graph shows the average score in Grade 2 Filipino fluency across different school years. Note that before the full Basa intervention (SY 13/14), comprehension score was only 37wcpm (words correct per minute). After the full intervention, there had been improvements in the scores. Last SY 2016/17, although there has been a slight decrease from previous SY, the average wcpm is still higher than baseline.



☐ Slide 18 | Gender Findings: English and Filipino Grade 2 EGRA

🗨️ State the following:

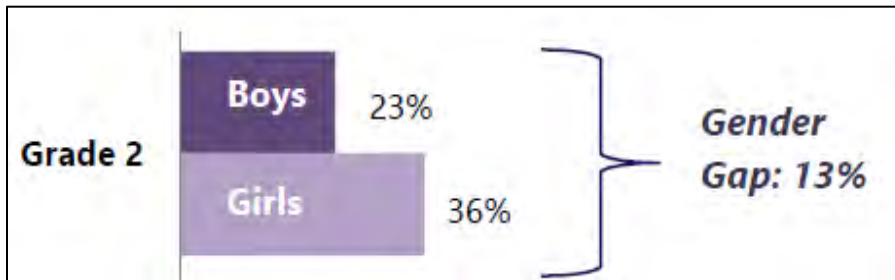
Girls on average demonstrate far better EGRA results than boys. Before Basa intervention (SY 2013/14), girls outperformed boys by 8 percentage points; in SY 2016/17, girls still outperform boys by more than 10 percentage points.



☐ Slide 19 | Gender Findings: Combined Fluency and Comprehension Benchmark

🗨️ State the following:

More girls than boys were meeting the combined Filipino fluency benchmark of 40 wcpm and reading comprehension benchmark of 3 or more comprehension questions correctly.



☐ Slide 20 | The Training Team

Introduce the members of the training team: trainers, Basa Staff, and Training Support Staff (TSS). Explain briefly the role of each one, especially the Basa Staff (who will be providing technical support) and the TSS (who will be providing admin/logistical support).

Slide 21 | Pretest

Administer the pretest to the participants. Give them 15 minutes to answer. Afterwards, collect the papers with the help of the Basa Staff or TSS assigned to your cluster.

TRAINING PROPER

9:00-9:30 a.m.

Basa Training Overview, Schedule and House Rules

☐ Slide 1 | S.T.A.R.T

🗣️ State the following:

Good morning! Welcome to this 5-day seminar-workshop titled Supporting Teachers in Assisting Readers Training (START). You are here today, teachers and school heads, for a very exciting reason – you have the fortunate opportunity to pilot test a proposed Remedial Reading framework, that has all the makings of being implemented throughout the entire country. The Department of Education (DepEd) is very excited about this pilot test and I'm sure that you will feel thrilled about it too.

☐ Slides 2-3 | Training Objectives, Schedule, and House Rules

🗣️ State the following:

Our target is that at the end of the 5th day, we would have equipped ourselves with knowledge, strategies, and a framework for addressing students who struggle in reading through Remedial Reading.

☐ Slide 4-5 | Objectives

🗣️ State the following:

This target competence has several components which are reflected in these 11 objectives. At the end of the training, the participants should be able to:

1. Reflect on the rationale for supporting children who struggle in learning;
2. Explain the relationship of the literacy domains to reading proficiency;
3. Identify teaching implications brought about by varied sources of reading difficulties;
4. Demonstrate commitment to the need of supporting students who struggle in reading
5. Explain the characteristics of an effective remedial reading program;
6. Illustrate the RRSP Framework;
7. Practice learner selection and placement based on assessments;
8. Design a sample remedial reading program plan;
9. Create a sample remedial reading weekly plan;
10. Demonstrate remedial reading teaching strategies; and
11. Construct a sample learner progress report and recommendation

☐ Slide 6 | 5-Day Training Workshop Overview

🗨️ State the following:

Let's look at our Training Schedule. Today, we will cover three topics: Field Data, Reading and Learning, and Difficulties in Reading.

On Day 2, we will cover five topics: Remedial Reading, the proposed Reading Remediation Support Pilot (RRSP), the RRSP Toolkit, RRSP Assessment, and RRSP Planning.

On Day 3, we will be focusing on RRSP Teaching Practices and Teaching Procedures – watching how domains are taught and doing return demonstrations. We will, however, also allot time for Materials Production.

On Day 4, we will continue with the demo and return demo of the Teaching Procedures, do another set of Materials Production, and then design the RRSP Weekly Lesson Plan.

On the last day of the training, Day 5, we will focus on Monitoring and Reporting Progress. Then we will have a recap activity to summarize our 5-day training.

☐ Slide 7 | Training Schedule

🗨️ State the following:

Every day, we will follow this schedule, except on Days 3, 4, and 5. On the last three days of the training, we will start the sessions at 7:30 instead of 8:00 to give us more time for materials production.

TIME	ACTIVITY
7:30 – 8:00 a.m.	Registration
8:00-10:00	Session Begins
10:00- 10:20	BREAK
10:20 A.M. – 12:00 p.m.	Session Resumes
12:00 – 1:00	LUNCH
1:00 – 3:00	Session Resumes
3:00 – 3:20.	BREAK
3:20 – 4:50	Session Resumes
4:50 – 5:00	Ticket to Leave

☐ Slide 8 | House Rules

🗨️ State the following:

Before we begin the training, here are some house rules. Following these can help you maximize your learning from this training.

Makinig

- Listen with an open mind. Also, take down notes. According to studies, taking down notes helps you remember things.
- Please put your phones in SILENT MODE. If you need to take a call, quietly step outside of the room.

Magtanong

- This is a risk free environment. If you have questions, ASK AWAY.
- If time is constrained and your query can not be answered right away, write it down on a piece of paper and stick this on the Wonder Wall.

Magbahagi

- Join the discussion. We value your inputs.
- Collaborate. Cooperate. We will have several group activities, so we will divide your cluster into groups with 6-7 members each. This will be the grouping for the entire duration of the training.

Magpasalamat

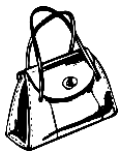
- Let's thank our group mates, and everyone who we have worked and interacted with during the training.

☐ Slide 9 | House Rules

💡 State the following:



When you need to use the toilet, take a Bathroom Pass (BP) from the tray/table near the door. There will only be 4 BP, so WAIT FOR YOUR TURN.



You may put your things anywhere you like except on the tables. You will need space when you work on the activities.



At the end of Days 1 to 4 of the training, accomplish the **Ticket to Leave**. On the last day of the training, accomplish the **Post Test** and the **Training Evaluation Form**.

☐ Slide 11 | Objective

🗨️ State the following:

In this session, we will understand the rationale and the basis for the design of the Reading Remediation Support Pilot (RRSP).

☐ Slide 12 | Rationale

🗨️ State the following:

As part of its Department of Education (DepEd) approved extension work plan, Basa Pilipinas will pilot test a reading remediation framework, entitled Reading Remediation Support Pilot (RRSP). RRSP is created to address the learning needs of pupils who show below average performance in many of the literacy domains. This pilot test will be for a total of 50 Grades 1 and 2 teachers from 25 selected schools.

To ensure the design is appropriate to the needs, context, and policies of DepEd, Basa Pilipinas conducted initial assessments which include focused group discussions and Reading Remediation class observations. The results of these assessments, together with the information gathered during the desk study, were the basis of the framework of the remediation pilot.

☐ Slide 13 | Focus Group Discussion (FGD)

🗨️ State the following:

In December 2016, Basa Pilipinas conducted a Focus Group Discussion (FGD) among selected teachers and school heads in Basa Pilipinas-assisted divisions: Ilocos Norte, Ilocos Sur, La Union, San Fernando City, Cebu, Bohol, Mandaue City, and Tagbilaran City.

During the one to one and a half hours FGDs, the protocol of an FGD was followed, with the use of both English and Filipino as language for discussion.

☐ Slide 14 | FGD with Teachers

🗨️ State the following:

- Teachers in both Regions 1 and 7 expressed the importance of having remediation as it develops pupils' macro skills (listening, speaking, reading, and writing) which is necessary in learning other subject areas. They also add that remediation ensures that every learner can read, especially those who struggles with this skill.
- According to teachers, 1-21% of the learners need remediation. This is based on Phil IRI assessment results, classroom observations, EGRA, Formative assessment (e.g. test result analysis, quizzes, exercises, seatwork, anecdotal records, and feedback from previous teachers).

- To identify learners who need remediation, teachers gather information on learners' skills thru classroom observations, oral verification test and other methods of assessment which are conducted at different times [e.g. early part of the SY, enrollment period, every quarter, middle and end of the school year, twice a year(post and pre)].
- Even though teachers have no specific guide to follow, teachers shared that they have varied ways in conducting remediation such as the use teacher-made materials like pictures (flash cards, flip charts, picture cues, big books) to teach letter sounds and words, use of downloadable materials from Facebook group since there's no specific material/guide for remedial activities.

Slide 15 | FGD with Teachers

State the following:

- Teachers expressed that they have different ways of assessing their learners. They said that they ask pupils to read certain materials such as word lists, a page in a storybook, or a complete story. *Reports of progress were regularly given to school heads (assessment report, a classroom-based EGRA report, and another division-directed form). Others mentioned that the SH would just ask about the number of non-readers (figures) which is to be submitted to the division office.*
- According to teachers, they need trainings/capacity building in conducting reading remediation and developing instructional materials for such.
- When asked about the pilot remediation program, teachers shared that the pilot could focus on: alphabet knowledge, phonics & word reading, oral language, listening and reading comprehension, and study skills.
- Most teachers expressed that the Kinder to Grade 3 learners should be prioritized in the remediation.

Slide 16 | FGD with School Heads

State the following:

- School heads consider reading remediation as important for the School Improvement Plan (SIP) as reading improvement could bring both measurable and immeasurable outcomes such as positive National Achievement Test (NAT) results and encouragement to students to attend school and perform better
- School heads shared that an average of 20-30% of the population in each school needs remediation – based on the conduct of oral reading, Phil-IRI, assessment and evaluation results (e.g. in test scores (pre and post-test), Oral Reading Verification (ORV) – done quarterly, and formative assessment
- School heads indicated that there are reports which were regularly submitted to them. The kind of report was different in each school and information on student progress section has been based mainly on formative assessment; made sure of remedial time as reflected in the class program of teachers; and mentored and supported their teachers for remediation

☐ Slide 17 | FGD with School Heads

🗨️ State the following:

- The school heads said that there was designated schedule (days and time) for remediation. Most teachers conduct pre and post assessments during the beginning and last months of the school year, respectively. They shared that most of the schools have Drop Everything and Read (DEAR) program and reading remediation lessons after class for 15-30 minutes. There are also schools which maximized students' potentials as they involved the advanced readers and Student Pupil Government Officers (SPGOs) as peer tutors.
- The instruction and activities for remediation were different from those given in regular classes as these were dependent on the needs of the learners. Furthermore, teachers used special materials to address these needs.

☐ Slide 18 | FGD with School Heads

🗨️ State the following:

- They said that different profiles of schools would provide varied opportunities to pilot test Reading Remediation activities; big schools have the most need; least performing schools could be identified from the data available from the Division office
- They said that all languages must be focused on with all grades from Grade 1-3 considered for the pilot program
- However they were not optimistic about involving parents or family members to do home programs as the latter were focused on livelihood.
- It would be nice for a standard format for conducting remedial classes or a guide for teachers similar to RTG be developed for the teacher to use for guidance and may be supplemented with appropriate and effective instructional materials

☐ Slide 19 | Reading Remediation Class Observation

🗨️ State the following:

In February 2017, reading remediation classroom observations were conducted to gather information on the following.

- components of literacy targeted in the reading remediation class
- the design and structure of reading remediation classes, and instructional materials used

- the form/s of assessment used to determine pupils who need intervention and to measure pupils’ mastery of target skill during remediation

☐ **Slide 20 | Reading Remediation Class Observations**

🗨️ **State the following:**

A total of Grade 1 and 2 reading remediation classes were observed. After the observations, it was found that topics covered for Grade 1 and 2 differed. The Grade 1 classes covered topics on Alphabet Knowledge, Phonemic Awareness, Word Recognition, and Grammar. Grade 2, on the other hand, focused on Phonological Awareness, Word Attack, and Sight Word Mastery.

GRADE 1	GRADE 2
Word Reading & Oral Reading Fluency	
Alphabet Knowledge	Phonological awareness
Phonemic Awareness	Word Attack
Word Recognition	Sight Word Mastery
Grammar	

☐ **Slide 21 | Reading Remediation Class Observations**

🗨️ **State the following:**

The observations also shows that teachers conduct whole group instructions, whole group with differentiation, small group, **and** individual instruction **during reading remediation.**

☐ **Slide 22 | Reading Remediation Class Observations**

🗨️ **State the following:**

Among the observations, it was evident that there is a difference in the length of time allotted for reading remediation between grade levels. Observations show that more time is spent in Grade 2 with remediation classes conducted for 30-40 minutes. In Grade 1, reading remediation classes are conducted for 20-30 minutes.

The difference on time allotment is also evident between the regions. Observations shows that Region 7 allot more time for reading remediation than Region 1. On average, both regions allot 30 minutes for their reading remediation class.

REGIONS	GRADE 1	GRADE 2
Region 1	15-30 minutes	30-35 minutes
Region 7	30-40 minutes	20-40 minutes

☐ Slides 23 | Reading Remediation Class Observations

🗨️ State the following:

Among the observations, it was seen that teachers use a variety of materials during their reading remediation classes.

Charts (e.g. on alphabets, pockets) [4]	Printed texts pasted on a cardboard and covered w/ plastic cellophane	Cut outs of family picture and big tree	Texts & photos of a story
TV & Laptop (2)	Colorful teacher-made materials (e.g. Teacher-made story book, flip books w/ printed letters, words, phrases, & sentences)	Cards (e.g. flash cards(3), letter cards, picture cards(2), picture-word, consonants and vowels)	Word lists, controlled texts, sample texts (2)
Learners' reference books & learners' booklets (alpabetong cebuano primer)	Manila paper and colored sheets	PowerPoint presentation	Leveled reader (3)

☐ Slide 24 | Reading Remediation Class Observations

🗨️ State the following:

The reading remediation class observations showed that the teachers administer formative assessment among their pupils through the following:

- One-on-one reading with teachers
- Worksheets

☐ Slide 25 | LINK: Reflections on Field Data

🗨️ State the following:

We each have our own experiences about remedial reading. We all have heard of the term. In fact, most of us have conducted remediation in our schools. With the added information from the Field Data, let us focus our minds on the tasks for our 5 day training workshop by organizing our thoughts using the strategy called LINK.

The LINK strategy is adapted from the K-W-L strategy. Learners write down what they know about a topic/concept, as well as their questions about it. Similar to the KWL strategy, learners write what they learned in the chart after a discussion of the topic. One noticeable difference between the KWL and LINK is

the addition of another column where learners are expected to write down their notes during the discussion of the topic/concept.

L	I	N	K
(List everything you know.)	(Inquire about what you want to know.)	(Now, we are going to take notes.)	(What do you know now?)

Reference: Blackburn, B. R. (2014). *3 quick ways to check for students' prior knowledge*. Retrieved on June 13, 2017 from Middle Web: All about the middle grades Website: <https://www.middleweb.com/14986/3-ways-to-check-prior-knowledge/>

☐ Slides 26 | LINK: Instructions

Post the chart where participants can instantly access it. Afterwards, distribute the LINK chart to the participants.

Materials: Manila paper with LINK chart written on it, metacards or colored papers and markers

💡 State the following:

For this activity, we will follow the instructions flashed on the screen.

1. On your LINK chart, fill up columns 1 and 2. Write down what you know about remedial reading and what you want to know about it in columns 1 and 2, respectively. You have three (3) minutes to do so. Please do this now.
2. In your group, take turns sharing your answers in column 1 and then in column 2. Consolidate your thoughts into keywords or phrases. Write each keyword or phrase in one metacard. Come up with at least 3 metacards for column one and 3 metacards for column two.
3. Post your metacards/colored paper on the chart posted on the designated area.

☐ Slide 27 | LINK: Sharing

Once all participants have posted their keywords and questions on the board, take a minute or two to group together similar keywords and questions under each column. Once the words/questions have been group

together, read the keywords and questions about the topic aloud. Inform them that we will try to answer all their questions as we move along.

Tell participants to keep in mind the questions on the chart and in their personal charts, and to take down notes throughout the workshop in the third column of their chart.

10: 00 – 10:20 a.m.

BREAK

10:20-12:00 p.m.

TOPIC 2: READING AND THE INTERCONNECTEDNESS OF THE LITERACY DOMAINS

Slide 29 | Objectives

Materials: Manila paper, writing implements

State the following:

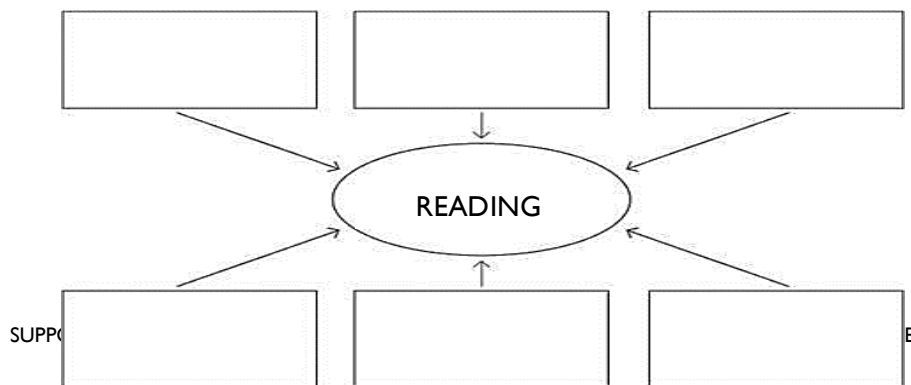
To understand remedial reading, it is crucial to understand first what reading is and what factors contribute to its development. In this session, the objectives are to:

1. explain the process of reading;
2. reflect on the components that affect reading; and
3. appreciate the integrative nature of the literacy domains

Slide 30 | Reading

State the following:

To start our discussion on reading, let us again reflect on what we already know. I will distribute to you an Idea Map where you will list all the factors you think contribute to reading. Please write your name and group number at the top of the page. Now, at the center of the idea map, please write the word “reading”. Around the word “reading”, write all the factors that you think contribute to reading. Write as many as you can.



After five minutes, I will call on somebody from each group to share two ideas from his/her worksheet.

- ☐ **Note to Trainer:** *During the sharing, instruct the participants to share only their answers that have not yet been given by the previous reporters.*

☐ **Slide 31 | Factors Affecting Reading**

💡 **State the following:**

Your answers show me that there are so many factors that contribute to success in reading – (cite examples). So when we look at how to develop skilled readers, we really have to look into many, many things.

☐ **Slide 32 | Factors Affecting Reading**

💡 **State the following:**

To anchor our discussion, let's agree first - What is reading? In its simplest definition, reading is creating meaning from print. To create meaning from print, one needs to be able to 1.) recognize words in print, and 2.) understand what the words mean.

☐ **Slide 33 | Factors Affecting Reading**

💡 **State the following**

Let's have a short reading activity. This is patterned after an activity from a video by Mr. Lavoie titled F.A.T. City. Let's "read" a paragraph. Before we do, let's look at the words in the paragraph.

- ☐ **Note to Trainer:** *Read list by column.*

to	term	context
of	refers	commonly
the	this	typically
in	case	functions

a	like	arguments
that	real	sentences
by	variable	meaning

Do you understand the meaning of all these words? We're going to be reading a short paragraph that contains only these words.

Slide 34 | Factors Affecting Reading

State the following:

Now let's read the paragraph:

In the context of functions, the term variable refers commonly to the arguments of the functions. This is typically the case in sentences like "function of a real variable", meaning that the argument of the function is referred to by the variable.

Okay, let's answer one question about the paragraph.

How is a variable used in functions?

If we can't understand this paragraph, did we really "read"? Yes, we were able to read the words. We even knew what all the words meant. But we didn't really "read" because we couldn't understand.

Who can understand the paragraph? Why can you understand?

Based on this short activity, what other factors affect reading? Usually persons with a math background will understand this. They are able to genuinely "read" this paragraph because of their background knowledge and experience. **Background knowledge** and **experience** are factors that can support learning how to read.

Slides 35 | Factors Affecting Reading

State the following:

Let's try another reading task and explore other factors that help develop reading. Let's look at a different set of words.

Note to Trainer: Read list by column

grof	zoxed
frew	drigger
clakky	higlund

yyred	Siptobul
	Tiggle

Are you sure you read those words correctly? Do you understand the meaning of all these words? You are not sure how to read these words, and you definitely don't know what the words mean. Do you think you can understand it in a paragraph? Let's see.

☐ Slide 36 | Factors Affecting Reading

🗨️ State the following:

Let's read together:

Tiggle and Siptobul frewed to the drigger. Tiggle zzoxed, "It's grof clakky to frew!" Siptobul was yyred. "Oh, Tiggle, you're such a higglund!"

Let's answer some questions:

- Who frewed? (Tiggle and Siptobul)
- Where did they frew? (To the drigger)
- What did Tiggle zzoxed? ("It's grof clakky to frew!")
- How clakky? (grof clakky)
- How did this make Siptobul feel? (yyred)
- Why do you think was Siptobul yyred? (because tiggle was such a higglund)

You don't know the meaning of most words in this paragraph yet you were able to correctly answer many questions. Why do you think you were able to do so?

Language cues – or grammar awareness – familiarity with the structures of oral language is yet another factor that can help learn how to read

☐ Slide 37 | Factors Affecting Reading

🗨️ State the following:

This figure shows a summary of what we have realized from reading our two paragraphs earlier. Because reading is creating meaning from print, it is essential that we have experiences. Our experiences provide the content and the thinking that is essential in understanding the world. Because reading is creating meaning

from print, it is essential that we can think in the language of the print we are reading. Language helps us organize our experiences; it helps us abstract, and helps us deal with printed words.



☐ Slide 38 | Factors Affecting Reading

💡 State the following:

From our definition, reading definitely involves an interaction between the reader and the text. Earlier there were debates on what was more important – the reader or the text. We now know that it is both. The reader brings with him/her her background knowledge, her language, her interest to predict what words she will read, but yes, knowing the letter combinations or the affixes present in the text will help her guess at meaning.

Both are important factors to look at.



☐ Slide 39-42 | The Domains of Literacy

💡 State the following:

Research in reading has identified several factors that are essential in learning to read. These components or parts that make up the skill of reading are what we know as the 14 Domains of Literacy.

Flash 14 domains and ask what domain involves:

1. How to segment or separate the sounds in words - **phonemic awareness**
2. Learning that letters are used to represent certain sounds - **alphabetic knowledge**

3. Knowing how to use letter-sound relationships to sound out words that are new to them – **phonics and word recognition**
4. Knowing what words mean – **vocabulary**
5. Knowing how to learn to study, and remember – **study skills**
6. Knowing how words are organized in a sentence – **oral language**
7. Understanding how language works – **grammar**
8. Awareness of how to hold a book, where to start reading, and when to stop – **book and print knowledge**
9. Wanting to listen and read stories, and write – **attitude toward language, literacy, and literature**
10. Understanding what one hears – **listening comprehension**
11. Understanding what one reads – **reading comprehension**
12. Speed, accuracy, and expression when reading – **fluency**
13. Knowing how to use letter-sound relationships to write a word correctly – **spelling**
14. Knowing how to communicate own thoughts in print – **writing and composing**

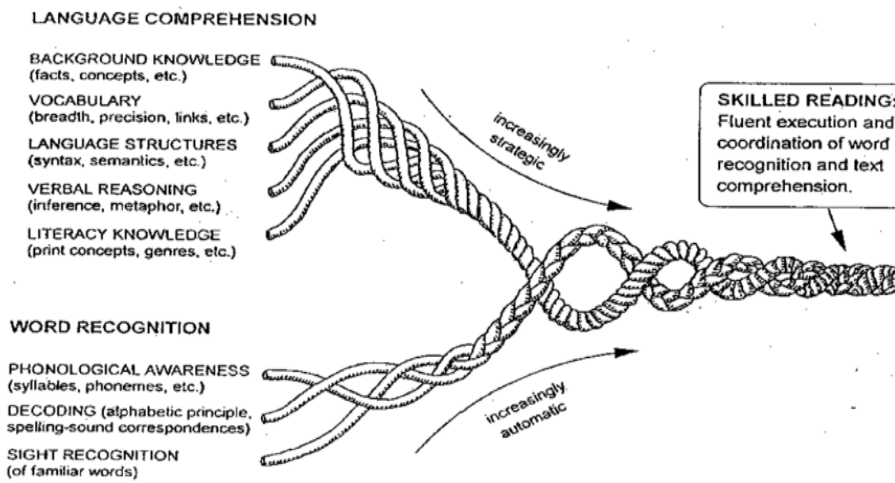
 **Slide 43 | The Domains of Literacy**

 **State the following:**

We said that reading is creating meaning from print. If a child has to make meaning from print – this means he has to have comprehension, which is developed through vocabulary, oral language, fluency, book and print knowledge, grammar, and writing. In the task of reading, one is also guided by the desire or the practicality of reading which falls in the realm of attitude toward language, literature, and literacy. The skills to make learning the skill and meaning aspect of reading involves study skills.

To know print, a learner needs to be able to read words. That is the domain phonics and word recognition. But before he can learn phonics and word recognition, he should first have alphabet knowledge. To continue learning about words – parts of words, patterns, he also needs to engage in spelling activities, which in turn demands that you have steady phonological awareness.

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



☐ **Slide 44 | Summing it up**

💡 **State the following:**

Before we go further, let's see how well you have understood the interconnectedness among the literacy domains by doing an activity with your group.

With your group, make a creative poster using half a manila paper summarizing your understanding of reading, the factors that contribute to reading success, and the interrelatedness of its domains. You may use the sample graphic organizers in handout or create your own. Remember to use only words and short phrases.

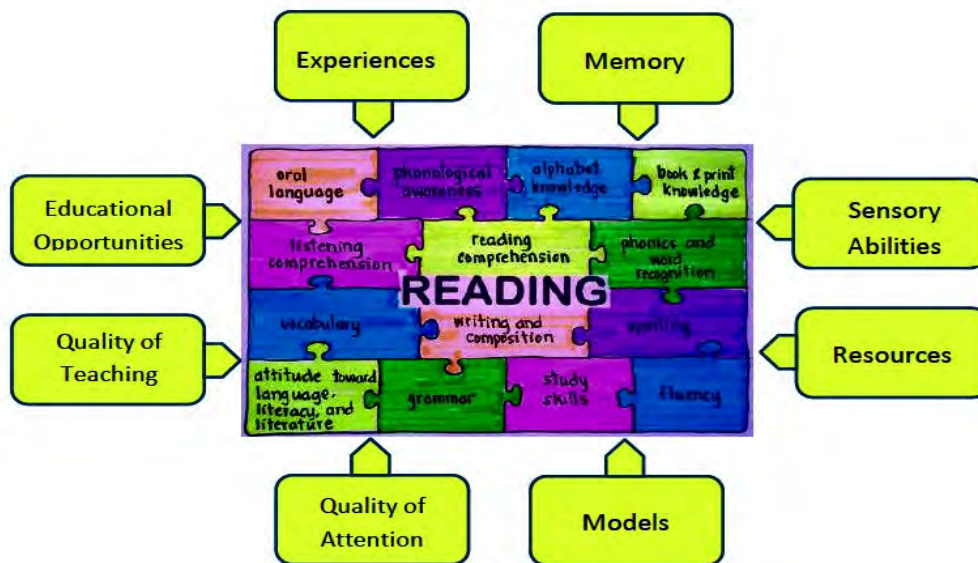
☐ **Note to Trainer:** Call on a number for the group representatives.

☐ **Slide 45 | Summing It Up**

💡 **State the following:**

Your posters may look different, but each of them was able to communicate your understanding that reading is a relationship between the reader and the text, that reading is making meaning out of text, and that its domains are all interrelated.

Here is another graphic showing these ideas. It attempts to show that the success in reading is founded on 14 domains that are interrelated and integrative, and that many other such as experiences, opportunities for learning, availability of resources, and attention management can contribute to.



- With a rich background knowledge, the learner can easily make sense of what he reads.
- With adequate attention, the learner can deliberately learn the many fundamental skills in reading.
- With adequate memory, the learner can store and remember the many little bits of information that will make his read more fluently.
- With efficient sensory abilities, the learner can see, hear, and perform tasks involved in reading.
- With enough educational opportunities, the learner is exposed to experiences that will introduce him to reading.
- With enough resources, the learner can practice reading a variety of materials.
- With enough materials, the learner can practice writing and reading.
- With a quality teacher, the learner can receive structured and relevant instruction in reading.
- All these, as teachers of reading, we must keep in mind. There are many ways to ensure that these factors are in place.

☐ Slide 46 | Keep in mind

🗨️ State the following:

- Reading is creating meaning from print. Therefore, reading without comprehension is not reading, but simply decoding.
- The domains of literacy are interconnected. Some domains/skills need to be developed first before other domains/skills. It also means that being strong in one domain allows a learner to get better in others.

12:00 – 1:00 p.m.

LUNCH

1:00-3:00 p.m.

TOPIC 3: DIFFICULTIES IN READING

☐ Slides 48 | Objectives

🗨️ State the following:

In the previous session, we looked at how reading works. We're going to jump off from that framework to focus now on what contribute to a difficulties in reading. In this session, we want to:

1. Determine possible sources of reading difficulties;
2. Clarify misconceptions about reading difficulties; and
3. Identify the value of profiling sources of reading difficulties

☐ Slide 49 | Factors for Success in Reading

🗨️ State the following:

From the previous session, we listed that the factors that contribute to reading success, as well as mapped out the interrelatedness of the domains. This afternoon, to start our discussion about difficulties in reading, please reflect on this question and write your answer in your notebook – What will happen if a learner has a weakness in one or more domains of literacy?

- ☐ **Note to Trainer:** Allow participants to write their answers on their notebook, then call on a few to share her/his thoughts to the whole group

☐ Slide 50 | Literacy Domains and Reading Difficulties

🗨️ State the following:

Thank you for your thoughts. Yes, since these are the domains involved in reading, by extension, a weakness in one or more domain may affect the learner's ability to learn to read.

As we talk more about sources of reading difficulties, I would like you to actively think about the implications for teaching. As we go through the succeeding slides, please think on these questions:

What are the implications for teaching?

- Content – what do I need to teach?
- Method/Strategy – how do I need to teach?
- Practices – what frame of mind/qualities/attitudes must the teacher have?
- To aid you in your reflection, please use Worksheet #3: Sources of Reading Difficulties. After I discuss each slide, I will give you about 2 minutes to quickly write your reflection.

☐ Slide 51 | Breakdowns in Reading: Experience

🗨️ State the following:

If a child, maybe because the parents were overprotective, or there were no adults actively involved in the child's life, or there simply no resources – has limited experience of his environment, then he may have limited vocabulary, limited information about common facts like days of the week, and limited abilities to understand. Without exposure to reading and writing, he may not see the value in reading and writing and may have no desire to learn it.

In your activity sheet, write down what the implications are to teaching if a child has limited experience or background knowledge. What should you teach, how should you teach it, and how should you behave?

☐ Slide 52 | Breakdowns in Reading: Oral Language and Vocabulary

🗨️ State the following:

If a child has limitations in the ability to form his thoughts into speech, to use words to express his thoughts, he will have a hard time appreciating the speech and print correspondence. He will not be able to use language cues as cues for reading. His reading fluency will be affected, and so with using vocabulary, and comprehending what he hears and what he reads.

In your activity sheet, write down what the implications are to teaching if a child has limited oral language development. What should you teach, how should you teach it, and how should you behave?

☐ Slide 53 | Breakdowns in Reading: Phonological Awareness

🗣️ State the following:

If a child has difficulty recognizing that spoken language is made up of smaller units of sound and that some sounds are similar and some are not, the child will have difficulty developing oral language skills, will have difficulty learning new words and their meanings, will have difficulty learning the alphabet, and will have difficulty learning to read and spell.

In your activity sheet, write down what the implications are to teaching if a child has limited phonological awareness. What should you teach, how should you teach it, and how should you behave?

☐ Slide 54 | Breakdowns in Reading: Alphabet Knowledge

🗣️ State the following:

If a child has no mastery of the alphabet, he will struggle in learning to read words, it will be very effortful to read with fluency, he will struggle with spelling words even if he knows the sounds, and so writing will also suffer.

In your activity sheet, write down what the implications are to teaching if a child has no mastery of alphabet knowledge. What should you teach, how should you teach it, and how should you behave?

☐ Slide 55 | Breakdowns in Reading: Phonics and Word Recognition and Spelling

🗣️ State the following:

If a child has difficulties in reading and spelling words, he will not develop reading fluency, comprehension will be affected because there is too much energy spent on trying to read, learning new words will be limited, and writing will suffer because too much energy is spent in trying to spell than in thinking about the content.

In your activity sheet, write down what the implications are to teaching if a child has a weakness in phonics and word recognition and spelling. What should you teach, how should you teach it, and how should you behave?

☐ Slide 56 | Breakdowns in Reading: Memory

🗣️ State the following:

If a child has poor memory, he will struggle in recalling the little bits of information that he needs in reading. If he can't quickly recall how a word is read, then fluency is affected. If he can't quickly recall what words mean, then comprehension is affected. If he can't recall details from the story read, then comprehension is again affected. If he's always forgetting what has been taught, then mastery is harder to achieve.

In your activity sheet, write down what the implications are to teaching if a child has a weakness in memory. What should you teach, how should you teach it, and how should you behave?

Slide 57 | Breakdowns in Reading: Attention

State the following:

If a child has poor management over his attention, the child will struggle focusing his energies on what he needs to focus on. This will affect the quality of his skills especially those that require a lot of deliberate practice like – writing letters, reading and spelling, writing, and understanding longer information.

In your activity sheet, write down what the implications are to teaching if a child has a weakness in attention. What should you teach, how should you teach it, and how should you behave?

Slide 58 | Breakdowns in Reading: Behavior

State the following:

If a child is anxious, scared, worried, uncomfortable, upset, or angry in class, learning will not happen.

In your activity sheet, write down what the implications are to teaching if a child is anxious, uncomfortable, angry or scared. What should you teach, how should you teach it, and how should you behave?

Slide 59 | Breakdowns in Reading: Learning Environment

State the following:

If the learning environment is not child-centered, the pace of instruction may be too fast or too slow, it may be too easy or too hard. If there is a mismatch of what the child needs and what materials and learning experiences the child has, learning will be frustrating both for the teacher and the child.

In your activity sheet, write down what the implications are to teaching if there is a mismatch between the learning environment and what the child needs. What should you teach, how should you teach it, and how should you behave?

3:00 -3:20 p.m.

BREAK

Slide 60 | Implications in Teaching

State the following:

Now that we have finished with our individual reflections about various sources of difficulties and how it will affect our teaching, let us prepare to share with the big group. First, let us go through some steps:

1. In your group, take turns briefly sharing your notes about some changes that should be done in teaching in light of the information discussed about reading difficulties.
2. On half a Manila paper, list down only 3-5 of your notes as a group.
3. Prepare for sharing to a bigger group. Groups 1-3 and Groups 4-7

☐ Slide 61 | Implication in Teaching

Thank the participants for their sharing. Afterwards, ask participants to reflect on the question, “What is the importance of the sources of difficulties in reading?”

☐ Slide 62 | Misconceptions about Reading Difficulties

💡 State the following:

As important as it is to understand sources of difficulties, it is equally important to address misconceptions, or wrong ideas, about reading difficulties.

1. It’s a boy thing.

Our field data did show that there were more boys who struggle in reading and spelling, and that the gap even increases as they go on to the upper grades. However, in other statistics, there are about an equal number of boys and girls identified as having reading and spelling difficulties. Why the disparity? A few things to think about:

- a. Maybe boys are identified more frequently because they’re more high energy and tend to be more disruptive when they can’t follow the lessons in class, while girls who may struggle the same way often just keep quiet.
- b. Maybe most of the stories we read in class cater to the tastes of girls than boys – boys tend to be more interested in science, technology, and information.
- c. Maybe most of the activities we create cater to the strengths of girls than boys – more paper and pen, more language rather than games, team work, and play.
- d. Our tendency to look at it as a boy thing is unfair to the girls who are struggling quietly, but who also need to be helped.

2. The child is just lazy and needs to work harder.

For young learners, being able to do something well is fun and exciting. They all want to be good at what they’re doing – and that includes doing well in school. All children want to be able to read and write, to tell stories, to draw and share. No one wants to be the one who can’t read and can’t write. Often times it is because of their repeated experiences with failing that they lose motivation to learn and try.

☐ Slide 63 | Misconceptions about Reading Difficulties

🗨️ State the following:

3. There is a cure for difficulties in reading and learning.

There is no cure for difficulties in reading and learning – because it is not a disease. It is simply a difference in how the brain learns best. As teachers, we are best suited to address problems in reading and learning because we can train the brain. The drills and the experiences we set up in our classrooms help build connections in the brain. Some children will need more support, and other still more intensive support, but we all teach strategic learning.

4. Only a small part of the populations experience reading difficulties.

Though we don't have statistics yet in the Philippines, other countries peg the number at 4-10% of any given population experience reading difficulties. It is not a small number.

These children who struggle in school, when left to fail, experience frustration, anxiety, and anger. Because they can't pass tests, they can't join arts or sports because they don't have good grades, peers and teachers laugh at them and treat them as less important; they can't pass entrance tests, they can't fill up a job application form correctly, they can't do well in an interview, they can't communicate well with their co-workers, they miss deadlines, they make mistakes – big and small, usually big, and everyone is just critical – it can push anyone over the edge. We make a mistake, we feel embarrassed and bad about it. But for children who struggle in reading and learning, it happens to them every day.

Some sad statistics about children who struggle in school are these:

- many of them drop out of school
- as much as 85% of teens in a juvenile delinquency center had unidentified difficulties in learning
- Many of children who struggle in school also abuse drugs, commit crime, and commit suicides

📄 Slide 64 | Making a Difference in the Lives of Children with Reading Difficulties

Distribute star cutouts to all participants. Then, facilitate activity.

🗨️ State the following:

So what now? Why are we here?

In these stars, please answer this question for yourself – Why am I here for this 5-day training? How can I, a teacher, possibly make a difference?

Give participants 3 minutes for reflection. Ask a few participants to share their answers.

Lead the group to say their answers aloud in chorus and then tape their stars on a chart titled, "I am here because I can make a difference."

📄 Slides 65-67 | Summing It Up

🧠 State the following

To summarize all the input we have today, let's have a short game!

Stand up and wave your arms if the statement is true, stand up and put your hands on your waist if it is false.

1. Reading is making meaning from print.
2. If you are good in reading and vocabulary, you are good in comprehension.
3. Children who have a lack of experience from home might struggle in reading.
4. It is alright that children who don't talk well since this gives them more time learning to read.
5. Appropriate intervention means you start where the child should be in terms of age and grade level.
6. There is a need to repeat learning experiences.
7. Children who experience difficulty in foundational skills of literacy may struggle with learning to read.
8. It is important to understand the source of the reading difficulty, so that teaching and intervention is appropriate and focused.
9. Focused and appropriate intervention has to address foundational skills.
10. Children who struggle with reading just need to be motivated with rewards.

📄 Slide 68 | Keep in Mind

🧠 State the following:

1. Children who experience difficulty in foundational skills of literacy may struggle with learning to read.
2. It is important to understand the source of the reading difficulty, so that teaching and intervention is appropriate and focused.
3. Focused and appropriate intervention has to address foundational skills.
4. Remedial Reading teachers change lives.

📄 Slide 69 | Ticket to Leave

Distribute the ticket to leave. Give participants 7-10 minutes to write their insights and questions about the day's topic on the form. Afterwards, collect the forms.

📄 Slide 70 | Reminders from the Staff

🧠 State the following:

1. Return borrowed materials.
5. Sign out before you leave the venue.

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DAY 2

7:30 – 8:00 a.m.

SIGN-IN

8:00 – 8:30

MORNING PRELIMINARIES


Use this time to review and address participants' questions about the topics discussed in Day 1, and for announcements.

Slide 2 | Schedule

Ask participants to update their LINK worksheet. Give them 3-5 minutes to work on the task. Afterwards, call on one or two groups to share.

State the following:

Yesterday, we finished three topics which allowed us to focus our mindset by understanding what reading is and why there is a need for a reading remediation framework. Please take a few minutes now to update your LINK worksheet. Were some of your questions answered? Do you have more questions you want to ask? Please update your LINKS on the Manila paper. I will call on a few volunteers to share their updates.

-  **Note to trainer:** After the sharing, introduce the topics for Day 2. Tell participants that today, all of you will dive into Remedial Reading – what it is, what our proposed framework is, and how to implement it.

8:30 – 10:00

TOPIC 4: READING REMEDIATION SUPPORT PILOT (RRSP)

Slide 4 | Objectives

State the following:

The objectives for our session this morning are:

1. Determine the characteristics of a remedial reading program; and
2. Understand the RRSP framework.

Slide 5 | Remedial Reading

Materials: An audio recording about Remediation, Worksheet: LINK

🗣️ State the following:

We are going to listen to an audio recording and see some presentations slides about remedial reading. Please use your LINK chart and write notes in the 3rd column.

SCRIPT: Remedial Reading

Remediation, otherwise known as remedial instruction, is an approach to supporting students who struggle with learning, usually in reading and mathematics. Remediation focuses on foundational skills to help bridge the gap on what students know and what they are expected to know.

Reading Remediation teachers employ various strategies to help learners catch up. The most commonly used strategies are explicit instruction, multisensory instruction, verbalization, scaffolding, re-teaching, and repetition to develop specific skills. Teachers appropriately modify or combine methods in order to address learners' changing needs. In remedial reading programs, learners are taught in smaller, homogenous groups or individually for more intensive work. The remedial reading sessions take place with regular frequency, usually in a setting different from that of the classroom.

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🗣️ State the following:

Look at your notes today and compare it to your answers in column I and see if you can come up with a definition of what Remedial Reading is. Please talk with your group mates and create your definition.

Note to trainer: Call a representative from each group to report their group's definition.

Slide 6 | Reading Remediation

Your definitions touched many important aspects of remedial reading. For our purposes, let us know these basics of Remedial Reading:

- I. Remedial Reading is **carefully structured instruction** that is designed to close the gap between what the child knows and can do and what the child is expected to do at his age and grade level
 - a. it does not teach grade level skills, but rather starts at the level where the child is at
 - b. every quarter there is an evaluation of how the child responded to the intervention

- c. continuous until goals are met
2. It focuses on the foundational skills and mastery of these skills.
 - a. it does not target learning of the lessons in the mainstream classroom
 - b. it does not target learning more than what is taught in the mainstream classroom
 - c. it often has nothing to do with the lesson in class – but rather what the requisite skills are to be able to succeed in class
 - d. it is highly structured
 - e. lessons are regular 2-3 times a week, up to 1 hour per session
 3. Work is done individually or in small groups.
 - a. more intensive instruction is effective in small groups where the teacher can give immediate feedback, and modify tasks as soon as necessary

☐ **Slide 7 | Characteristics of an Effective Reading Remediation Program**

🗣️ **State the following:**

Let's learn more about reading remediation. To address the serious problem of reading failure, many reading remediation programs were designed. Many of these programs focus on a single component – for example are spelling programs, word reading programs, comprehension programs, or writing programs - and others focus on two or more components. Given the large number of reading remediation programs to choose from, studies were conducted to identify characteristics that make a remedial reading program effective.

First, Researchers concluded that there was a need for interventions that have **multiple components** in order to “remediate the core deficits that limit reading acquisition, and the importance of facilitating the development of word identification and decoding skills, reading fluency, and reading comprehension abilities.” (p. 4)

This observation by the researchers is aligned with the National Educational Psychological Service (NEPS) (N.D.) citing the National Reading Panel (NRP, 2000), Scammaca et al., (2007), Singleton (2009), Kennedy et al. (2012), and Eurydice Network (2011) in identifying the following characteristics as essential to comprise an effective reading remediation program, which can be observed as comprising of several components.

1. **Phonemic awareness and the teaching of phonics**

Phonemic awareness and phonics are basic skills that learners need to learn to read. Explicit instruction on these skills decreases the possibility of reading failure, and hastens learner's skill in reading and spelling.

2. **Decoding and word studies, including the learning of a sight vocabulary**

The ability to decode and use strategies to decode new words greatly contributes to learners' reading success. A good reader doesn't only rely on the context of what he/she is reading, but more importantly on decoding strategies to recognize unknown words.

3. **Language development, to include vocabulary development**

Knowledge of meaning and use of words is essential to reading comprehension.

4. **The explicit teaching of comprehension strategies**

The purpose of reading is comprehension. Developing learner's reading comprehension entails providing them with strategies to help them understand what they read. Teachers need to effectively model how these strategies are done/used.

5. **Meaningful writing experiences**

Reading enhances writing, and vice versa. Learners will be able to learn to write the words that they read, and learn to read the words that they write. Therefore, it is necessary to provide learners with meaningful writing experiences that strengthen this link.

6. **The development of fluent reading by reading and rereading familiar texts, a wide range of reading materials**

Learners develop fluency through practice. Providing pupils with time and the opportunity to practice reading, as well as exposing them to wide range of materials are necessary.

7. **Opportunities for both guided and independent reading**

Part of a good program is the inclusion of both guided and independent reading. Guided Reading is a method of reading instruction where teachers meet with a smaller group of pupils who are reading at a similar level. On the other hand, Independent Reading is a method where teachers give learners the time to read individually texts which are appropriate to their level and of their own choosing.

 **Note to trainer:** Give participants time to update their LINK charts.

Slide 8 | Reading Remediation Support Program (RRSP) Framework

State the following:

Now that we have a better understanding of remedial reading, it's time to take a look at Basa Pilipinas' proposed RRSP framework.

The Reading Remediation Support Pilot (RRSP) will adapt the Response-to-Intervention (RTI) framework where students go through levels of instructional support as an approach to identifying and supporting learning of students who struggle with learning to read. Similar to the RTI framework, Reading Remediation Support Program is composed of three stages that proceed **from whole class, to small group, to individualized instruction**. The learners' movement to the next stage of

intervention depends on their response to the instruction provided in their current stage. Hence, they only move to the next stage when necessary.

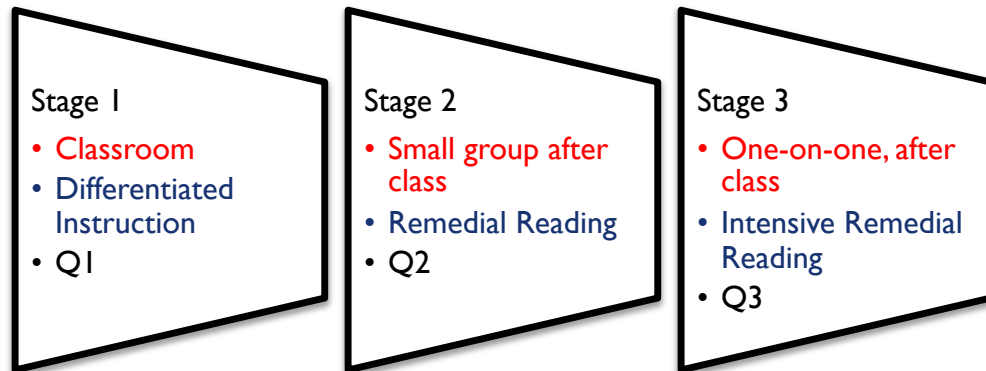
☐ **Slides 9-10 | RRSP Stages**

🗨️ **State the following:**

The three stages of RRSP are Stage 1 – classroom instruction and assessment, Stage 2 – small group instruction, and Stage 3 – individualized instruction. Stage 1 is where teachers provide differentiated instruction to and monitor progress through formative assessments for students who have learning challenges. Learners who show persistent difficulties despite differentiated instruction in the classroom will be identified as struggling in reading and will move to a more targeted intervention which is Stage 2.

In Stage 2 of RRSP, remedial reading will be conducted in small groups of three to five learners. If there are more learners, several small groups may be created. This phase will last for one quarter or a grading period. At the end of the quarter, learners who are assessed to be progressing slowly at Stage 2 will be moved to a more intensive intervention program at Stage 3.

In Stage 3 of the RRSP, the intervention will be individualized, or one-on-one. In this phase, some learners may still be in small groups but identified students will be in a one-on-one setup. Instruction will be more individualized as teachers will be tasked to focus on the development of specific skills of a particular child.



☐ **Slide 11 | RRSP Stages**

🗨️ **State the following:**

Here is the schedule for the implementation of the stages and assessments for the pilot run:

Stage	Grading Period	Months	Activities
1	1 st quarter	June- August (9 weeks)	Classroom instruction and assessment
2	2 nd quarter	August-October (9 weeks)	Reading Remediation

Stage	Grading Period	Months	Activities
		October	Stage 2 evaluation
2 and 3	3 rd quarter	November-January (9 weeks)	Reading Remediation
		January	Stage 3 evaluation

☐ **Slide 12 | Language/Medium of Instruction**

💡 **State the following:**

Mother Tongue and Filipino are the focus languages of this remediation program.

☐ **Slide 13 | RRSP – Pilot small group size**

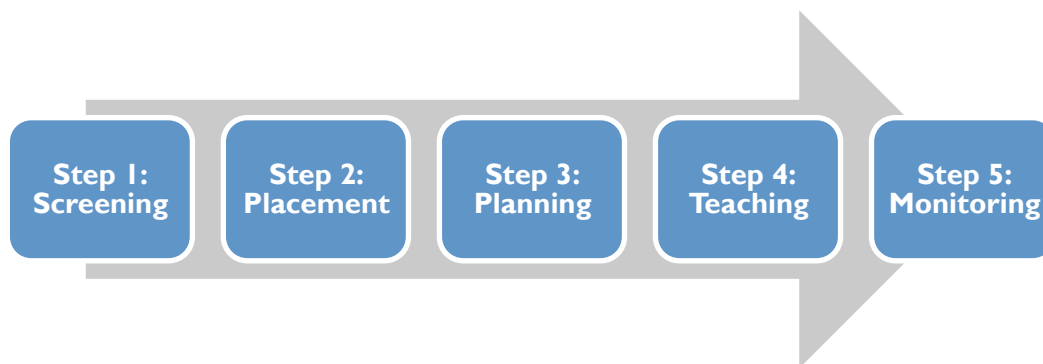
💡 **State the following:**

As mentioned a while ago, there will be three stages in the framework. We are done with Stage 1, and are now moving on to Stage 2. For this stage, the teacher will select 10 learners for the small group remediation.

☐ **Slide 14 | RRSP Process**

💡 **State the following:**

RRSP follows a step-by-step process that covers the different stages of the program.



☐ **Slide 15 | Step 1: Differentiated Instruction and Screening**

💡 **State the following:**

Differentiation and Screening happen in Stage 1. The classroom teacher employs differentiated instruction for students who struggle with learning. Differentiation, as suggested in the RTG, may include:

1. Giving extra time to finish a task
2. Lessening the items in a task
3. Simplifying instructions
4. Re-teaching
5. Guided practice or paired work

Toward the end of the first quarter, the teacher will have to evaluate the need for remedial reading support. Assessment will be conducted in Stage 1, with tools categorized into two. The first one is for recording the learners' current reading performance based on their last year's performance: For Grade 1, this is from the Receptive Language, Expressive Language, and Cognitive Domains of the ECCD Checklist. For Grade 2, this is in the form of the learners' grades in Mother Tongue and Filipino. The second category of assessments is for identifying the instructional level and needs of the learners in different literacy components.

Slide 15 | Step 1: Screening

State the following:

Toward the end of the first quarter, the teacher will have to evaluate the need for remedial reading support. The teacher will need to select **a maximum of 10 learners** for remediation based on the following:

- final mark or grade from learner previous level
- results of formative assessment for Quarter 1
- result of learners' self-assessment

Slide 17 | Step 2: Placement

State the following:

The 10 learners recommended for Stage 2 of RRSP will then be assessed individually to identify their strengths and needs in the different literacy domains to get their individual literacy profiles.

Slide 18 | Learning Profiles

State the following:

Based on the results from the RRSP Literacy Assessment, learners will be grouped according to their learning profiles. There are three Learning Profiles. The first profile of pupils (P1) are those who have difficulties stemming from poor phonological processing abilities; hence, they challenged largely with word reading, spelling, and oral reading fluency. The second profile of pupils (P2) are those who have

difficulties relating to comprehension. The third profile of pupils (P3) are those who have difficulties in most of the literacy domains.

	LEARNING PROFILE 1	LEARNING PROFILE 2	LEARNING PROFILE 3
Strengths	Comprehension	Word Reading/ Spelling	
Needs	Phonological Awareness Word Reading/ Spelling Oral Reading Fluency	Comprehension and Expression	Most literacy domains

Slide 19 | Grouping

 **State the following:**

Given the differences in the pupils' learning characteristics, the setup is as follows:

Students in P1 will have RRSP thrice a week, Mondays, Wednesdays, and Fridays. Students in P2 will have RRSP twice a week, Tuesdays and Thursdays. Students in P3 will join RRSP daily. The teacher will meet Learning Profiles 1 and 3 on Mondays, Wednesdays and Fridays, while s/he will meet Learning Profiles 2 and 3 on Tuesdays and Thursdays.

DAY	SCHEDULE I
Monday	Profiles 1 and 3
Tuesday	Profiles 2 and 3
Wednesday	Profiles 1 and 3
Thursday	Profiles 2 and 3
Friday	Profiles 1 and 3

10:00 -10:20

BREAK

10:20 – 11:00

CONTINUATION OF TOPIC 4: RRSP

Slide 20 | Step 3: Planning

 **State the following:**

After students are screened and grouped into learning profiles, the teacher is now ready to plan for instruction. He/she sets the goals for an entire quarter for the two small group remedial class (i.e Learning Profiles 1&3, and Learning Profiles 2&3). After the goals have been set, the teacher will then plan her weekly lesson for both groups.

📄 **Slide 21 | Step 4: Teaching**

💡 **State the following:**

Teacher conducts reading remediation by following the weekly plan.

📄 **Slide 22 | Step 5: Monitoring**

💡 **State the following:**

All throughout Stage 2 and 3, learners' progress are monitored. The teacher tracks his/her learners' performance through formative assessment, and records the results

📄 **Slide 23 | RRSP Process**

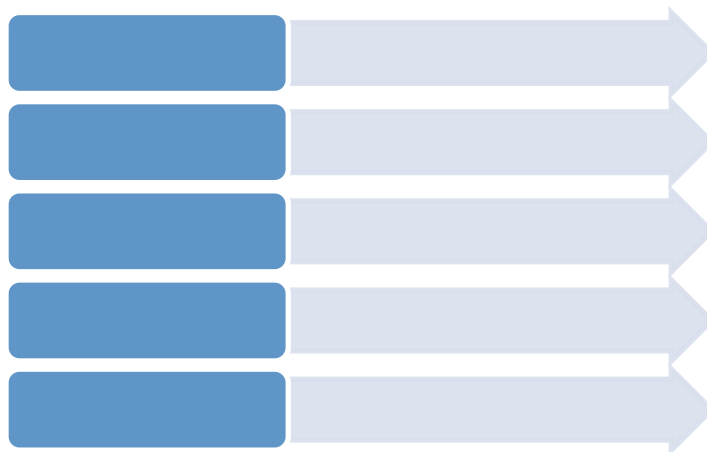
💡 **State the following:**

RRSP follows a step-by-step process that covers the different stages of the pilot.

📄 **Slide 24 | Review of RRSP Process**

💡 **State the following:**

Let's have a short review of the steps of the RRSP process. With your group mates, complete the graphic organizer below. Write the steps in the RRSP process as well as the forms used for each step. Write your output in a Manila paper.



11:00 – 12:00 p.m.

TOPIC 5: RRSP TOOLKIT

☐ Slide 26 | The RRSP Toolkit: Front Matter

🗨️ State the following:

It's time to explore the materials that we will be using for this pilot remediation program. Let's us have a walk-through of the contents of the RRSP Toolkit.

The **cover** of the toolkit contains the logos of the Department of Education, United States Agency for International Development (USAID), and the title of our pilot reading remediation program. It also has a section where the contents of the toolkit is indicated, and a section where participants' can write their personal information.

On the next page, you will find the **Acknowledgements**, where you will find information about the development of the toolkit.

Then, you will find the **Table of Contents** where you can find a complete list of the forms and their page numbers.

You will also find the **Reading Remediation Support Pilot** which gives you the background and rationale, and the framework of this pilot program. It also provides a brief explanation of the Toolkit.

Lastly, you will find the **Reading Remediation Support Pilot Toolkit Process**. This outlines the steps in the use of the toolkit.

☐ **Note to trainer:** Give participants time to browse through abovementioned parts of the toolkit.

☐ Slide 27 | The RRSP Toolkit: The Forms

🗨️ State the following:

Now, we are ready to look at the forms in our toolkit; but before we do that let's check the *Table of Contents* of your Toolkit. *What do you notice about the list of materials in your toolkit?*

That's right! The forms in the toolkit are divided into two parts: Assessment Tools and Teaching Procedures and Progress Report. There is a total of 12 forms in your toolkit.

☐ Slide 28 | Unpacking the RRSP Toolkit

🗨️ State the following:

As we go through each of the forms, we will follow this procedure: study the form, practice using the form, and confirm output.

☐ Slide 29 | RRSP TOOLKIT – Part I: Assessment and Placement

💡 State the following:

The first part of the toolkit is composed of forms used for screening and placement. As mentioned earlier, the first step in implementing this pilot program is to identify learners who are need of remediation as well as determine their level of need. For these steps, we will use the screening forms, assessment tools, and learner placement charts. Let's find out what these forms are.

☐ Slide 30 | Forms 1-4: Screening Forms

💡 State the following:

Let's start! In the initial screening stage, we identify ten (10) learners who will join Stage 2 of RRSP. To do this, we will look at learners' performance history, their performance at present, and their own assessment of their current performance.

Once we gathered these information, we record them in Forms 1-4 of the toolkit:

Form 1: Class Profile

Form 2: Record of Formative Assessment Observations

Form 3: Learner Self-Assessment

Form 4: Initial Screening Summary

☐ Slide 31 | Form 1: Class Profile

💡 State the following:

Take a look at Form 1: Class Profile (for Grades 1 and 2).

The image shows two overlapping forms titled "FORM 1: CLASS PROFILE - GRADE 1" and "FORM 1: CLASS PROFILE - GRADE 2". Both forms are part of the "READING REMEDIATION SUPPORT PROGRAM TOOLKIT".

The Grade 1 form includes fields for Region, Division, School, Date, and Section/Teacher. It also has a table with 10 rows for learner information, with columns for "Learner's Name", "Mother Tongue", and "Filipino".

The Grade 2 form is similar but includes an "Instructions" section: "Refer to the Grade 1 Form 13B of each child and write their grades for Mother Tongue and Filipino. Identify 10 learners who scored lowest in either Mother Tongue of Filipino." It also has a table with 10 rows for learner information, with columns for "Learner's Name", "Mother Tongue", and "Filipino".

In this form, the teacher lists down the names of all his/her pupils, as well as the grades they got from their previous level. For incoming Grade 1 pupils, the teacher will identify the 10 least performing learners based on the descriptions in the language components of their ECCD Checklist. For

incoming Grade 2, the teacher records the learners' grades in Mother Tongue and Filipino in Grade 1.

Activity: Let's use the form! We have for you a hypothetical list of students and scores that you need to transfer to the form. Let's do this now.

- ☐ **Note to trainer:** Give participants 5-7 mins to complete the form. Circulate to check that the forms were filled up correctly.

☐ **Slide 32 | Form 2: Record of Formative Assessment Observations**

💡 **State the following:**

Now, take a look at Form 2: Record of Formative Assessment Observations.

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

**FORM 2: RECORD OF FORMATIVE ASSESSMENT
OBSERVATIONS**

Region: _____ **Date:** _____
Division: _____ **Grade & Section:** _____
School: _____ **Teacher:** _____

Instructions: List down learners and their observable behaviors showing difficulties they are having in literacy. (Example: Can answer who and what questions but cannot answer why questions. Misreads words "stop-spot".)

Learner's Name	Observable Literacy Behavior

In this document, teachers can record significant observations among their learners during the first quarter, when they have been administering formative assessment.

Activity: Let's use the form! We have for you a hypothetical list of students and anecdotal notes that you need to transfer to the form. Let's do this now.

- ☐ **Note to trainer:** Give participants 5-7 minutes to complete the form. Circulate to check that the forms were filled up correctly.

☐ **Slide 33 | Form 3: Learner Self-Assessment**










💡 **State the following:**

Now, take a look at Form 3: Learner Self-Assessment.

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

Name: _____ Grade Level & Section: _____

💡 Kolori ang dagway nga adunay saktong tubag. (Color the face that corresponds to your answer.)

Number	Answer		
1			
2			
3			

Learners will be asked to reflect on their own learning. The teacher will read statements which pupils will rate. Pupils will color (or encircle) the smiley face when they agree with the statement. They will color the sad face when they don't agree with the statement. Lastly, they will color the neutral face when they don't agree nor disagree with the statement. Note that there are 5 extra questions for grade 2 learners.

Activity: Let's try it out! Choose a partner and take turns administering and answering the test to each other.

☐ **Slide 34 | Form 4: Initial Screening Summary**

💡 **State the following:**

With all the information recorded in the first three forms, you can now fill out Form 4: Initial Screening Summary.

FORM 4: INITIAL SCREENING SUMMARY

1. Study the short list of pupils from three sources of information: *class profile, record of formative assessment observations, and self-assessment.*
2. Complete the chart and refer to the key below to determine what category the short list of learners fall into.

Learner	Summative Assessment	Formative Assessment	Learner Self-Assessment	Category
Ex. Jerome	/	/	/	1
Lisa	/	/	/	4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

To fill out Form 4, identify a maximum of 10 learners who performed poorly from each of the forms.

- From Form 1, identify learners whose performance is at **Beginning** in at least two domains, or whose grades are very low.
- From Form 2, identify learners who needed the most assistance based on your observations.
- From Form 3, identify learners who answered at least seven sad faces.
- Write the names of these learners in Form 4.

Slide 35 | Form 4: Initial Screening Summary

State the following:

After you’ve listed your candidates, you have to group them according to following categories to determine whether or not identified pupils will be part of Stage 2. Only those who fall under categories 1-3 will proceed to the next stage and will take the Literacy Assessment.

CONDITIONS	CATEGORY	ACTION TO BE TAKEN
<ul style="list-style-type: none"> ▪ Low scores in Form 1 ▪ Significant struggles based on Form 2 ▪ Many sad faces in Form 3 	1	<ol style="list-style-type: none"> 1. First priority for the short list 2. For individual Literacy Assessment
<ul style="list-style-type: none"> ▪ Significant struggles based on Form 2 	2	<ol style="list-style-type: none"> 1. Second priority for the short list

<ul style="list-style-type: none"> Many sad faces in Form 3 		2. For individual Literacy Assessment
<ul style="list-style-type: none"> Low scores in Form 1 Significant struggles based on Form 2 	3	<ol style="list-style-type: none"> Third priority for the short list For individual Literacy Assessment
<ul style="list-style-type: none"> Low scores in Form 1 Many sad faces in Form 3 	4	Not for Literacy Assessment

Activity: Let's try it. Get your completed forms 1, 2 and sample scores for form 3, and complete form 4.

Note to trainer: Give participants 5-7 mins to complete the form. Circulate to check that the forms were filled up correctly.

Now that your summary is complete, make a short list of 10 candidate for Stage 2. Start by listing everyone in category 1. If there are still slots, fill it up with students from category 2. If there are still slots, fill it up with learners from category 3.

Activity: Let's try it. List your 10 learners for Stage 2.

Note to trainer: Give participants 3-5 minutes to complete the form. Circulate to check that the forms were filled up correctly.

FORM 5: RRSP LITERACY ASSESSMENT

The Reading Remediation Success Program (RRSP) Literacy Assessment is an informal reading inventory assessment used to determine the domain of learner which learners struggle to master. The RRSP has nine subtests that is administered to each learner.

Subtest 1 – Phonological Awareness
 Subtest 2 – Oral Language
 Subtest 3 – Oral Language
 Subtest 4 – Vocabulary
 Subtest 5 – Listening Comprehension
 Subtest 6 – Reading and Word Recognition
 Subtest 7 – Reading
 Subtest 8 – Oral Reading Fluency and Reading Comprehension
 Subtest 9 – Writing and Comprehension

Assessment Considerations

- Language**
The RRSP Literacy Assessment is administered in Mother Tongue for Grade 1 learners; while it is conducted in English for Grade 2 learners.
- Procedure**
 - Before Administration**
 - Conduct the assessment in a setting familiar to the learner. Find a place that is relatively quiet, well lit, and undisturbed.
 - Build rapport with the learner or interactive with learner before conducting the assessment.
 - During Administration**
 - Relax from coaching the learner.
 - You may assess the questions/items only once if the learner was not able to answer the first time.
 - Administration of the assessment should not take more than an hour. After the assessment, record learner's scores in table below.**

LEARNER'S INFORMATION

Name: _____ Grade & Section: _____

SCORE	S1	S2	S3	S4	S5	S6	S7	S8	S9

12:00 – 1:00

LUNCH

1:00 – 3:00

CONTINUATION OF TOPIC 5: RRSP TOOLKIT

Slide 36 | Placement

State the following:

After identifying the 10 learners for remediation, the teacher will now group them according to learning profile. To do so, each of your identified learners first will undergo a series of literacy assessment. The result of this assessment will be the basis for the placement.

Slide 37 | Form 5: RRSP Literacy Assessment

State the following:

The RRSP Literacy Assessment is an informal reading inventory used to identify the domains which selected learners need most help with. Results from this assessment will help us group learners into learning profile can focus specifically on what domains need to be addressed.

Let's go through each of the tests.

☐ **Note to trainer:** 9 subtests x 10 minutes practice = 1 hour 30 minutes

☐ Slides 38-41 | Form 5: Testing Tips

Discuss the testing tips. Afterwards, **demonstrate** how the entire literacy assessment is administered (Time for administration: 20-30 minutes).

🗨️ **State the following:**

Before Administration

- Practice the instructions.
- Prepare all the materials.
- Prepare a conducive space.
- Make sure the learner is well and comfortable.

During Administration

- Make sure instructions are clear. Rephrase if necessary.
- Follow the tasks in the subtests precisely.
- Do not correct. (Teach in the classroom not during testing.)
- Discontinue a subtest when the child obviously is unable to do the task.
- Take anecdotal notes on their Literacy Assessment papers.

General Testing Tips

- Some tests can be administered as a group. *For example,*
 - Spelling
 - Writing letters
 - Writing and Composing
- Monitor who needs to discontinue

- Write anecdotes
- Process during one-on-one testing session

3:00 -3:20

BREAK

3:20 – 4:50

CONTINUATION OF TOPIC 5: RRSP TOOLKIT

Slides 42-47 | Forms 6 and 7

💡 State the following:

After administering the literacy assessment to each of your 10 learners, you now have to complete **Form 6: Literacy Assessment Results Summary**. Then, based on the results of the Literacy Assessment, group the learners into learning profiles using **Form 7: Reading Remediation Learner Placement Chart**.

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 6: RRSP LITERACY ASSESSMENT RESULTS SUMMARY

School and Division: _____ Grade & Section: _____
 School ID: _____ Date: _____

Instructions: Record the results of the RRSP Literacy Assessment of all 10 learners in the table below.

Learner's Name	Phonological Awareness	Alphabet Knowledge	Oral Language	Listening Comprehension	Vocabulary	Phonics and Word Recognition	Spelling	Fluency	Reading Comprehension	Written Expression
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 7: RRSP LEARNER PLACEMENT CHART

Instructions to the Teacher: Based on the literacy assessment results, group the learners according to their learning profiles.

Learning Profile 1 <small>Learners who struggle in Phonological Awareness, Alphabet Knowledge, Phonics and Oral Language, Spelling, and Fluency</small>	Learning Profile 2 <small>Learners who struggle in Oral Language, Vocabulary, Listening Comprehension, Reading Comprehension, and Writing and Composing</small>	Learning Profile 3 <small>Learners who struggle in all assessed domains of literacy</small>

Activity: Let's do this now. Here are sample literacy assessment results. Group the learners according to their learning profile.

Note to trainer: Give participants 5-7 mins to complete the form. Circulate to check that the forms were filled up correctly.

Slide 48 | RRSP Tool Kit - Part 2: Teaching Procedures and Progress Report

💡 State the following:

After placement, we will now move on to the next step in the RRSP process – planning. To plan your remedial reading class, you will need the following forms:

- Form 8: Literacy Domains Checklist (for reference)
- Form 9: Reading Remediation Plan (Quarter Plan)
- Form 10: Reading Remediation Weekly Plan
- Form 11: Teaching Procedures (for reference)

These forms are found in the second part of your RRSP Toolkit.

Slide 49 | Planning

State the following:

The first step in planning for your remedial reading class is reviewing the literacy assessment results of your learners.

After reviewing the results, you will need to set program goals for the quarter using Form 8: Reading Remediation Literacy Domains Checklists, and Form 9: Reading Remediation Plan.

Form 8 outlines the domains of literacy, as well as the skills under each domain. This is where you can get your goals/objectives when you plan, Form 9, on other hand, is the document where you list down the goals for your learners for an entire quarter. The goals depend on your learners' profiles which have been discussed previously. These are the competencies that you want your learners to be able develop in order to address their difficulties.

Now, let's take a look at Forms 8 and 9.

- Note to trainer:** Give participants 5 minutes to look over the forms. Afterwards, facilitate the following activity.

Activity: Let's do this now! Please plan a Reading Remediation Plan for your students.

- Note to trainer:** Give the participants 30 minutes to do this. Go around and give feedback. No corrections are necessary at this point because they will revisit this plan on day 4. **You may ask a few groups to share their output.**

Slide 50 | Keep in Mind...

State the following:

We will end today with our RRSP Plan – which is your plan for the entire quarter. Thank you very much for your energy and your active participation. Congratulations for successfully using the forms!

Here are a few things to remember from today:

- Remedial reading is teaching foundational skills in reading.
- RRSP framework starts first from providing intervention in the classroom, then remediation in small groups, and then a more intensive remediation in one-on-one set up.
- RRSP Toolkit has 12 forms to guide in the implementation of RRSP.

 **Slide 51 | Ticket to Leave**

Distribute the “Ticket to Leave” to participants. Give them 10 minutes to accomplish the form.

 **Slide 52 | Before you go...**

 **State the following:**

1. Return borrowed materials/supplies.
2. Sign-out before you leave.

DAY 3

7:00 – 7:30 a.m.

SIGN-IN

7:30 -7:45 a.m.

MORNING PRELIMINARIES

Use this time to review and address questions about the topics discussed in Day 2, and for announcements.

☐ Slide 2 | Schedule

🗣️ State the following:

Yesterday, we finished two topics which clarified what remedial reading is and outlined the proposed framework and stages of remedial reading support pilot.

Please take a few minutes now to update your LINK worksheet. *Were some of your questions answered? Do you have more questions you want to ask?* Please update your LINK chart on the Manila paper. I will call on a few volunteers to share their updates.

☐ **Note to trainer:** Call on one or two groups to share to the plenary.

7:45 – 10:00 a.m.

TOPIC 6: RRSP TEACHING PROCEDURES

☐ Slide 4 | Objectives

🗣️ State the following:

Today, we will immerse ourselves in studying and practicing teaching-learning procedures for remedial reading.

In this session, you will practice teaching remedial reading procedures for different literacy domains.

- To deliberate on essential remedial reading practices
- To practice teaching remedial reading procedures for different literacy domains

☐ Slide 5 | Reading Remediation Teaching Practice

🗣️ State the following:

In the RRSP framework, when children persist to struggle to read and learn despite our instruction, it informs us that we are not teaching them the way they learn best. In this light, reading remediation is teaching how children learn best – this means we teachers need to have several research-based teaching and learning principles, techniques, and strategies we can choose from.

☐ Slide 6 | Reading Remediation Teaching Practices

🗣️ State the following:

On the slide are some of principles and practices that every effective remedial reading teacher knows to do. I know that many of these, if not all, may be familiar to you already. Let's have a group task as a review. I will ask each group to pick a piece of paper here with one of these principles/strategies and write what it means. Can I have participant #__ to come here and pick? In your groups, talk about what your pick and write a sentence defining it on one metacard.

1. Explicit Instruction
2. Multisensory Instruction
3. Verbalization
4. Metacognition
5. Scaffolding
6. Reteaching
7. Repetition

☐ **Note to trainer:** Give participants 5 minutes to write their definitions. At the end of the given time., say, "We're going to go through each of these practices in the next few slides, and I will ask for the definitions you came up with as we discuss each."

☐ Slide 7 | Explicit Instruction

Ask a representative from the group assigned to Explicit Instruction to read their definition.

🗣️ State the following:

Explicit instruction refers to direct instruction that is teacher-led. In this teaching approach, explanations are made clearly and provided with as many details as possible. In addition, the tasks or skills are modeled to the learners, showing them how a task or skill should be done. Learners are also provided guided practice in which the teacher provides feedback.

☐ **Note to trainer:** Demonstrate explicit instruction for writing a sentence.

☐ Slide 8 | Multi-sensory Instruction

Ask a representative from the group assigned to Multi-sensory Instruction to read their definition.

🗨️ State the following:

In multisensory instruction, the different modalities – visual, auditory, kinesthetic, and tactile – are used simultaneously to create more connections in the brain.

- ☐ **Note to trainer:** *Demonstrate multisensory instruction for alphabet cards - letter-key word-sound with FWAS.*

☐ Slide 9 | Verbalization

Ask a representative from the group assigned to Verbalization to read their definition.

🗨️ State the following:

Verbalizing entails the learner explaining how a skill or strategy is to be done before applying it. Before this happens, the teacher have already modeled what is supposed to be done. When it is the learner's turn to do a task independently, he or she may independently verbalize the steps or the process before doing the task itself.

- ☐ **Note to trainer:** *Demonstrate verbalization for forming a letter.*

☐ Slide 10 | Metacognition

Ask a representative from the group assigned to Metacognition to read their definition.

🗨️ State the following:

Metacognition is understanding one's way of thinking. Imagine having two levels of thinking: the first level is one's thinking about the material being read and the second level is one's thinking about the process of the first level of thinking.

Metacognition is the knowledge of whether the text is still making sense or is confusing already. This is knowing whether one needs to stop reading to address any difficulty or breakdown in reading.

- ☐ **Note to trainer:** *Demonstrate metacognition for applying a spelling rule or inferring information.*

☐ Slide 11 | Scaffolding

Ask a representative from the group assigned to Scaffolding to read their definition.

💡 State the following:

Scaffolding refers to the support provided to the learners as they attempt to accomplish a task or learn a skill that is a level higher than what they can do on their own. Given this, this level of learning should not be too difficult for the learners such that they are at risk of failing and feeling frustrated and the teachers become obligated to provide the answers rather than providing learners minimal support for them to reach higher.

☐ **Note to the Trainer:** *Demonstrate scaffolding for when a child forgets how to write a letter, struggles to read a word, or for a child who forgets the meaning of target vocabulary word.*

☐ **Slide 12 | Reteaching**

Ask a representative from the group assigned to Reteaching to read their definition.

💡 State the following:

Reteaching is teaching something that learners may not have understood right away the first time. It may be necessary when teaching a new a new concept or reviewing a previously taught concept.

Reteaching may seem like a complete repetition; however, during the second and/or proceeding times that instruction is given, there is a better understanding of where the breakdown lies, and this may be addressed more thoroughly during the reteaching.

☐ **Note to the trainer:** *Demonstrate that when scaffolding for when a child forgets how to write a letter, struggles to read a word, or for a child who forgets the meaning of target vocabulary word fails, then you reteach.*

☐ **Slide 13 | Repetition**

Ask a representative from the group assigned to Repetition to read their definition.

💡 State the following:

Repetition is allowing the learners to demonstrate or perform the skill for several instances. The purpose of which is mastery although what can be done is more than mere repetition of what has been taught. Deliberate practice involves consciousness in all the steps of the process.

☐ **Slide 14 | Reading Remediation Teaching Practices**

💡 State the following:


Let's review. What are some of the practices of effective remedial reading teachers?

1. Explicit Instruction
2. Multisensory Instruction

3. Verbalization
4. Metacognition
5. Scaffolding
6. Reteaching
7. Repetition

To give you a demonstration of how these practices are applied in a remedial session, as well as to give you the big picture of what happens in a remedial session, I will now demonstrate one or two complete sessions for you.

As you watch and participate, try to spot when and how these practices were applied.

 **Note to trainer:** *Demonstrate one or two complete sessions*

1. *Oral Language, Alphabet knowledge, Phonics and Word Recognition, Fluency*
2. *Alphabet knowledge, Phonological Awareness, Spelling*
3. *Oral Language, Writing and Composing, Vocabulary, Listening Comprehension*


Did you see the practices during the demonstration? (**Note:** *Elicit samples from participants.*)

 **Slide 15 | Pause and Reflect**

 **State the following:**

On your notebook, please reflect on the following questions:

1. How do you think learners will feel in a remedial reading support pilot?
2. What do you think is one practice that you really want to learn to do?

 **Note to trainer:** *After 3 minutes, call on a few volunteers to share with the group.*

☐ Slide 16 | Form I I: Reading Remediation Teaching Procedures

🗣️ State the following:

We're now at the meat of RRSP – teaching procedures! Teaching the different domains! In your toolkit, you will find information on how to teach each domain in RRSP. All these are in **Form I I**, titled “Teaching Procedures.”

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM I I: TEACHING PROCEDURES

Oral Language

Instruction to Teacher: Here are steps to develop target skills in learners.

- Ask a question for the day. It may be related to the story for the day, about significant events, or according to sentence patterns you want the learners to master.
Example: Kumusta kaya ngayong araw?
- Teacher will model the sentence.
Example: “Ngayong araw, ako ay masaya.”
- Learner will be asked complete the appropriate sentence stem.
Example: Sagutin ang tanong ng “Ngayong araw, ako ay _____.”
- Learners will take turns speaking using the sentence stem.
- The target objective may be extended to speaking in longer sentences. For example, giving reason/s may lengthen the sentences: “Ngayong araw, ako ay _____, _____, _____, _____, _____, _____.”

☐ **Note to trainer:** Provide participants time to look at the pages referred to.

☐ Slide 17 | **ACTIVITY**

🗣️ State the following:

At this point of our session, I will **introduce and model the procedure for each domain** targeted in the RRSP. After my demonstration, you will have to **practice conducting the procedure** with your groupmates.

For this morning, we will focus on three domain – *Oral language, Phonological Awareness, and Alphabet Knowledge.*

☐ Slide 18 | Oral Language

💡 State the following:

Learners who struggle with words and sentences must be provided with assistance until they are able to construct sentences on their own. This assistance comes in the form of direct instruction and the use of sentence stems. For oral language, our initial goal is for students to express their thoughts in complete sentences. Our main strategy is to model use sentence stems.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure

- Ask a question for the day. It may be related to the story for the day, about significant events, or according to sentence patterns you want the learners to master.

Example: *Kumusta kayo ngayong araw?*

- Teacher will model the sentence, “*Ngayong araw, ako ay masaya.*”
 - Learner will be asked complete the appropriate sentence stem. *Sagutin ang tanong ng “Ngayong araw, ako ay _____.”*
 - Learners will take turns speaking using the sentence stem.
 - The target objective may be extended to speaking in longer sentences. For example, giving reason/s may lengthen the sentences: “*Ngayong araw, ako ay _____
_____ ako dahil _____.*”
2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.
 3. **Review procedure for target skill:** Ask participants to look at the procedure for target skill in Form II and check for other stem sentences that you may want to target.

☐ **Note to trainer:** *Provide participants enough time to work on the tasks.*

☐ Slide 19 | Phonological Awareness

🗣️ State the following:

For Phonological Awareness, our initial goals are to identify rhymes, identify words in a sentence, identify syllables in a word, and segment words into sounds.

ACTIVITY (*Trainer and Participants*)

- I. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure

- a. Rhyming - Identifying if a word pair rhyme or not
 - Introduce rhyming words, “*Rhyming words are words that have the same ending sound, like mata-lata, sino-pino, and, aso-baso*”
 - “*Let’s play! Listen to the pair of words I say, tell if they rhyme or not*” (learners may jump/hop/clap if words rhyme.)
- b. Words in a sentence - Counting words in a sentence
 - Introduce: “*Examples of words are ‘ako’, ‘siya’, ‘tayo’. We use these words to form a sentence, like ‘Ako ay masaya.’ We have three words in this sentence.*”
 - “*Let’s play! Listen to the sentence and tell how many words you hear*”... (Children may clap/jump/hop to each word they hear)
- c. Syllabication - Counting syllables in a word
 - Introduce syllables: “*Syllables are word parts. In the word ‘payong’ there are 2 word parts or syllables ‘pa’ and ‘yong’.*”
 - “*Let’s play! Listen to the words I say and tell how many word parts you hear.*” (This will take more examples for practice. Children may clap/jump/hop to each syllable they hear)
- d. Phonemic Awareness – Counting and identifying sounds in a word
 - Introduce sounds: “*A word is made up of sounds. In the word ‘sako’, the sounds are /s/, /a/, /k/, and /o/. Those are four sounds: /s/, /a/, /k/, and /o/.*”
 - “*Let’s play! Listen to the words I say and tell what sounds you hear in the word.* (This will take more examples for practice. Children may clap/jump/hop to each syllable they hear.)

2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

10:00 – 10:20

BREAK

10:20 – 10:45

CONTINUATION OF TOPIC 6: RRSP TEACHING PROCEDURE

☐ **Slide 20 | Alphabet Knowledge**

🗣️ **State the following:**

For Alphabet Knowledge, we want children to master letter names, sounds, and writing of uppercase and lowercase form.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure:

- Introduce a letter by showing the letter card, giving the key word, and the sound of the letter. “*Ang letra na ito ay “M/m”; ang tunog ay /m/ katulad sa ‘mata’. “M”, ‘mata’, /m/.*”
 - Repeat the letter name, key word, and sound while writing the letter in the air. “*M”, ‘mata’, /m/.*”
 - Write the letter on the board or paper, verbalizing how you are forming it. “*Tingnan ninyo, habang sinusulat ko ito. Isang maikling linya pababa, at dalawang mababang bundok.*” “*M”, ‘mata’, /m/.*”
 - Again, say the letter name-key word-sound while you demonstrate writing the letter in the air by raising your arms and point your point and middle fingers forward to form letter ‘m’. Use mirror image of the learners if necessary.
 - Ask the learners to practice writing the letter. *Isulat ang letrang ‘m’ sa papel* (Show how to write in the paper, you may continue to verbalize the how to form the letter.
 - *Gawin natin muli.* (With the learner, do the process again.)
2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

10:45 A.M. – 12:00 p.m.

MATERIALS MAKING

 **Slide 22 | Materials Making**

 **State the following:**

We're going to stop our work for a while to give time to making some of the materials we will need for RRSP. We have prepared for you some supplies which we will now use to create our teaching materials:

1. Alphabet cards
2. PA Counters
3. Lined paper
4. Alphabet chart
5. Spelling chart

12:00 – 1:00

LUNCH

1:00 – 4:50

CONTINUATION OF TOPIC 6

 **Slide 23 | Phonics and Word Recognition**

 **State the following:**

This afternoon, we will continue with the demonstrations. This time, we will focus on *Phonics and Word Recognition, Spelling, and Fluency*.

Let's start with *Phonics and Word Recognition (PWR)*. When you teach PWR, you need to create a list of 10-15 words for practice. You can gather words from the target text to be read, or list words based on a target letter or word family. Organize the words to start from simple to more complex, and into patterns if applicable.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to watch the video titled “Developing Phonics and Word and Recognition.”

Procedure: (Word Recognition: High-frequency Words)

- First, show the flashcard, say the word, and ask the class to repeat. Repeat this step especially if it is the first time the class will see the word.
 - Go through the set of flashcards again and prompt the class to read. Repeat this step as necessary.
2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

Slide 24 | Spelling

State the following:

To teach this domain, the teacher will need to prepare a list of words to spell, sentence to write, and paper. Teacher must refer to the wordlist of 10-15 words from the decoding activity. Teacher prepares a sentence that uses the spelling words.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to watch the video titled “Developing Phonics and Word and Recognition.”

Procedure

- (Warm-up with Phonological awareness. Count syllables in words that Teacher says.)
- (Warm-up with Alphabet Knowledge. Review the sounds and letters that are included in the words that they will spell.)
- Call a child to spell the first word using the spelling chart.
- Teacher (T): Ang salita natin ay “maayo”. Paki ulit.
Learner (L): Maayo
T: Ilang silaba meron sa “maayo”?
L: (claps out the syllables, ma/a/yo) Tatlo
T: Unahin natin ang “ma”. Ano ang unang tunog sa “ma”?

L: /m/, “m”

T: Kunin ang m at ilagay sa chart “ma”, ano ang susunod na tunog?

L: /a/, “a”

T: Kunin ang “a” at ilagay sa chart katabi ng unang letra.

- Repeat for all the other syllables.

T: maayo, tama. Isulat natin sa hangin ang “maayo” (*L write the word in the air.*)

- Ask the learners to write the word on their paper.
- Go through all the words to be spelled. (Sample words: “sipa”, “mayo”, “mudula”)

2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

📄 Slide 25 | Fluency

💡 State the following:

To develop fluency—reading with accuracy, speed and correct expression—we will model and listen to children reading aloud. Children will read independently. You may use Leveled Readers for this procedure. Make sure to keep a running record of while learners read.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to watch the video titled “Developing Oral Reading Fluency”

Procedure:

- Have the learners take turns in reading aloud. They may be assigned one sentence each.
 - Ask them to track the text if it is not yet their turn.
 - Keeps a running record of how children read.
 - After the target text is read, model prosody (phrasing and expression), using the same text and have the class repeat after you.
2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

☐ **Slide 26 | Keep in Mind**

💡 **State the following:**

Congratulations, teachers, for a good day of learning and practice teaching, and materials making! Before we end today, let us keep a few things in mind –

1. Remedial reading teachers need to have an arsenal of teaching strategies and practices to facilitate the learning of their students.
2. Remedial reading is the venue for reteaching and mastery. This is when learners bridge the gap between what they can do to what they're supposed to do.

☐ **Slide 27 | Ticket To Leave**

Distribute the “Ticket to Leave” to participants. Give them 10 minutes to accomplish the forms.

☐ **Slide 28 | Before you go**

💡 **State the following:**

1. Return borrowed materials.
2. Sign-out before you leave.

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DAY 4

7:15 – 7:30 a.m.

REGISTRATION, SIGN-IN, INTRODUCTORY ACTIVITY

7:30 -7:45 a.m.

MORNING PRELIMINARIES

Use this time to review and address questions about the topics discussed in Day 3, and for announcements.

Slide 2 | Schedule

State the following:

Yesterday, we talked about reading remedial teaching practices and teaching procedures. We also had time for materials production, which we will have again today. Please take a few minutes now to update your LINK worksheet. *Were some of your questions answered? Do you have more questions you want to ask?* Please update your LINKS on the Manila paper. I will call on a few volunteers to share their updates.

Note to trainer: Call on one or two groups to share to the plenary.

7:45 – 10:45 a.m.

CONTINUATION OF TOPIC 6: RRSP TEACHING PROCEDURES

Slide 3 | Cont. of Topic 6

State the following:

In this session, we will continue practicing teaching reading remediation procedures for different literacy domains.

☐ Slide 4 | ACTIVITY

💡 State the following:

Today, I will **introduce and model the procedure** for the remaining domains targeted in the RRSP. After my demonstration, you will have to **practice conducting the procedure** with your group mates.

☐ Slide 5 | Vocabulary

💡 State the following:

We are going to discuss the procedure in conducting remedial class that target vocabulary. For this lesson, we are going to provide learners opportunities to learn new words and to practice using these words. For this lesson, we need to prepare the following materials.

Materials: 3-5 vocabulary words a week. Teacher can choose difficult to understand words from the target Leveled Reader, or from classroom topics in Math, Science, Filipino, or Araling Panlipunan.

Here are the steps in conducting the lesson. When introducing new words, make sure to do this one at a time. You may unlock the meaning of the new words/expressions introduced through demonstration, gestures, pictures or context clues. Give learners time to practice using the words and expressions learned.

☐ **Note:** *You can target 3-5 words per week. Review and use target words frequently.*

ACTIVITY (Trainer and Participants)

1. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure

a. New words

- Introduce the vocabulary words one at a time. You may use demonstration, gestures, pictures, or context clues.
- Practice word recall, meaning, and use in expression.

b. Review

- Practice word recall, meaning, and use in expression.

2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

☐ Slide 6 | Comprehension

🗣️ State the following:

Our initial targets for comprehension are noting details, making logical inferences and predictions, and some application. In teaching these skills, we will use the following materials.

- Leveled Readers
- list of discussion questions
- graphic organizers

ACTIVITY (Trainer and Participants)

1. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure:

1. Teacher reads aloud a short text – story or information OR students read.
2. Teacher asks questions based on the target story
 - a. Literal questions
 - b. Inferential
 - c. Beyond the lines
3. Teacher can summarize a story using a story map or organize information using a graphic organizer.
4. Teacher can have students summarize a story or summarize the main idea using the story map/graphic organizer.

- ☐ **Note:** *The regularity/routine of asking questions about stories/information read will expose the children to a set of basic thinking points. Focus initially on one type of text for a few weeks. For example, stick to stories for 3-4 weeks before shifting to informational texts. This allows children to have some mastery for the kind of thinking required in each type of genre.*

2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

10:00 – 10:20

BREAK

10:20 a.m. - 12:00 p.m.

CONTINUATION OF TOPIC 6

☐ Slide 7 | Writing and Composing

🗨️ State the following:

As with Oral Language, our initial goal is for students to be able to write their thoughts down in a complete sentence. This may eventually extend to a short paragraph.

ACTIVITY (*Trainer and Participants*)

1. **Demonstration:** Ask participants to participate while you demonstrate the teaching procedure.

Procedure

Sentence Writing

1. Introduce the word “pangungusap” and define it.
 2. Explain how you think about when writing a sentence – first you think of a topic/subject (What? e.g. *eroplano*)
 3. Add a description of or a comment on the topic/subject (What about the topic/subject e.g. *Napakalaki n eroplano*)
 4. Reminders for learners are:
 - a. Spaces between words (if they show spatial confusion, ask them to put their pointer finger after each word they write to explicitly teach putting a space between words)
 - b. Start with a capital letter
 - c. End with a period/punctuation mark
2. **Return demonstration:** Ask each participant to practice conducting the procedure in their group.

☐ Slide 8 | Pause and Reflect

🗨️ State the following:

You have now practiced teaching procedure for 9 domains of literacy that will be addressed in RRSP. Now, let take a few minutes to reflect on the question, “What realization do you have about reading remedial teaching?” Make a list of 3-5 thoughts you have.

☐ **Note to trainer:** Ask for volunteers to share their thoughts.

RRSP teaching an exciting framework that is designed to help students who struggle in reading and learning. And now you know how to do it! We're so glad that school heads are here also learning everything in RRSP.

11:00 a.m. – 12:00 p.m.

CONTINUATION OF MATERIALS MAKING

 **Slide 9 | Materials Making**

 **State the following:**

We pause our workshop at this point to give way again to materials making. Let's work on our teaching materials until lunch time.


1. Alphabet cards
2. PA Counters
3. Lined paper
4. Alphabet chart
5. Spelling chart

12:00 -1:00

LUNCH

1:00 – 5:00

TOPIC 7: RRSP WEEKLY PLAN

 **Slide 10 | Title Slide**

 **State the following:**

Now that we have gone through teaching procedures in remedial reading, we have a better idea of how our RRSP lessons are going to be run. We can now proceed to lesson planning.

☐ Slide 11 | RRSP Weekly Plan

🗨️ State the following:

Our RRSP lessons are daily, as with all lesson plans, you will be guided by your goals which you will set prior to remedial reading instruction. You can plan each session using Form 10: Reading Remediation Weekly Plan.

- ☐ **Note to trainer:** Have the participants get the Reading Remediation Weekly Plan document from their toolkit.

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 10: READING REMEDIATION WEEKLY PLAN
(Days 1-5)

Inclusive dates: _____ Teacher: _____

Instructions: Learners in Learning Profile 1 have sessions only on Days 1, 3, and 5. Students in Learning Profile 2 have sessions only on Days 2 and 4. Students in Learning Profile 3 have sessions daily.

Learning Profile 1 and 3

Objectives for the week:

- > _____
- > _____
- > _____
- > _____

Day 1 activities	Day 3 activities	Day 5 activities

As you can see, the RRSP Weekly Guide is a weekly plan for your objectives, activities, and notes. Learners in Learning Profile 1 will attend Days 1, 3, and 5; those in Learning Profile 2 will attend days 2 and 4; and those in Learning Profile 3 will attend every day.

Write **objectives** for all learning profiles. As you can see in your form, the objectives you set will be for the entire week. After you conduct each of the sessions, you are to write your observations in the portion named as “Notes”. Identify only those that are relevant, especially those that can help you plan for your next session.

☐ Slide 12 | RRSP Weekly Plan – Objectives

🗨️ State the following:

Here are some things to remember about planning your sessions.

First, you may repeat objectives. If the learners cannot complete the activity or perform a target skill despite adjustments you made during instruction, you may have the same objective for the next session. However, you may need to make adjustments to your teaching procedures.

Second, if your learners are having a hard time reaching the objective you have set for them, **you can look at the prerequisite skills.** These skills may not have been developed yet, or undeveloped. Consequently, they contribute to difficulty of learning a new skill. For instance, pupils may not yet be able to find character names in a story if they don't know what names look like yet, with the biggest clue being the word that begins with a big letter.

Third, **the goals you have set may not be reached by a number of learners by the end of one quarter.** This is possible, and what you only need to do is to record what the learners will have been able to perform and accomplish after attending reading remediation for the allotted time of one quarter.

Let me show you now a completed Weekly Plan.

☐ **Note to trainer:** *Discuss content, sequence, and logic of flow of sample weekly lesson plan.*

☐ Slide 13 | Activity: RRSP Weekly Plan

🗣️ State the following:

Activity: With your group mates, pretend that you are preparing for your one week of lessons. Using the weekly guide, plan for one week. Write down the objectives. Then outline the activities in sequence and the content. Work for 20 minutes.

☐ **Note to trainer:** *Option to ask participants to write their work afterwards on a Manila paper. After this has been done, call on a few volunteers who will be sharing their output. Encourage the others to give helpful comments.*

☐ Slide 14 | Pause and Reflect

After participants share their weekly plan, ask them to take a minute or two to reflect on the given question. Call some participants to share their thoughts to the big group.

🗣️ State the following:

Now that you've plotted a week's RRSP lesson, please share your thoughts about the form - *How helpful is the weekly plan to you?*

📄 Slide 15 | Editing the RRSP Plan

💡 State the following:

In light of the insights you have gained from our first 4 days, what, if any, adjustments will you make in your RRSP Remediation Plan? Let's have 10-12 minutes to look at our RRSP Plan and make your changes and be ready to present.

📄 **Note to trainer:** Call on a few volunteers to share.

📄 Slide 16 | RRSP Planning

💡 State the following:

RRSP planning for the entire quarter needs to be:

- a) Structured – logical sequence of skills are targeted. Skills need to build on each other.
- b) Manageable - remember that you are planning for learners to achieve mastery. Mastery takes time.

📄 Slide 17 | Keep in Mind

💡 State the following:

- Teachers need an arsenal of strategies to effectively conduct reading remediation.
- Planning the session is essential to effectively conduct reading remediation.
- Objectives for the RRSP Weekly Plan is good for the entire week.
- RRSP Plan needs to be structured and target manageable goals for the learners

📄 Slide 18 | Ticket to Leave

Distribute “Ticket to Leave” to participants. Give them 10 minutes to accomplish the form.

📄 Slide 19 | Before you go

💡 State the following:

1. Return all borrowed materials.
2. Sign out before you leave.

DAY 5

7:15 – 7:30 a.m.

REGISTRATION, SIGN-IN, INTRODUCTORY ACTIVITY

7:30 -7:45 a.m.

MORNING PRELIMINARIES

Use this time to review and address questions about the topics discussed in Day 4, and for announcements.

Slide 2 | Schedule

State the following:

Yesterday, we continued learning and practicing the RRSP teaching procedures for the domains. Then, created our RRSP Weekly Plan, and also reflected on and adjusted our RRSP Program Plan. We also had time for materials production.

Like we have done in the past 4 days, please take a few minutes to update your LINK worksheet. *Were some of your questions answered? Do you have more questions you want to ask?* Please update your LINKS on the Manila paper. I will call on a few volunteers to share their updates.

Note to trainer: *Call on one or two groups to share. Answer other queries if you can.*

7:45 – 9:45 a.m.

TOPIC 8: PROGRESS MONITORING AND REPORTING

Slide 4 | Objectives

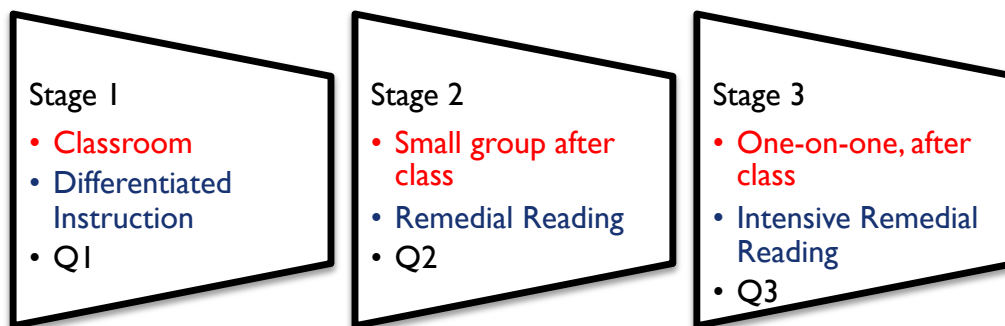
State the following:

1. Understand the rationale for monitoring and reporting progress
2. Be able to use the monitoring and reporting forms

Slide 5 | Rationale of RRSP

State the following:

The RRSP framework is a way of evaluating the learning needs of children in terms of how they respond to teaching. If a child struggles in learning, our stage 1 intervention is differentiated instruction. If a child continues to struggle despite differentiated instruction, we give a more targeted intervention in stage 2 through small group remedial reading instruction. If a child's struggle with learning to read persists despite small group remedial reading instruction, we give a more intensive intervention through one-on-one or individualized remedial reading instruction in stage 3. As such, the children's response to instruction (RTI) is the determining factor for his educational support services.



Slide 6 | Form 12: Reading Remediation Progress Report

State the following:

The main tool for progress monitoring is the RRSP Progress Report. In this form, the teacher lists the targets set in the RRSP Program Plan at the start of the quarter and marks with “1” or “0” if the child has met the objectives or not.

Program Goals	Learner / Notes						
		W1	W2	W3	W4	W5	W6
Remarks:							
Describe the performance and behavior of the learner.							

Slide 7 | RRSP Monitoring – Frequency

State the following:

It is recommended that the teacher monitors the progress of children regularly by accomplishing this form at the end of every 2 weeks. This allows us to not only to record progress, but also to reflect on any adjustments we need to do in our lessons. In total, the teacher will have administered the Progress Report checklist five times in one quarter.

Slide 8 | RRSP Monitoring – end of the quarter notes

State the following:

At the end of the quarter, the teacher will recommend whether the child will: 1) continue with his current support stage, 2) move to a different support stage, or 3) discontinue with any support. The teacher will write 1-2 observed behaviors to substantiate the recommendation.

Slide 9 | Activity: Practice Case

State the following:

We prepared a short description of how two children performed in RRSP.

1. First task is to translate the information to 1 or 0 in the Progress Report form.
2. Let's say that this is a record of the child's performance after the 4th week of intervention. Make notes on what adjustments you can make in your RRSP for the next quarter.
3. Let's say that this is a record of the child's performance at the end of the quarter. Make the recommendation and write the observed behaviors to substantiate the recommendation.

Slide 10 | Keep in Mind

State the following:

1. Regular monitoring of progress will help us make immediate changes in our instruction so that it is more relevant to the needs of our children.
2. Monitoring progress is essential to hasten progress.
3. Writing observable behaviors substantiates our recommendations.

9:45- 10:05 a.m.

BREAK

10:05 -10:35 a.m.

Wrap-up

Slides 11-12 | LINK: Reading Remediation

State the following:

Your first training for RRSP is done. Congratulations! There are many things to remember, many new skills to keep in mind. To help us reflect on the past 5 days, let us look into some of the key messages.

Instructions:

1. Write down keywords/phrases in the 4th column. You have 3 minutes to do this.
2. After the given time, share your keywords/phrases with your groupmates. Choose 5 keywords/phrases from your group's discussion, and write them on metacards. Then, post your metacards on your groups' LINK chart.
3. Be ready to share your group's LINK chart to the plenary.

Slide 13 | START

State the following:

Now that we have enough knowledge on reading and learning, RRSP framework, toolkit, planning, and progress reporting, let's us become stars, Supportive Teachers who Assist Readers, to our learners. Let's us continue teaching them and helping so that in turn they can become stars in the future.

Slide 14 | Wrap: Reading Remediation Support Pilot

State the following:

Reading Remediation Support Program (RRSP)

- Proposed framework to address the needs of learners who struggle in literacy
- Pilot run
- Let's be the change that we want!

Slide 15 | Exit forms

- Ticket to Leave
- Post-test
- Training Evaluation

Slide 16 | Before you go...

1. Return borrowed materials/supplies.
2. Get your reimbursement.
3. Sign out before you leave.

CLOSING PROGRAM

Training Team will facilitate the closing program.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T.)



July 22-27, 2017

TRAINING OBJECTIVES, SCHEDULE, AND HOUSE RULES



Overarching Objective

Equip ourselves with knowledge, strategies, and a framework for addressing students who struggle in reading through Remedial Reading

Objectives

Reflect

Rationale for supporting children who struggle in learning

Explain

relationship of literacy domains to reading proficiency

Identify

causes of reading difficulties

Describe

different profiles of struggling readers

Explain

characteristics of effective reading remediation program

Illustrate

RRSP Reading Remediation Framework

Objectives

Discuss

learner selection
and placement
based on
assessments

Design

sample reading
remediation
program

Create

sample session
guide for
different learning
profiles

Demonstrate

sample teaching
strategies

Make

sample learner
recommendations

5-day Training-Workshop

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Field Data	Remedial Reading	RRSP Teaching Practices and Procedures - Demonstration - Return-demonstration - Materials Prod.	RRSP Teaching Procedures	RRSP Progress Monitoring
Reading	RRSP Framework		Materials Prod.	RRSP Weekly Lesson Planning
	RRSP Toolkit			
Difficulties in Reading	Assessment		Closing	
	Planning			

Training Schedule

TIME	ACTIVITY
7:30 – 8:00 A.M.	Registration
8:00-10:00 A.M	Session Begins
10:00- 10:20 A.M.	BREAK
10:20 A.M. – 12:00 P.M.	Session Resumes
12:00 – 1:00 P.M.	LUNCH
1:00 – 3:00 P.M.	Session Resumes
3:00 – 3:20 P.M.	BREAK
3:20 – 4:50 P.M.	Session Resumes
4:50 – 5:00 P.M.	Ticket to Leave

House Rules

- Makinig
- Magtanong
- Magbahagi
- Magpasalamat

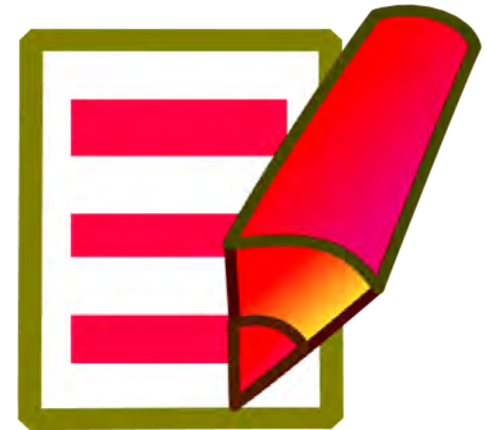
House Rules



Get a pass before you go the bathroom.



Put your things anywhere, except on the tables.



Complete the forms and submit them to the Basa Staff in your cluster.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic I: Presentation of Field Data



Objective

- Understand the rationale and the basis for the design of the Basa Pilipinas Reading Remediation Support Pilot (RRSP)

Rationale

- pilot reading remediation support program
- created to address learning needs of learners who show below average performance in reading
- a total of 50 Grade 1 and 2 teachers from 25 schools
- Basa Pilipinas conducted initial assessments (*Desk Study, Focus Group Discussion, and Remedial Reading Class Observation*)

Focus Group Discussion (FGD)

Participants

- School Heads
- Classroom Teachers

Sites

Region 1	Region 2
Ilocos Norte	Cebu Province
Ilocos Sur	Bohol
La Union	Mandaue City
San Fernando City	Tagbilaran City

FGD with Teachers

- acknowledged the importance of having reading remediation
- indicated that around 1-21% of their learners need remediation
- have different ways in identifying students who need remediation
- use varied ways to present lessons during the conduct of remediation

FGD with Teachers

- have varied ways of assessing learners
- need trainings and instructional materials on reading remediation
- shared that the pilot program could focus on: *alphabet knowledge, phonics & word reading, oral language, listening and reading comprehension, and study skills*
- (most of the teachers) expressed that the *kinder to grade 3 learners* should be prioritized in the remediation

FGD with School Heads

- considered reading remediation as important for the School Improvement Plan (SIP) and for the students to perform better
- identified 20-30% of their learners need reading remediation
- have different ways of monitoring teachers' reading remediation sessions

FGD with School Heads

- there are designated **time** and **days** for remediation
- instruction and activities in the remediation class were different from those in the regular class as these were dependent on students' needs
- suggested that the reading program could focus on: *alphabet knowledge, phonics & word recognition, phonological awareness, listening & reading comprehension, spelling, and writing*

FGD RFGD with School Heads

- suggested that different schools would provide varied opportunities to pilot-test reading remediation (i.e. big schools and least performing schools)
- focus must be on all languages from Grades 1-3
- not optimistic about parent involvement to do home program
- suggested to have a *standard* format in conducting remedial classes

Remedial Reading Class Observation

Objective is to gather data on:

- literacy components in remedial reading classes
- design and structure of reading remediation classes
- instructional materials used
- Form/s of assessment used

Remedial Reading Class Observations

Literacy Components

Grade 1	Grade 2
Word reading & oral reading fluency	
Alphabet knowledge	Phonological awareness
Phonemic awareness	Word attack
Word recognition	Sight word mastery
Grammar	

**Observed that the remediation in Grade 1 was in the MT. In Grade 2, the class was in English but instructions were given in Filipino.*

Reading Remediation Class Observation

Design and Structure

- Whole Group Instruction
- Whole Group Instruction with Differentiation
- Small Group
- Individual Instruction

Reading Remediation Class Observation

Length of Time

REGIONS	GRADE 1	GRADE 2
Region 1	15-30 minutes	30-35 minutes
Region 7	30-40 minutes	20-40 minutes

Reading Remediation Class Observations

Instructional materials used

Charts (e.g. on alphabets, pockets)
[4]

Printed texts pasted on a cardboard and covered w/ plastic cellophane

Cut outs of family picture and big tree

Texts & photos of a story

TV & Laptop (2)

Colorful teacher-made materials (e.g. Teacher-made story book, flip books w/ printed letters, words, phrases, & sentences)

Cards (e.g. flash cards(3), letter cards, picture cards(2), picture-word, consonants and vowels)

Word lists, controlled texts, sample texts (2)

Learners' reference books & learners' booklets (alpabetong cebuano primer)

Manila paper and colored sheets

PowerPoint presentation

Leveled Reader (3)

Reading Remediation Class Observations

Formative Assessment

- One-on-one reading with the teacher
- Worksheet/s

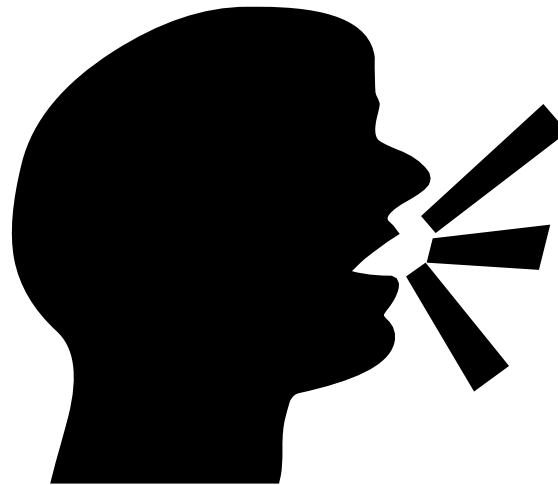
LINK: Remedial Reading

L (List everything you know.)	I (Inquire about what you want to know.)	N (Now, we are going to take notes.)	K (What do you know now?)

LINK: Reading Remediation

1. Write down what you know about remediation and what you want to know about it in columns 1 and 2, respectively. You have one (1) minute to do so.
2. In your group, take turns in sharing your answers in column 1 and then in column 2. Consolidate your thoughts into keywords or phrases. Come up with at least 3 metacards for column 1 and column 2.
3. Post your metacards/colored paper on the chart posted on the designated area.

LINK: Reading Remediation



SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

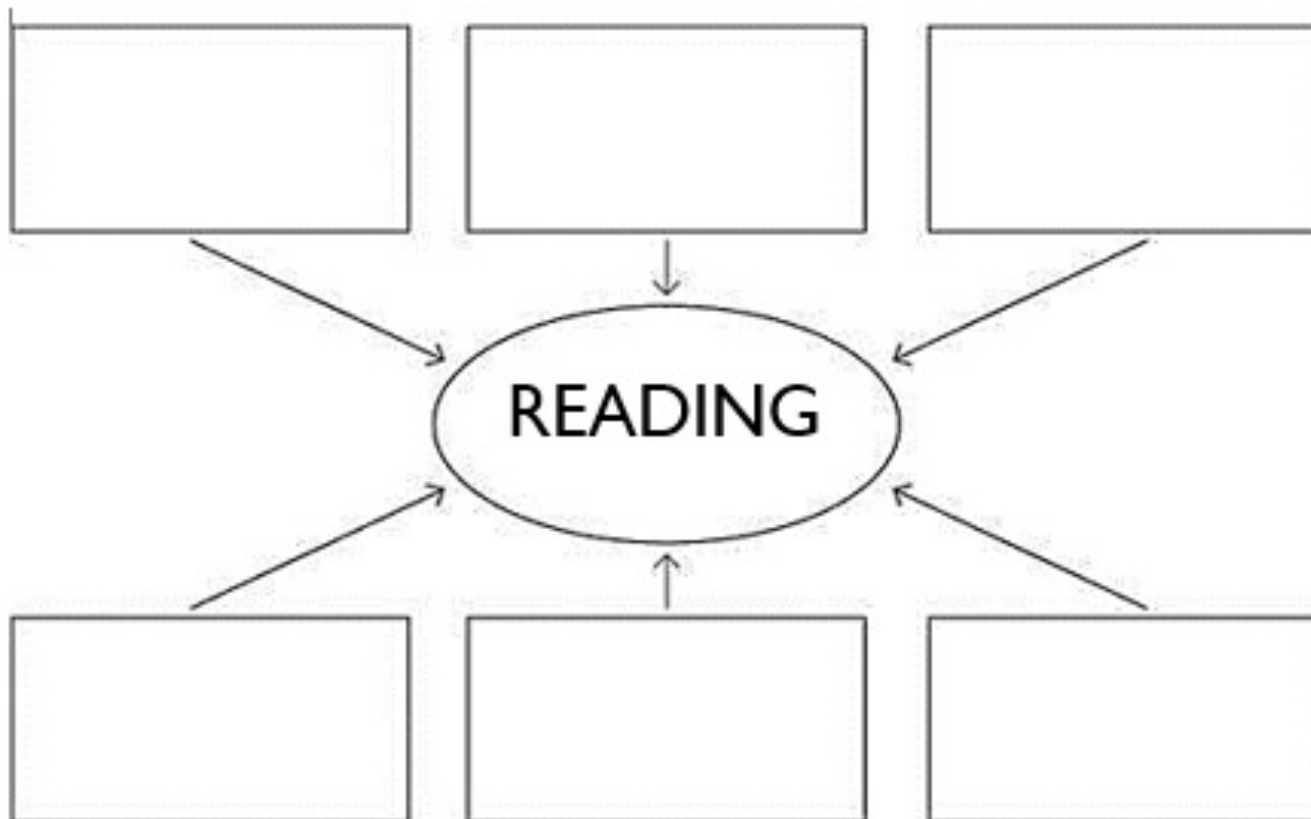
Topic 2: Reading and the Interconnectedness of the Domains



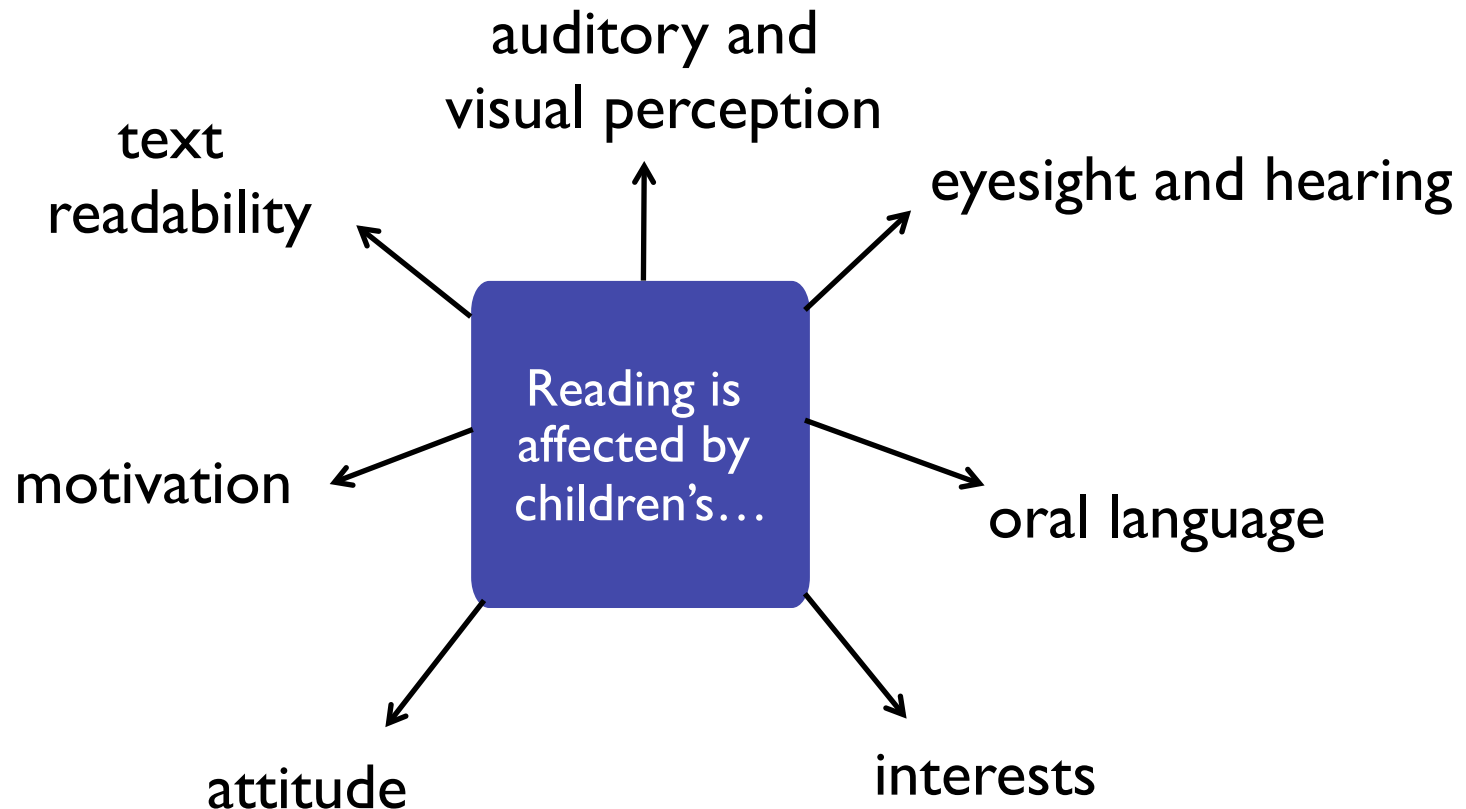
Objectives

- explain the process of reading;
- reflect on the components that affect reading;
and
- appreciate the integrative nature of the literacy domains

Factors Affecting Reading



Factors Affecting Reading



What is reading?

- Reading is **creating meaning** from print.
- To create meaning...
 - Decoding Skills
 - Comprehension Skills

Factors Affecting Reading

to	term	context
of	refers	commonly
the	this	typically
in	case	functions
a	like	arguments
that	real	sentences
by	variable	meaning

Factors Affecting Reading

In the context of functions, the term variable refers commonly to the arguments of the functions. This is typically the case in sentences like “function of a real variable...”, meaning that the argument of the function is referred to by the variable.

Factors Affecting Reading

grof

zzoxed

frew

drigger

clakky

higlund

yyred

Siptobul

Tiggle

Factors Affecting Reading

Tiggle and Siptobul frewed to the drigger. Tiggle zzoxed, “It’s grof clakky to frew!” Siptobul was yyred. “Oh, Tiggle, you’re such a higglund!”

Factors Affecting Reading



Models of Reading Process

Bottom-up approach



Top-down approach

Domains of Literacy

1. how to segment or separate the sounds in word-
phonemic awareness
2. learning that letters are used to represent certain sounds-
alphabetic knowledge
3. knowing how to use letter-sound relationships to sound out words that are new to them-
phonics and word recognition

Domains of Literacy

4. knowing what words mean –

vocabulary

5. knowing how to learn to study, and remember -

study skills

6. knowing how words are organized in a sentence -

oral language

7. understanding how language works -

grammar

Domains of Literacy

8. awareness of how to hold a book, where to start reading, and when to stop –
book and print knowledge
9. wanting to listen and read stories, and write –
attitude toward language, literacy, and literature
10. understanding what one hears –
listening comprehension
11. understanding what one reads –
reading comprehension

Domains of Literacy

12. speed, accuracy, and expression when reading –

fluency

13. knowing how to use letter-sound relationships to write a word correctly –

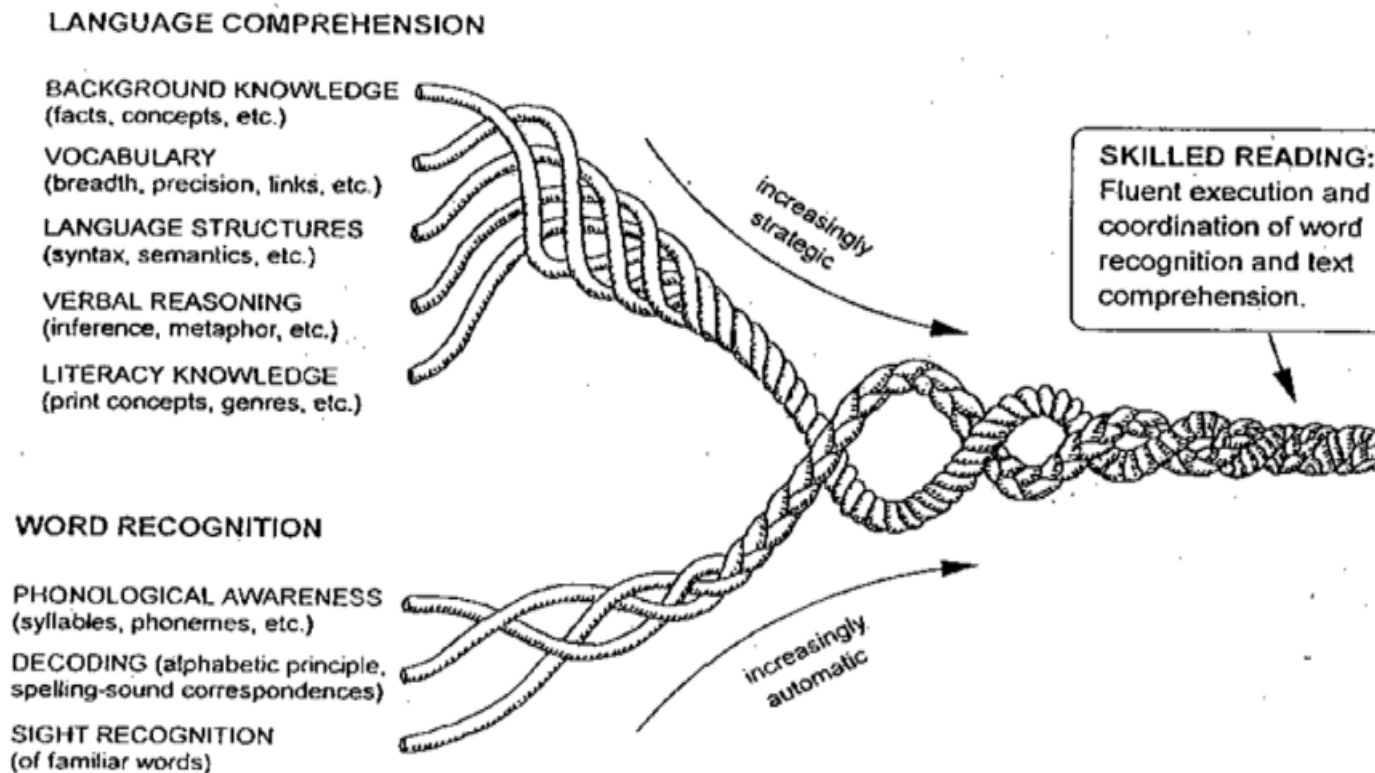
spelling

14. knowing how to communicate own thoughts in print

writing and composing

Domains of Literacy

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



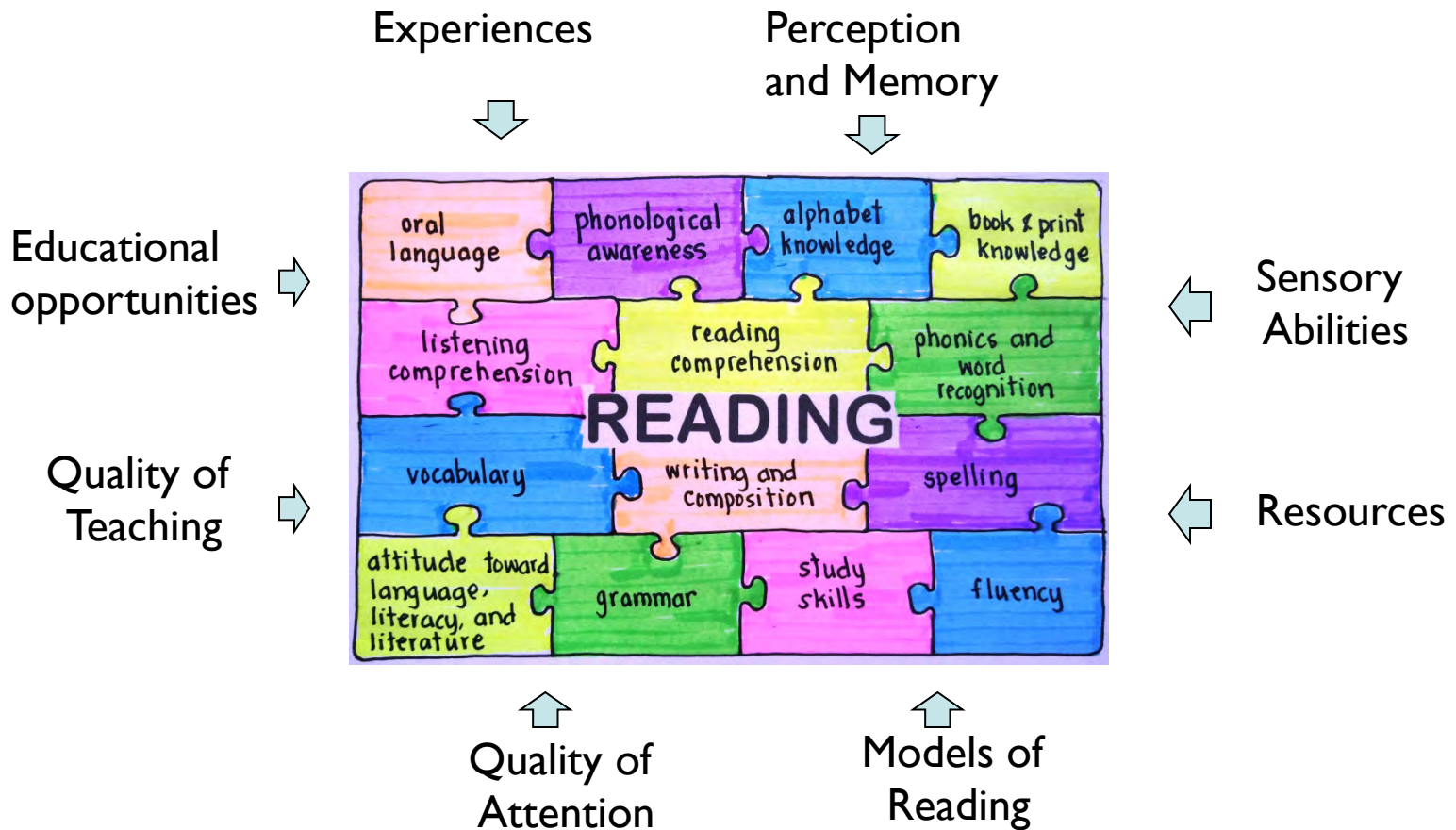
Summing It Up

GROUP ACTIVITY

With your group, make a creative poster using half a manila paper summarizing your understanding of reading, the factors that contribute to reading, success, and the interrelatedness of its domains. You may use the sample graphic organizers in the handout or create your own.

Remember to use only words and short phrases.

Summing it up



Keep in Mind

1. Reading is creating meaning from print. Therefore, reading without comprehension is not reading, but simply decoding.
2. The domains of literacy are interconnected. Some domains/skills need to be developed first before other domains/skills. It also means that being strong in one domain allows a learner to get better in others.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

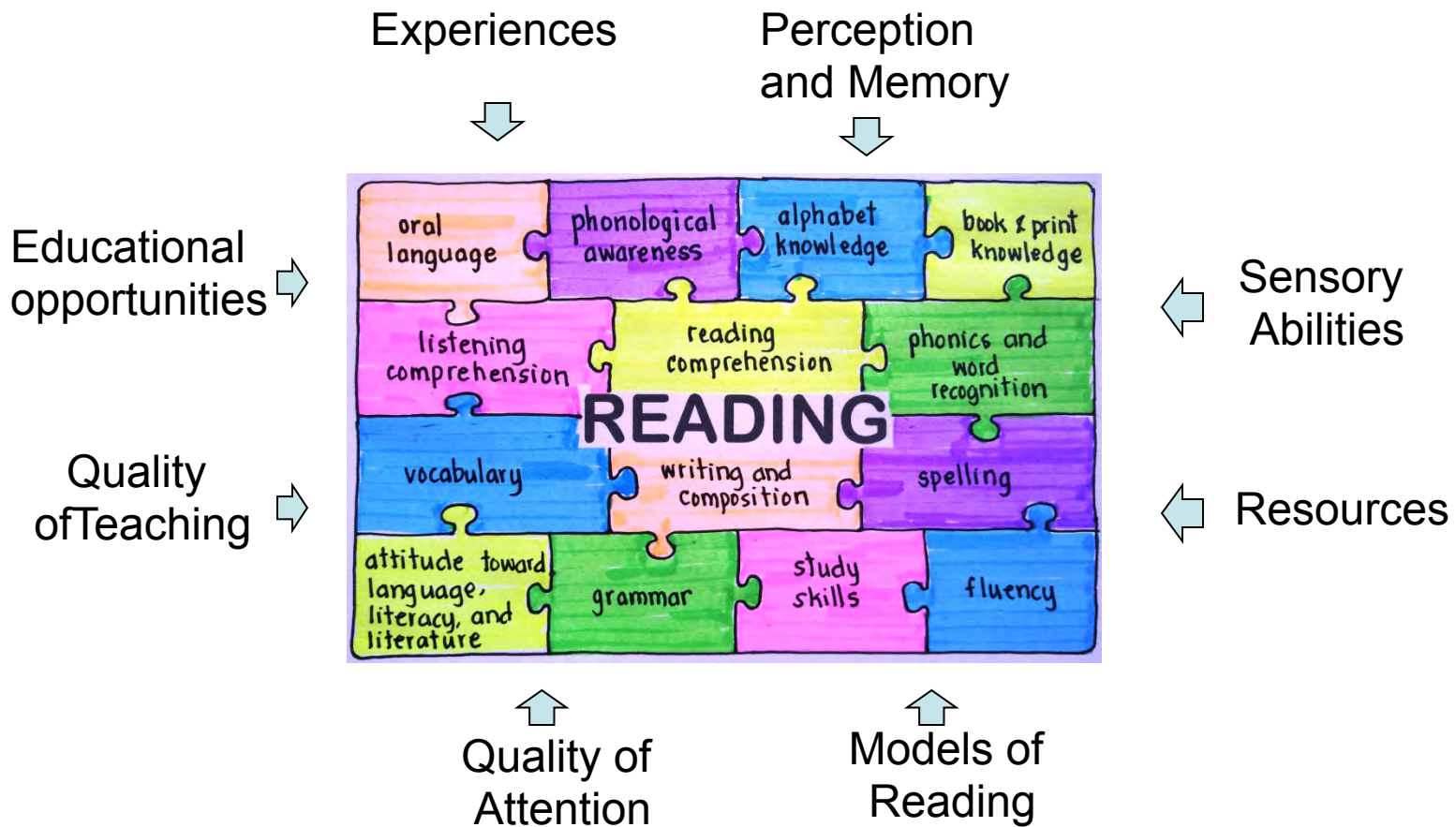
Topic 3: Difficulties in Reading



Objectives

- Determine possible sources of reading difficulties
- Clarify misconceptions about reading difficulties
- Identify the value of profiling sources of reading difficulties

Factors for Success in Reading



Literacy Domain and Reading Difficulties

- Different literacy domains are connected in a child's ability to read.
- A weakness in one domain may affect the child's ability to learn to read.

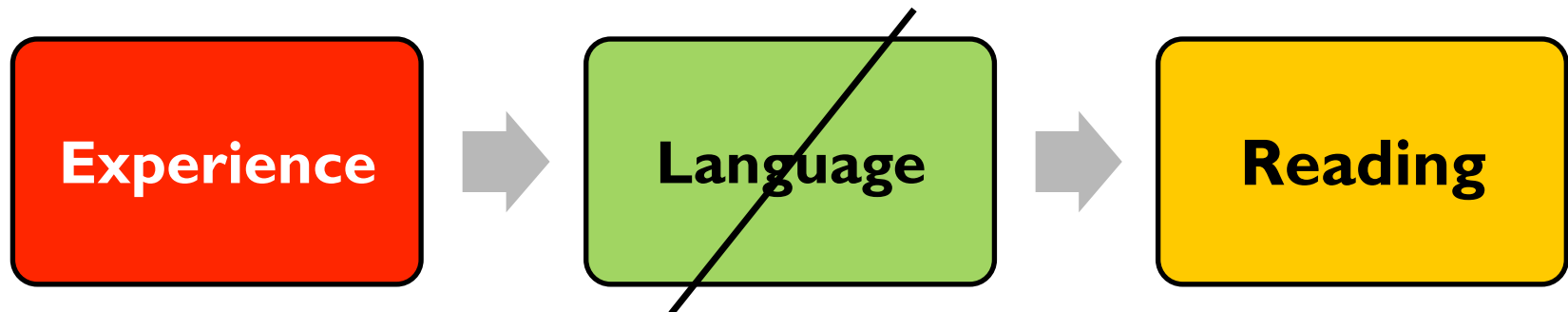
Task: Using the Reflection Guide as we discuss sources of reading difficulties, reflect on the implications in teaching. Prepare for sharing.

Breakdowns in Reading: Experience



- Background knowledge – vocabulary, concepts, information
- Exposure to reading and writing
- Attitude toward Lang, Lit., and Literacy

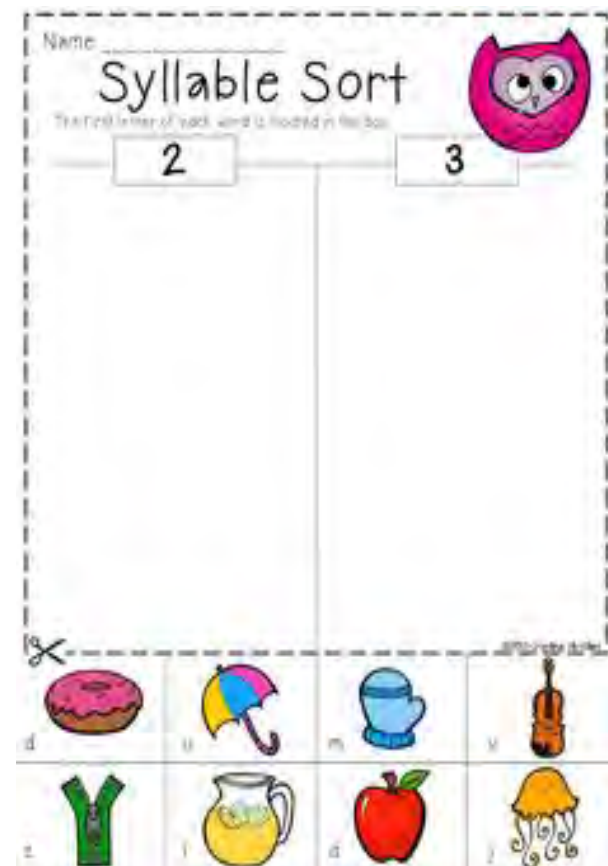
Breakdowns in Reading: Oral Language and Vocabulary



- speech – print correspondence
- language cues as cues for reading
- fluency
- comprehension

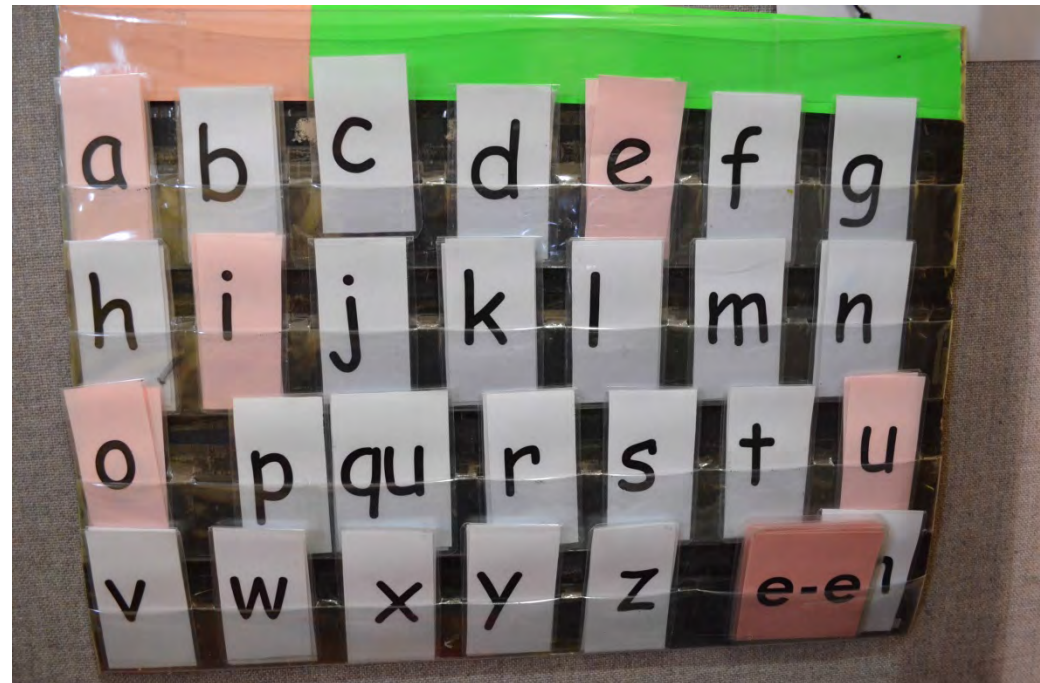
Breakdowns in Reading: Phonological Awareness

- sound – speech relationship
- acquiring new vocabulary
- alphabet
- reading and spelling



Breakdowns in Reading: Alphabet Knowledge

- word reading
- fluency
- spelling
- writing



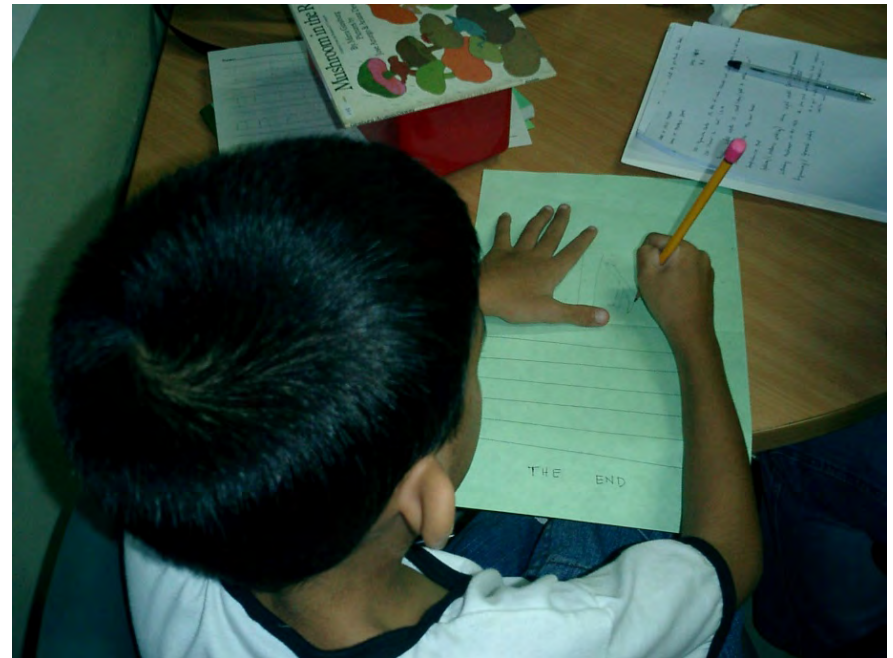
Breakdowns in Reading: Phonics and Word Recognition and Spelling

- comprehension
- fluency
- written expression
- vocabulary development



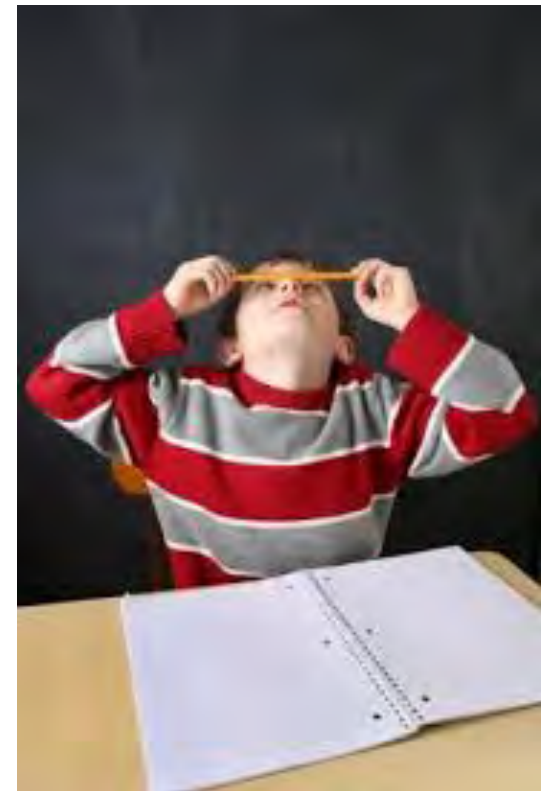
Breakdowns in Reading: Memory

- organizing and storing information and retrieving this information
- fluency
- comprehension
- mastery



Breakdowns in Reading: Attention

- quality focus for deliberate learning of writing letters, blending letters (decoding and spelling), and composing



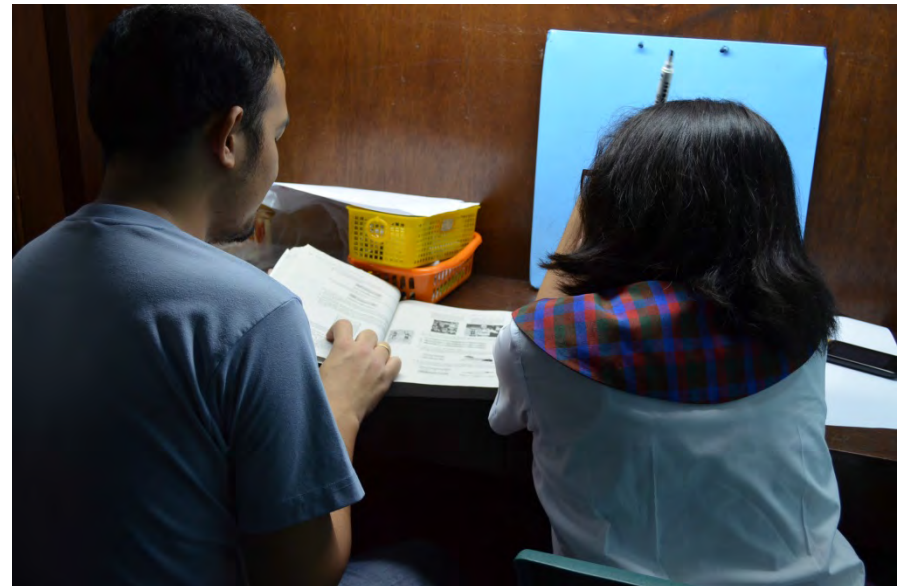
Breakdowns in Reading: Behaviors

- frustration and anxiety inhibit learning



Breakdowns in Reading: Learning Environment

- pace
- developmentally appropriate practices
- nature of texts



Implications in Teaching

- In your group, take turns briefly sharing your notes about some changes that should be done in teaching in light of the information discussed about reading difficulties.
- On half a Manila paper, list down only 3-5 of your notes as a group.
- Prepare for sharing to a bigger group.
 - Groups 1-3
 - Groups 4-7

Implications in Teaching

Reflect:

What is the value of understanding the sources of difficulties in reading?

Misconceptions About Reading Difficulties

- It's a boy thing.
- The child is just lazy and needs to work harder.



Misconceptions About Reading Difficulties

- There is a cure for reading difficulties.
- Only a small part of the population experience reading difficulties.



Making a Difference in the Lives of Children with Reading Difficulties

Why am I here for this 5-day training?

How can I, a teacher, possibly make a difference?

Summing It Up

Activity: True or False

Stand up and wave your arms if the statement is true, stand up and put your hands on your waist if it is false.

1. Reading is making meaning from print.
2. If you are good in reading and vocabulary, you are good in comprehension.

Summing It Up

3. Children who have a lack of experience from home might struggle in reading.
4. It is alright that children who don't talk well since this gives them more time learning to read.
5. Appropriate intervention means you start where the child should be in terms of age and grade level.
6. There is a need to repeat learning experiences.
7. Children who experience difficulty in foundational skills of literacy may struggle with learning to read.

Summing It Up

8. It is important to understand the source of the reading difficulty, so that teaching and intervention is appropriate and focused.
9. Focused and appropriate intervention has to address foundational skills.
10. Children who struggle with reading just need to be motivated with rewards.

Keep in Mind...

1. Children who experience difficulty in foundational skills of literacy may struggle with learning to read.
2. It is important to understand the source of the reading difficulty, so that teaching and intervention is appropriate and focused.
3. Focused and appropriate intervention has to address foundational skills.
4. Remedial Reading teachers change lives.

TICKET TO LEAVE

Reminders

1. Return borrowed materials/supplies.
2. Sign out before you leave.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T.) - DAY 2



5-day Training-Workshop

Day 1	Day 2	Day 3	Day 4	Day 5
Field Data	Remedial Reading Support Program (RRSP) Framework	RRSP Teaching Practices and Procedures - Demo - Return-demo - Materials Prod.	RRSP Teaching Procedures	RRSP Progress Monitoring
Reading			RRSP Toolkit	Materials Prod.
Difficulties in Reading	Assessment		RRSP Weekly Lesson Planning	Closing
	Planning			

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 4: Remedial Reading Support Pilot (RRSP)



Objectives

- Determine the characteristics of a remedial reading program
- Understand the Reading Remediation Support Program (RRSP) Framework

Reading Remediation

- Listen to an audio recording about Reading Remediation.
- List down information from the recording using your LINK chart.
- With your groupmates, come up with a definition of Reading Remediation. Get ready to share!

Remedial Reading is...

Remedial Reading

- carefully structured
- foundational skills
- One-on-one or small groups

Current level
of abilities

Expected level
of abilities

Characteristics of an Effective Reading Remediation Program

Remedial Reading Programs

Phonological Awareness in Phonics	Decoding and word studies like sight words	Language development and vocabulary	Explicit teaching of comprehension
Meaningful writing experiences	Fluent reading through rereading familiar texts and a wide range of reading materials		Opportunities for guided and independent reading

Proposed RRSP

**Remedial Reading
Support Pilot**
(Response to Intervention model)

Current level
of abilities

Expected level
of abilities

RRSP – Response to Intervention Model

Stage 1

- Intervention Plan A

Stage 2

- Intervention Plan B

Stage 3

- Intervention Plan C

RRSP Stages

Stage 1

- Classroom
- Differentiated Instruction
- Q1

Stage 2

- Small group after class
- Remedial Reading
- Q2

Stage 3

- One-on-one, after class
- Intensive Remedial Reading
- Q3

RRSP Stages

Stage	Grading Period	Months	Activities
1	Q1	June- August (9 weeks)	Classroom instruction and assessment
2	Q2	August-October (9 weeks)	Reading Remediation
		October	Stage 2 evaluation
2 and 3	Q3	November-January (9 weeks)	Reading Remediation
		January	Stage 3 evaluation

RRSP – Medium of Instruction

**Mother Tongue
(Grade 1)**

**Filipino
(Grade 2)**

RRSP – Pilot small group size



10 learners

RRSP Process

Step 1:
Differentia-
tion and
Screening

Step 2:
Placement

Step 3:
Planning

Step 4:
Teaching

Step 5
Monitoring

Step 1: Differentiated Instruction and Screening

Step 1: Differentiation and Screening

- Stage I
 - Classroom
 - Differentiated Instruction
 - QI

1. Giving extra time to finish a task
2. Lessening the items in a task
3. Simplifying instructions
4. Re-teaching
5. Guided practice or paired work

Step 1: Differentiated Instruction and Screening

Step 1: Differentiation and Screening

- Stage I
 - Classroom
 - Differentiated Instruction
 - QI

Screening

- at the end of Quarter I
- identify learners response to intervention
- determine who needs remediation
 - > Grades from previous year
 - > Notes on formative assessment
 - > Learner self-assessment
 - > Initial screening summary

Step 2: Placement

Step 2: Placement

- Stage I
 - Classroom
 - Differentiated Instruction
 - QI

Assessment

identify their strengths and needs in the different literacy domains.

Placement

homogenous grouping

Learning Profiles

	LEARNING PROFILE 1	LEARNING PROFILE 2	LEARNING PROFILE 3
Strengths	Comprehension	Word Reading/ Spelling	
Needs	Phonological Awareness Word Reading Spelling Oral Reading Fluency	Comprehension and Expression	Most literacy domains

Grouping

DAY	SCHEDULE I
Monday	Profiles 1 and 3
Tuesday	Profiles 2 and 3
Wednesday	Profiles 1 and 3
Thursday	Profiles 2 and 3
Friday	Profiles 1 and 3

Step 3: Planning

Step 3:
Planning

- Stage I
 - Classroom
 - Differentiated Instruction
 - QI

Objectives

Goals for the quarter

Goals for each learning profile

Target Activities

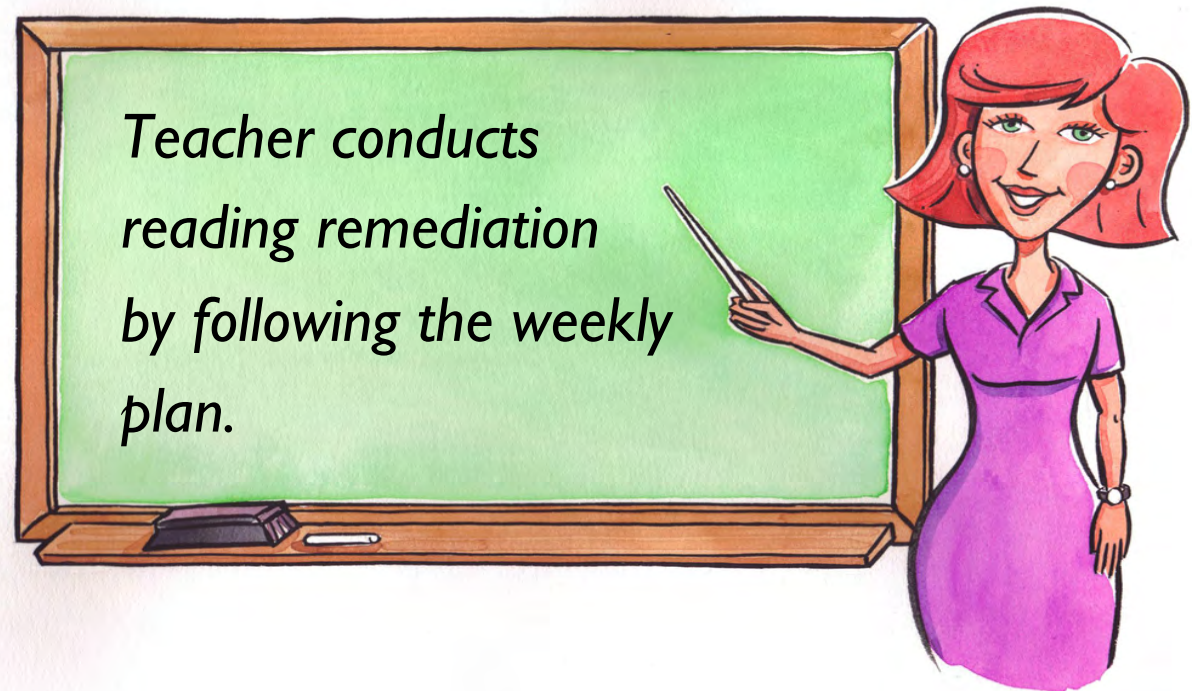
Goals and activities for the week

(And then every week in Quarter 2)

Step 4: Teaching

Step 4: Teaching

- Stage 2
 - Small group after class
 - Remedial Reading
 - Q2



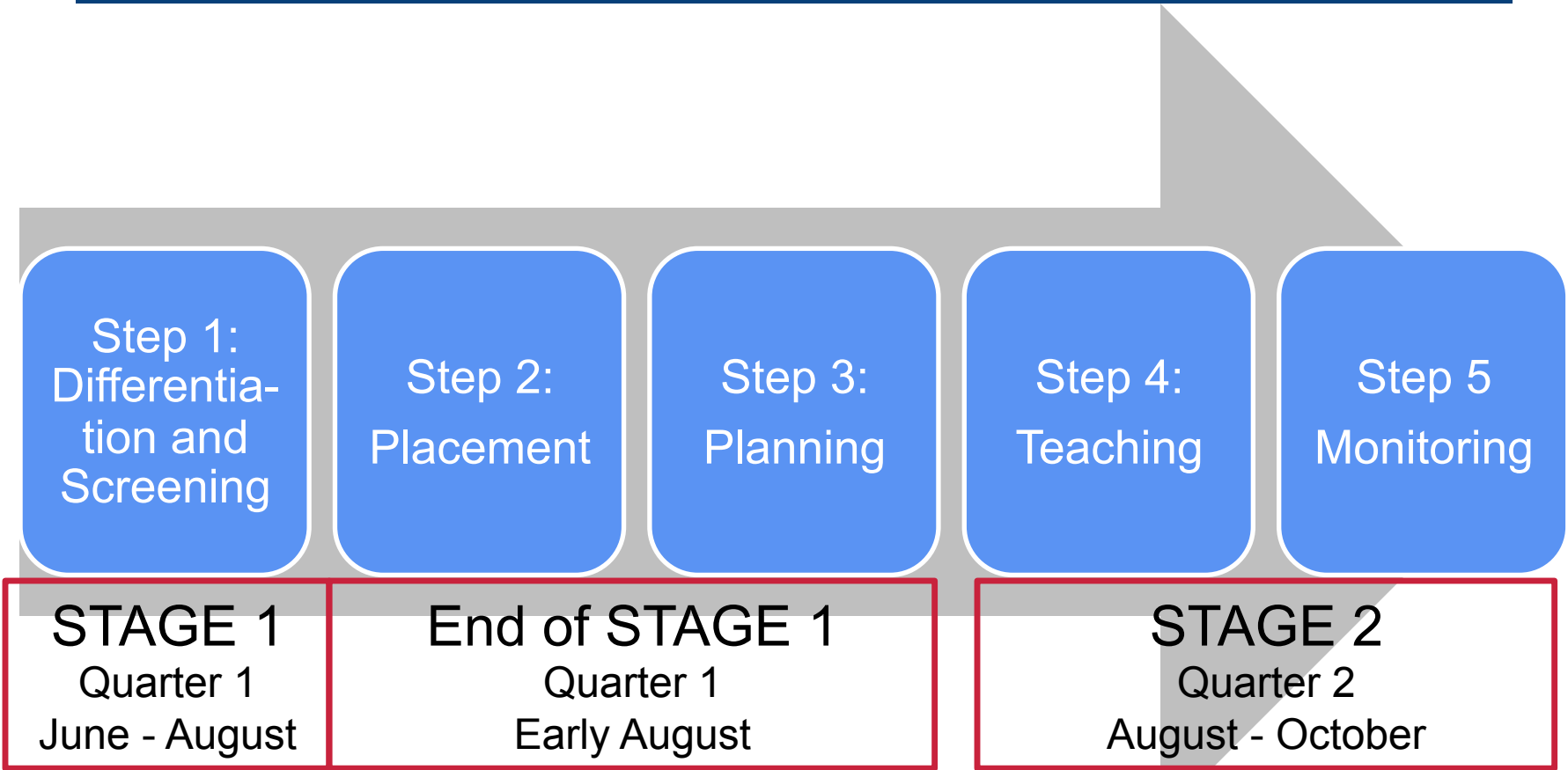
Step 5: Monitoring

Step 5: Monitoring

- Stage 2
 - Small group after class
 - Remedial Reading
 - Q2

All throughout Stage 2, learners' progress are monitored.

RRSP Process



Review of RRSP Process

Steps:

Brief Description:

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 5: RRSP Toolkit



RRSP Toolkit: Front Matter

- Front Cover
- Acknowledgements
- Table of Contents
- Reading Remediation Support Pilot (*background, framework, and RRSP toolkit*)
- RRSP Toolkit Process

RRSP Tool Kit

- Divided into two parts
 - > Part 1: Assessment
 - > Part 2: Teaching Procedures and Progress Report
- 12 forms

Unpacking the RRSP Toolkit

Training Task

1. Study the forms
2. Use the forms
3. Confirm output

RRSP Tool Kit – Part I: Assessment

Part I: Assessment

A. Screening – Forms 1-4

B. Placement – Forms 5 and 6

RRSP Toolkit Part 2 Part I – Assessment

A. Screening

Step 1:
Screening

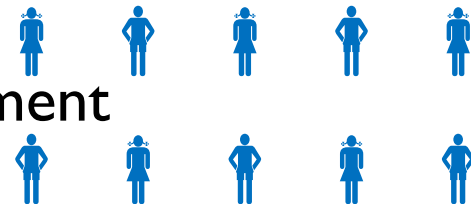
Step 2:
Placement

Step 3:
Planning

Step 4:
Teaching

Step 5:
Monitoring

- Form 1: Class Profile
- Form 2: Record of Formative Assessment
- Form 3: Learner Self-Assessment
- Form 4: Initial Screening Summary



Form I: Class Profile

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM I: CLASS PROFILE - GRADE 1

Region: _____
 Division: _____
 School: _____

Instructions: Refer to the Grade 1 Form 138 of each child and write their grades for Mother Tongue and Filipino. Identify 10 learners who scored lowest in either Mother Tongue or Filipino.

Learner's Name	Mother Tongue	Filipino
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM I: CLASS PROFILE - GRADE 2

Date: _____
 Section: _____
 Teacher: _____

Region: _____
 Division: _____
 School: _____

Instructions: Refer to the Grade 1 Form 138 of each child and write their grades for Mother Tongue and Filipino. Identify 10 learners who scored lowest in either Mother Tongue or Filipino.

Learner's Name	Mother Tongue	Filipino
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Form 2: Record of Formative Assessment Observations

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 2: RECORD OF FORMATIVE ASSESSMENT OBSERVATIONS

Region: _____ **Date:** _____
Division: _____ **Grade & Section:** _____
School: _____ **Teacher:** _____


Instructions: List down learners and their observable behaviors showing difficulties they are having in literacy. (Example: Can answer who and what questions but cannot answer why questions. Misreads words "stop-spot".)










Learner's Name	Observable Literacy Behavior

Form 3: Learner Self-Assessment

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

Name: _____ Grade Level & Section: _____

 Kolori ang dagway nga adunay saktong tubag. (Color the face that corresponds to your answer.)

Number	Answer		
1			
2			
3			

Form 4: Initial Screening Summary

FORM 4: SCREENING SUMMARY

- I. Transfer the information from Forms 1, 2, and 3 to the chart by:**
- Writing the names of the learners in column 1, "Learner's Name"
 - Writing the grades from the previous year (Form 1) in column 2, "Class Profile"
 - Write your description "Low, Moderate, High" to describe observations from your formative tests (Form 2) in column 3, "Formative Assessment"
 - Write the number of sad faces/total number (Form 3) in column 4, "Learner Self-Assessment"
 - Analyse the details in columns 2, 3, and 4 against the chart below to determine which category the child may belong to.

CONDITIONS	CATEGORY	ACTION TO BE TAKEN
a) B-D or 75-80 grades in column 2 b) low to moderate in column 3 c) 3-5/5 or 6-10/10 sad faces in column 4	1	First priority for RRSP short list and individual Literacy Assessment
a) D or 81-83 grades in column 2 b) low to moderate in column 3 c) 3-5/5 or 6-10/10 sad faces in column 4	2	Second priority for RRSP short list and individual Literacy Assessment
a) B-D or 75-80 grades in column 2 b) low to moderate in column 3 c) 0-2/5 or 0-5/10 sad faces in column 4	3	Third priority for RRSP short list and individual Literacy Assessment
a) B-D or 75-80 grades in column 2 b) high in column 3 c) 3-5/5 or 6-10/10 sad faces in column 4	4	Not for RRSP

Form 4: Initial Screening Summary

CONDITIONS	CATEGORY	ACTION TO BE TAKEN
<ul style="list-style-type: none"> ▪ Low scores in Form 1 ▪ Significant struggles based on Form 2 ▪ Many sad faces in Form 3 	1	<ol style="list-style-type: none"> 1. First priority for the short list 2. For individual Literacy Assessment
<ul style="list-style-type: none"> ▪ Significant struggles based on Form 2 ▪ Many sad faces in Form 3 	2	<ol style="list-style-type: none"> 1. Second priority for the short list 2. For individual Literacy Assessment
<ul style="list-style-type: none"> ▪ Low scores in Form 1 ▪ Significant struggles based on Form 2 	3	<ol style="list-style-type: none"> 1. Third priority for the short list 2. For individual Literacy Assessment
<ul style="list-style-type: none"> ▪ Low scores in Form 1 ▪ Many sad faces in Form 3 	4	Not for Literacy Assessment

RRSP Toolkit Part I – Assessment

B. Placement



Form 5: RRSP Literacy Assessment

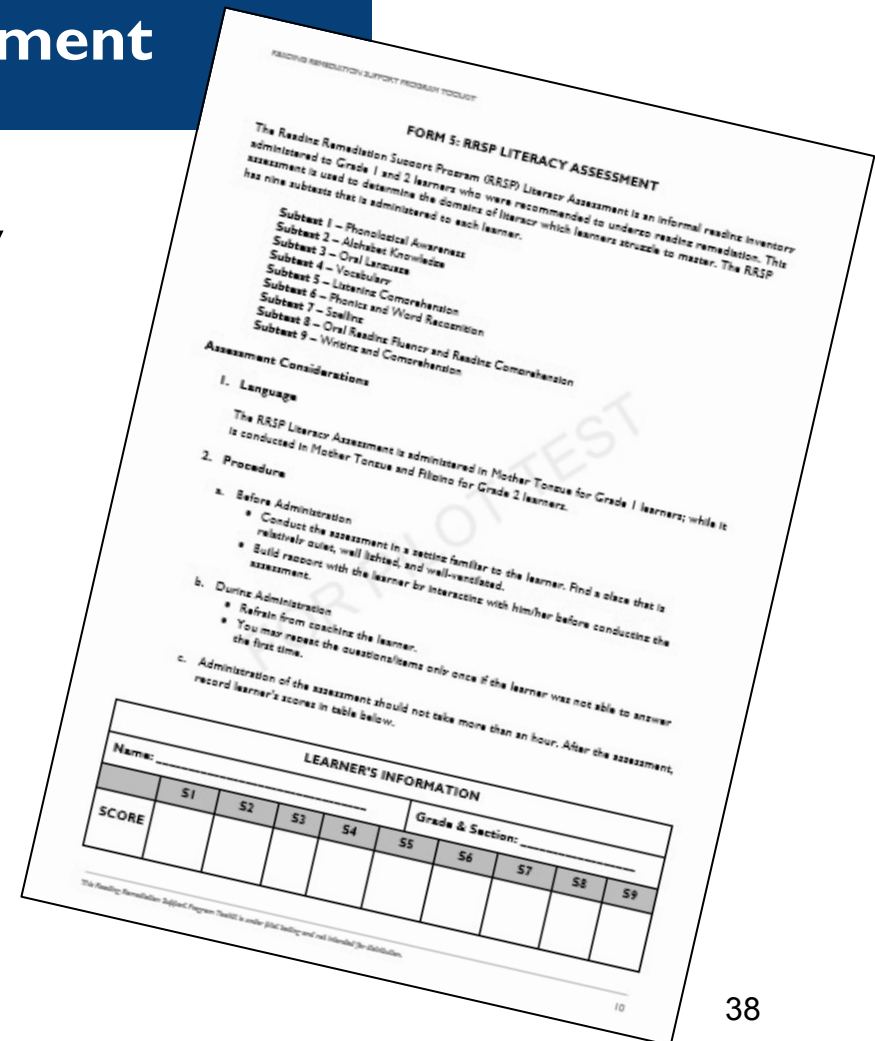
Form 6: RRSP Literacy Assessment Results Summary

Form 7: RRSP Learner Placement Chart

Form 5: RRSP Literacy Assessment

- an informal reading inventory
- 9 subtests
- identify the target domains which learners need most help with

Task: study the test and instructions, demonstration, return demonstration



READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 5: RRSP LITERACY ASSESSMENT

The Reading Remediation Support Program (RRSP) Literacy Assessment is an informal reading inventory administered to Grade 1 and 2 learners who were recommended to undergo reading remediation. This assessment is used to determine the domains of literacy which learners struggle to master. The RRSP has nine subtests that is administered to each learner.

- Subtest 1 – Phonological Awareness
- Subtest 2 – Alphabet Knowledge
- Subtest 3 – Oral Language
- Subtest 4 – Vocabulary
- Subtest 5 – Listening Comprehension
- Subtest 6 – Phonics and Word Recognition
- Subtest 7 – Spelling and Word Recognition
- Subtest 8 – Oral Reading Fluency and Reading Comprehension
- Subtest 9 – Writing and Comprehension

Assessment Considerations

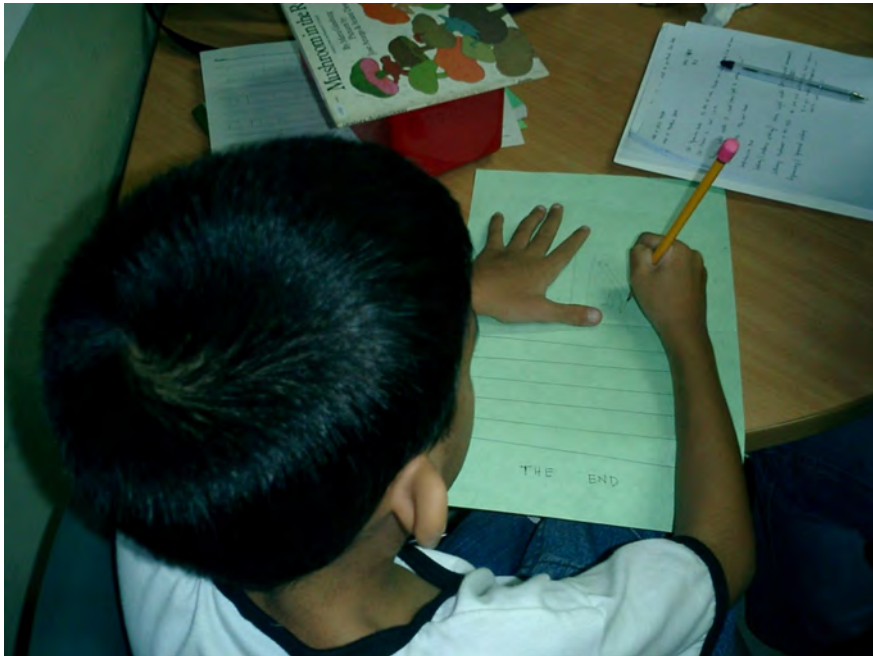
1. Language
 - The RRSP Literacy Assessment is administered in Mother Tongue for Grade 1 learners; while it is conducted in Mother Tongue and Filipino for Grade 2 learners.
2. Procedure
 - a. Before Administration
 - Conduct the assessment in a setting familiar to the learner. Find a place that is relatively quiet, well lit, and well-ventilated.
 - Build rapport with the learner by interacting with him/her before conducting the assessment.
 - b. During Administration
 - Refrain from coaching the learner.
 - You may repeat the questions/items only once if the learner was not able to answer the first time.
 - c. Administration of the assessment should not take more than an hour. After the assessment, record learner's scores in table below.

LEARNER'S INFORMATION									
Name: _____					Grade & Section: _____				
SCORE	S1	S2	S3	S4	S5	S6	S7	S8	S9

The Reading Remediation Support Program Toolkit is under strict testing and not intended for publication.

10

Form 5: Testing Tips



Before Administration

- Practice the instructions.
- Prepare all the materials.
- Prepare a conducive space.
- Make sure the learner is well and comfortable.

Form 5: Testing Tips



During Administration

- Make sure instructions are clear. Rephrase if necessary.
- Follow the tasks in the subtests precisely.
- Do not correct. (Teach in the classroom not during testing.)

Form 5: Testing Tips



During Administration

- Discontinue a subtest when the child obviously is unable to do the task.
- Take anecdotal notes on their Literacy Assessment papers.

Form 5: RRSP Literacy Assessment

General Testing Tips

- Some tests can be administered as a group:
 - Spelling
 - Writing letters
 - Writing and Composing
- **Monitor who needs to discontinue**
- **Write anecdotes**
- **Process during one-on-one testing session**

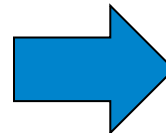
READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 6: RRSP LITERACY ASSESSMENT RESULTS SUMMARY

School and Division: _____ Grade & Section: _____
 School ID: _____ Date: _____

Instructions: Record the results of the RRSP Literacy Assessment of all 10 learners in the table below.

Learner's Name	Phonological Awareness	Alphabet Knowledge	Oral Language	Listening Comprehension	Vocabulary	Phonics and Word Recognition	Spelling	Fluency	Reading Comprehension	Written Expression
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										



READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 7: RRSP LEARNER PLACEMENT CHART

Instructions to the Teacher: Based on the literacy assessment results, group the learners according to their learning profiles.

Learning Profile 1 Learners who struggle in Phonological Awareness, Alphabet Knowledge, Phonics and Word Recognition, Spelling, and Fluency	Learning Profile 2 Learners who struggle in Oral Language, Vocabulary, Listening Comprehension, Reading Comprehension, and Writing and Composing	Learning Profile 3 Learners who struggle in all associated domains of literacy

Form 6: Literacy Assessment Results Summary

Form 7: Reading Remediation Learner Placement Chart 38

Sample scores for form 6

Learner's Name	PA	AK	OL	LC	Voc	PWR	Spl	Fluency	RC	WC
Pamela Lim	Below Ave	Poor	above average	average	above average	Poor	Poor	Poor	poor	poor
Anthony Lopez	average	above average	average	below average	below average	above average	above average	excellent	below average	average
Daisy Gomez	Below Ave	Poor	above average	Below Average	Below average	Poor	Poor	Poor	poor	poor

Sample scores for form 6

Learner's Name	PA	AK	OL	LC	Voc	PWR	Spl	Fluency	RC	WC
Albert Mariano	Below Ave	Poor	average	above average	average	Poor	Poor	Poor	n/a	below average
Paul Santos	average	below average	below average	below average	below average	poor	poor	poor	below average	poor
Berna Tuazon	poor	below average	below average	below average	below average	below average	poor	poor	below average	poor

Sample scores for form 6

Learner's Name	PA	AK	OL	LC	Voc	PWR	Spl	Fluency	RC	WC
Daisy Gomez	Below Ave	Poor	above average	Below Average	Below average	Poor	Poor	Poor	poor	poor

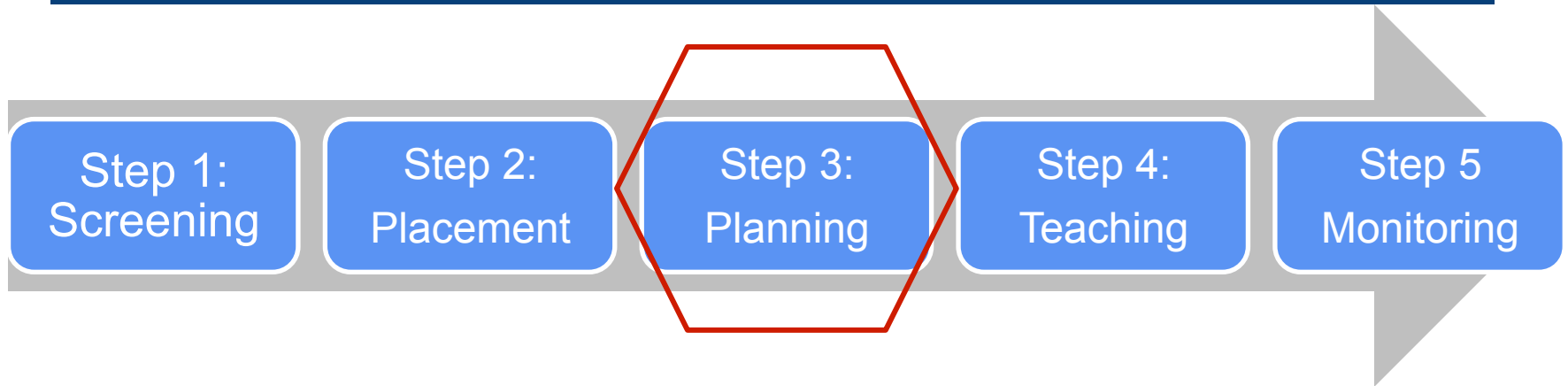
Form 7: Reading Remediation Learner Placement Chart

Profile 1	Profile 2	Profile 3

Form 7: Reading Remediation Learner Placement Chart

Profile 1	Profile 2	Profile 3
Daisy Barcena	Raymond Cruz	Shirley Frias
Albert Mariano	Bryan dela Cruz	Daisy Gomez
	Anthony Lopez	Paul Santos
		Berna Tuazon
		Pamela Lim

RRSP Toolkit Part 2 – Teaching and Monitoring Progress



- Form 8: Literacy Domain Checklist (reference)
- Form 9: Reading Remediation Plan
- Form 10: Reading Remediation Weekly Plan
- Form 11: Teaching Procedure (reference)

Planning

- Form 8: Literacy Domains Checklist
- Form 9: Reading Remediation Plan

Individual Task: Draft a Reading Remediation Plan in Form 9, using the reference Form 8.

Draft: 30 mins

Sharing: 10 mins

Keep in Mind...

- Remedial Reading bridges the gap between a learner's current abilities and what is expected at his age and grade level.
- Remedial reading is highly structured instruction of the foundational skills in reading.
- RRSP framework starts first from providing intervention in the classroom, then remediation in small groups, and then amore intensive remediation in one-on-one set up.
- RRSP Toolkit has 12 forms to help in the implementation of RRSP.

TICKET TO LEAVE

Before you go...

1. Return borrowed materials/supplies.
2. Sign out before you leave.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T.) - DAY 3



5-day Training-Workshop

Day 1	Day 2	Day 3	Day 4	Day 5
Field Data	Remedial Reading Support Program (RRSP) Framework	RRSP Teaching Practices and Procedures - Demo - Return-demo - Materials Prod.	RRSP Teaching Procedures	RRSP Progress Monitoring
Reading			RRSP Toolkit	
Difficulties in Reading	Assessment		RRSP Weekly Lesson Planning	Closing
	Planning			

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 6: RRSP Teaching Procedures



Objectives

- To deliberate on essential remedial reading practices
- To practice teaching remedial reading procedures for different literacy domains

Reading Remediation Teaching Practices

“Reading remediation is teaching how children learn best.”

This means teachers need to have several **research-based teaching and learning principles, techniques, and strategies** to choose from.

Reading Remediation Teaching Practices

Brainstorm: *How will you define the following?*

1. Explicit Instruction
2. Multisensory Instruction
3. Verbalization
4. Metacognition
5. Scaffolding
6. Reteaching
7. Repetition

Explicit Instruction

- refers direct instruction
- explanations are made clear
- tasks or skills are modeled to learners
- learners are provided with guided practice and feedback

Multisensory Instruction

- is the use of the different modalities when presenting information – *visual, auditory, kinesthetic, and tactile*



Verbalization

- entails the learner explaining how a skill or strategy is to be done before applying it
- When it is the learner's turn to do a task independently, he or she may independently verbalize the steps or the process before doing the task itself.

Metacognition

- is understanding one's way of thinking

Levels of Thinking

Level 2: Thinking about the process for the first level of thinking

Level 1: Thinking about the material being read

Scaffolding

- refers to the support provided to the learners as they attempt to accomplish a task or learn a skill that may be difficult to do on their own

Reteaching

- Repeating instruction or lessons that learners may not have understood the first time
- Presenting the same information/content in a different manner in terms of language, activity, or materials

Repetition

- allows the learners to demonstrate or perform the skill for several instances.
- Purpose: mastery of skill
- Involves consciousness in all the steps of the process

Reading Remediation Teaching Practices

Recall: *What are some of the practices of effective remedial reading teachers?*

1. Explicit Instruction
2. Multisensory Instruction
3. Verbalization
4. Metacognition
5. Scaffolding
6. Reteaching
7. Repetition
8. Scaffolding

Pause and Reflect

- How do you think learners will feel in a remedial reading support pilot?
- What do you think is one practice that you really want to learn to do?

Form I I: Teaching Procedures

READING (REMEDIATION) SUPPORT PROGRAM TOOLKIT

FORM I I: TEACHING PROCEDURES

Oral Language

Instruction to Teacher: Here are steps to develop target skills in learners.

- Ask a question for the day. It may be related to the story for the day, about significant events, or according to sentence patterns you want the learners to master.

Example: *Kumusta kaya ngayong araw?*

- Teacher will model the sentence.

Example: *"Ngayong araw, ako ay masaya."*

- Learner will be asked complete the appropriate sentence stem.

Example: *Sagutin ang tanong ng "Ngayong araw, ako ay _____."*

- Learners will take turns speaking using the sentence stem.

- The target objective may be extended to speaking in longer sentences. For example, giving reason/s may lengthen the sentences: *"Ngayong araw, ako ay _____
ako dahil _____."*

ACTIVITY

1. **Demonstration** – teaching procedures for target skill/s are introduced and modeled
2. **Return demonstration** – practice conducting teaching procedure for target skill

Oral Language

- assistance to learners through Direct instruction and use of sentence prompts
- Initial goal: for learners to express themselves in complete sentences
- Strategy: Model the use of sentences stems

Phonological Awareness

- **Initial goals:** to identify rhymes, identify words in a sentence, identify syllables in a word, and segment words into sounds.

Alphabet Knowledge

- Goal: to master letter names, sounds, and writing of uppercase and lowercase form

Aa Bb Cc Dd Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

MATERIALS MAKING

Materials Making

- Alphabet cards
- PA Counters
- Lined paper
- Alphabet chart
- Spelling chart

Phonics and Word Recognition

- create a list of 10-15 words for practice
- from the target text to be read, or list words based on a target letter or word family
- organize the words to start from simple to more complex, and into patterns if applicable

Spelling

- prepare a list of words to spell, sentence to write, and paper
- refer to the wordlist of 10-15 words from the decoding activity
- prepare a sentence that uses the spelling words

Fluency

- Fluency is reading with accuracy, speed and correct expression.
- model and listen to children reading aloud
- use Leveled Readers for this procedure. Make sure to keep a running record of while learners read

Keep in Mind

1. Remedial reading teachers need to have an arsenal of teaching strategies and practices to facilitate the learning of their students.
2. Remedial reading is the venue for reteaching and mastery. This is when learners bridge the gap between what they can do to what they're supposed to do.



Basa Pilipinas

TICKET TO LEAVE

Reminders

1. Return all borrowed materials
2. Sign-out before you leave.

S.T.A.R.T. - DAY 4
Reading Remediation Support Pilot
(RRSP)



5-day Training-Workshop

Day 1	Day 2	Day 3	Day 4	Day 5
Field Data	Remedial Reading Support Program (RRSP) Framework	RRSP Teaching Practices and Procedures - Demo - Return-demo - Materials Prod.	RRSP Teaching Procedures	RRSP Progress Monitoring
Reading	RRSP Toolkit		Materials Prod.	Closing
Difficulties in Reading	Assessment		RRSP Weekly Lesson Planning	
	Planning			

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 6: RRSP Teaching Procedures



ACTIVITY

1. **Demonstration** – teaching procedures for target skill/s are introduced and modeled
2. **Return demonstration** – practice conducting teaching procedure for target skill

Vocabulary

- importance of providing learners with the opportunity to learn new words and expressions
- Materials: word list from the Leveled Readers or other subject areas (i.e. Math, Science, Araling Panlipunan)

Comprehension

- Initial goals: noting details, making logical inferences and predictions, and some application
- Materials: Leveled Readers, List of Questions and/or graphic organizers

Writing/Composing

- Initial goal: to be able to write their thoughts down in a complete sentence
- eventually extend to a short paragraph

Pause and Reflect

What realization do you have about reading remedial teaching?

Make a list of 3-5 thoughts you have.

Materials Making

- Alphabet cards
- PA Counters
- Lined paper
- Alphabet chart
- Spelling chart

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 7: RRSP Weekly Plan



RRSP Weekly Lesson Plan

- Form 10 in the RRSP Toolkit
- Different plans for the learning profiles
- List down objectives, activities and notes about the your learners

READING REMEDIATION SUPPORT PROGRAM TOOLKIT

FORM 10: READING REMEDIATION WEEKLY PLAN
(Days 1-5)

Inclusive dates: _____ Teacher: _____

Instructions: Learners in Learning Profile 1 have sessions only on Days 1, 3, and 5. Students in Learning Profile 2 have sessions only on Days 2 and 4. Students in Learning Profile 3 have sessions daily.

Learning Profile 1 and 3

Objectives for the week:

- > _____
- > _____
- > _____
- > _____

Day 1 activities	Day 3 activities	Day 5 activities

PILOT TEST

RRSP Weekly Plan – Objectives

- You may repeat objectives.
- If your learners are having a hard time reaching the objective you have set for them, **you can look at the prerequisite skills** and target those instead.
- goals you have set may not be reached by a number of learners by the end of one quarter

RRSP Weekly Plan

Activity

- With your group mates, prepare for one week of lessons using the RRSP Weekly Plan.
- Write down the objectives.
- Then outline the activities in sequence and the content.
- Work for 20 minutes.

Pause and Reflect

***How helpful is the weekly
plan to you?***

Editing the RRSP Plan

“What, if any, adjustments will you make in your RRSP Plan?”

Let’s have 10-12 minutes to look at our RRSP Plan and make your changes and be ready to present.

RRSP Planning

RRSP planning for the entire quarter needs to be:

- **structured** – logical sequence of skills are targeted. Skills need to build on each other.
- **manageable** - remember that you are planning for learners to achieve mastery. Mastery takes time.

Keep in Mind

- Teachers need an arsenal of strategies to effectively conduct reading remediation.
- Planning the session is essential to effectively conduct reading remediation.
- Objectives for the RRSP Weekly Plan is good for the entire week.
- RRSP Plan needs to be structured and target manageable goals for the learners.



TICKET TO LEAVE

Before you go

1. Return borrowed materials/supplies.
2. Sign out before you leave.

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T.) - DAY 5



5-day Training-Workshop

Day 1	Day 2	Day 3	Day 4	Day 5
Field Data	Remedial Reading Support Program (RRSP) Framework	RRSP Teaching Practices and Procedures - Demo - Return-demo - Materials Prod.	RRSP Teaching Procedures	RRSP Progress Monitoring
Reading			RRSP Toolkit	
Difficulties in Reading	Assessment		RRSP Weekly Lesson Planning	Closing
	Planning			

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING

Topic 8: Progress Monitoring and Reporting



Objectives

1. Understand the rationale for monitoring and reporting progress
2. Be able to use the monitoring and reporting forms

RRSP is a monitoring and evaluation tool

RRSP Monitoring - Frequency

- monitor learner's progress every two (2) weeks
- to be administered 5 times in a quarter
- provides opportunity to reflect on the adjustments made during remedial reading instruction

RRSP Monitoring – end of the quarter notes

Continue with
current support
stage

Move to a
different
support stage

Discontinue
with
Support

Activity: Practice Case

1. First task is to translate the information to 1 or 0 in the Progress Report form.
2. Let's say that this is a record of the child's performance after the 4th week of intervention. Make notes on what adjustments you can make in your RRSP for the next quarter.
3. Let's say that this is a record of the child's performance at the end of the quarter. Make the recommendation and write the observed behaviors to substantiate the recommendation.

Keep in Mind

1. Regular monitoring of progress will help us make immediate changes in our instruction so that it is more relevant to the needs of our children.
2. Monitoring progress is essential to hasten progress.
3. Writing observable behaviors substantiates our recommendations.

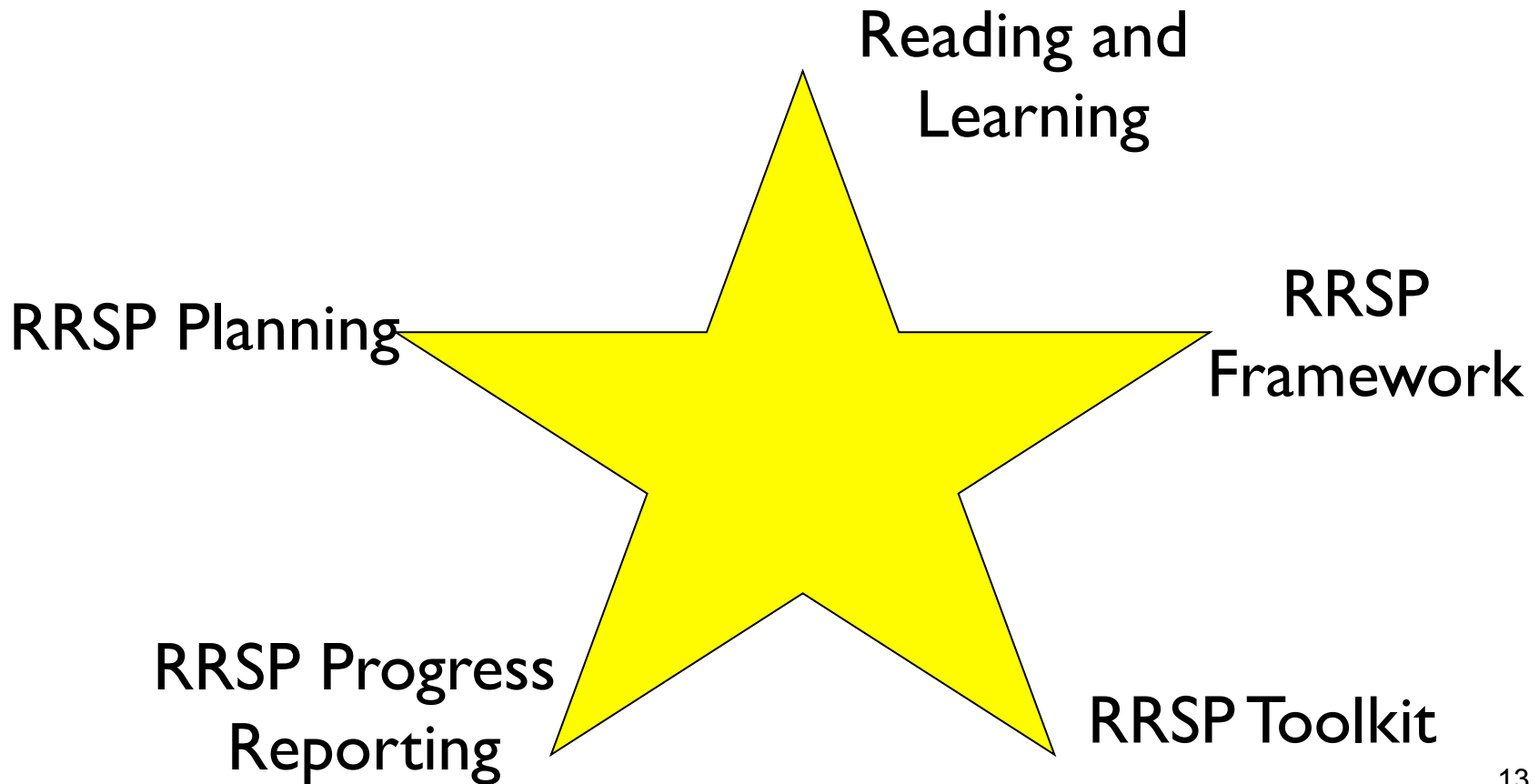
Wrap Up Activity: Strengthening the LINK

L (List everything you know.)	I (Inquire about what you want to know.)	N (Now, we are going to take notes.)	K (What do you know now?)

LINK: Reading Remediation

1. Write down keywords/phrases in the 4th column. You have 3 minutes to do this.
2. After the given time, share your keywords/phrases with your groupmates. Choose 5 keywords/phrases from your group's discussion, and write them on metacards. Then, post your metacards on your groups' LINK chart.
3. Be ready to share your group's LINK chart to the plenary.

START



Wrap-up: Reading Remediation Support Pilot

- is a proposed framework to address the needs of learners who struggle in literacy
- Pilot run: June 2017 to January 2018
- Let's be the change that we want!

Exit Forms

- Ticket to Leave
- Post-test
- Training Evaluation

Before you go

1. Return borrowed materials/supplies.
2. Get your reimbursement.
3. Sign out before you leave.



Basa Pilipinas

CLOSING PROGRAM



SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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WORKSHEET I: LINK

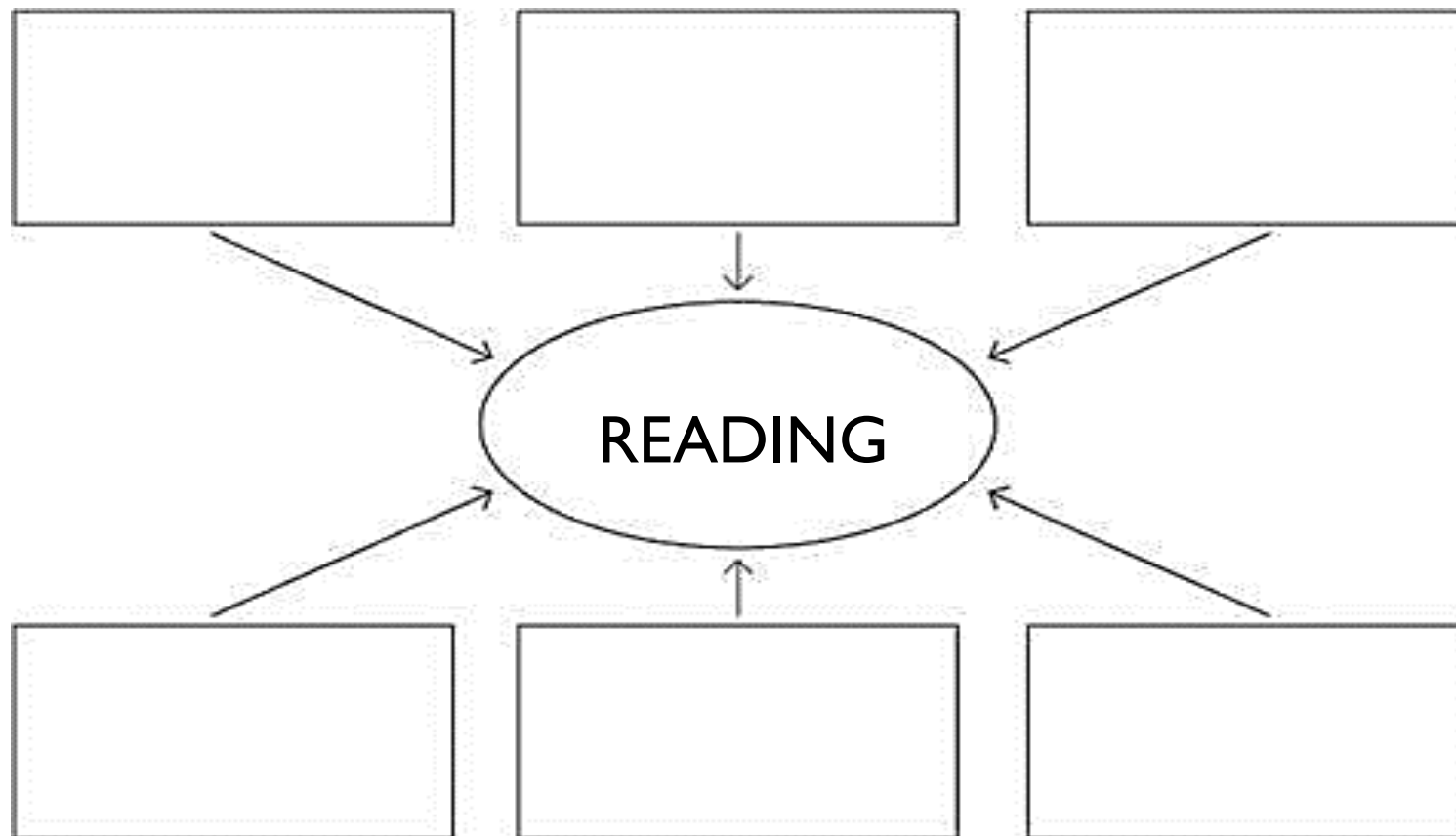
Instructions: Complete the table below with the information you know, questions you want answered, notes you gathered from the presentation, and your realizations about the given topic.

L (List everything you know.)	I (Inquire about what you want to know.)	N (Now, we are going to take notes.)	K (What do you know now?)

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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WORKSHEET 2: IDEA MAP

Instructions: List the factors that affect reading using the idea map below.





SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
July 2017

WORKSHEET 3: SOURCES OF READING DIFFICULTIES

Instruction: Complete the table below.

<p>What are the implication for teaching?</p> <p>a. Content: What do I need to teach? b. Method – How do I need to teach? c. Practices – What frame of mind/qualities/attitudes must the teacher have?</p>	<p>Factor: Lack of Experience</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>
<p>Factor: Weak Oral Language</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>	<p>Factor: Weak Phonological Awareness</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>
<p>Factor: Weak Alphabet Knowledge</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>	<p>Factor: Weak Phonics and Word Recognition and Weak Spelling</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>
<p>Factor: Weak Memory</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>	<p>Factor: Weak Attention Management</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>
<p>Factor: Emotions and Behaviors</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>	<p>Factor: Learning Environment and Materials</p> <p>Implications for teaching</p> <hr/> <hr/> <hr/>

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)

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WORKSHEET 5a: SAMPLE KINDER PERFORMANCE REPORT

Instruction: Use the information below in identify possible candidates for Stage 2 of the Reading Remediation Support Pilot (RRSP).

Name	Health, Well-Being, and Motor Development	Socio-emotional Development	Language, Literacy, and Communication	Mathematics	Understanding the Physical and Natural Environment
1. Neil Bryan A. Cabrera	D	C	C	C	C
2. John Paul L. Domingo	C	D	D	C	D
3. Kyle C. Florencio	B	D	B	B	D
4. Harry B. Luna	C	C	D	D	C
5. Raymond F. Mendoza	C	D	C	C	C
6. James N. Paras	D	D	B	B	D
7. Joseph G. Romero	D	B	B	B	D
8. Ronald E. Santiago	D	D	C	C	C
9. Michael R. Suarez	C	C	D	C	C
10. David I. Tizon	D	D	C	C	D
11. Jenny U. Abeleda	D	C	C	C	C
12. Diane N. Coronel	C	C	D	C	C
13. Rosemarie R. Forteza	C	B	B	D	D
14. Winnie M. Gomez	C	C	C	D	C
15. Andrea L. Guanzon	D	D	B	B	D
16. Regine C. Lustre	B	B	D	D	D
17. Jane E. Martinez	D	B	C	D	D
18. Jennifer H. Romero	D	D	D	B	D
19. Cassidy P. San Jose	B	B	D	D	D
20. Marivic D. Zamorra	D	D	B	D	D

Note: Each domain of development will be marked with: *Beginning (B)* ; *Developing (D)* or ; *Consistent (C)*

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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WORKSHEET 5B: SAMPLE GRADE I PERFORMANCE REPORT

Instruction: Use the information below in identifying possible candidates for Stage 2 of the Reading Remediation Support Pilot (RRSP).

	NAME	MOTHER TONGUE	FILIPINO
1.	Raymond Joseph C. Cruz	77	78
2.	Bryan S. Dela Cruz	84	86
3.	Kevin T. Francisco	82	83
4.	Anthony O. Lopez	85	86
5.	Albert M. Mariano	76	75
6.	Mark Bryan I. Perez	84	83
7.	Peter L. Reyes	86	86
8.	Paul E. Santos	77	76
9.	Michael R. Tan	82	80
10.	Arvin P. Yap	88	87
11.	Daisy A. Barcena	79	78
12.	Karla G. Carioso	84	83
13.	Stephanie B. Flores	85	86
14.	Shirley D. Frias	76	76
15.	Lea C. Garcia	83	84
16.	Daisy E. Gomez	77	75
17.	Glenda K. Isaac	83	82
18.	Pamela T. Lim	76	76
19.	Mary Anne S. Manuel	83	82
20.	Frances P. Ramos	86	88
21.	Laura F. Salvador	76	76
22.	Marianne M. Torres	84	85
23.	Bernadette L. Tuazon	76	76
24.	Steve E. Vicente	85	85
25.	Sheilla M. Zapanta	81	80

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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WORKSHEET 5C: FORMATIVE ASSESSMENT OBSERVATIONS

Instruction: Use the information below in identifying possible candidates for Stage 2 of the Reading Remediation Support Pilot (RRSP).

NAME	Formative Assessment Results
1. Raymond Joseph C. Cruz	<ul style="list-style-type: none"> • does not always talk in complete sentences • poor word choice when speaking or writing • has a hard time thinking of a conclusion • does not always capitalize the first word in a sentence • does not always write periods
2. Bryan S. Dela Cruz	<ul style="list-style-type: none"> • uses gestures more than words to express ideas and thoughts • runs out of words to use when speaking • forgets the meaning of words • cannot say the meaning of words • forgets details or information that the teacher says aloud • cannot give a reasonable prediction • writes very short sentences • does not always capitalize the first word in a sentence • does not always write periods
3. Kevin T. Francisco	<ul style="list-style-type: none"> • runs out of words to use when speaking • poor word choice when speaking or writing • has a hard time thinking of a conclusion • does not always capitalize the first word in a sentence • writes incomplete sentences
4. Anthony O. Lopez	<ul style="list-style-type: none"> • uses gestures more than words to express ideas and thoughts • runs out of words to use when speaking • cannot say what words mean • remembers the meaning but forgets the word • forgets the characters in the story • cannot give reasons why a character behaves a certain way • has a hard time sequences event from the story • writes incomplete sentences • writes run-on sentences

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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NAME	Formative Assessment Results
5. Albert M. Mariano	<ul style="list-style-type: none"> • cannot differentiate between the vowel sounds /e/ and /i/, and /o/ and /u/ • cannot verbally repeat phrases or sentences correctly • confuses writing b and d • inconsistent with saying the name of letters • skips or omits words when reading • copies words one letter at a time • forgets how words are spelled • refuses to spell words • takes too long to read • makes mistakes when reading sentences or paragraphs
6. Mark Bryan I. Perez	<ul style="list-style-type: none"> • cannot give a reasonable prediction • has a hard time thinking of a conclusion • has a hard time sequences event from the story • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences
7. Peter L. Reyes	<ul style="list-style-type: none"> • skips or omits words when reading • copies words one letter at a time • forgets how words are spelled • refuses to spell words • takes too long to read
8. Paul E. Santos	<ul style="list-style-type: none"> • cannot give the sounds in a word • has difficulty identifying rhymes • inconsistent with saying the name of letters • forgets the sounds of some letters • struggles reading long words • does not always put all the letters when spelling a word • only writes the first few letters when spelling a word • makes mistakes when reading sentences or paragraphs • does not pause when reading sentences or paragraphs • does not always talk in complete sentences • uses gestures more than words to express ideas and thoughts • remembers the meaning but forgets the word

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T) July 2017

NAME	Formative Assessment Results
	<ul style="list-style-type: none"> • poor word choice when speaking or writing • relies on pictures to answer questions and not on the information he hears • does not always remember details in the story • cannot give a reasonable prediction • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences
9. Michael R. Tan	<ul style="list-style-type: none"> • does not pause when reading sentences or paragraphs • pauses at the end of every line and not at the end of sentences when reading paragraphs • cannot give a reasonable prediction • writes incomplete sentences • sentences written are confusing or hard to understand • forgets details or information that the teacher says aloud • runs out of words to use when speaking • poor word choice when speaking or writing • uses gestures more than words to express ideas and thoughts
10. Arvin P. Yap	<ul style="list-style-type: none"> • cannot give a reasonable prediction • writes very short sentences • does not always capitalize the first word in a sentence • does not always write periods
11. Daisy A. Barcena	<ul style="list-style-type: none"> • has difficulty identifying rhymes • confused with writing the uppercase and lowercase letters like Kk, Mm, li, Ll, • confuses writing b and d • struggles reading words with “ng” • confuses “ang”, “mga”, and “ng” • only writes the first few letters when spelling a word • reading a sentence is monotonous • takes too long to read
12. Karla G. Cariaso	<ul style="list-style-type: none"> • runs out of words to use when speaking • remembers the meaning but forgets the word • poor word choice when speaking or writing

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
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NAME	Formative Assessment Results
	<ul style="list-style-type: none"> • has a hard time thinking of a conclusion • does not always capitalize the first word in a sentence • writes incomplete sentences
13. Stephanie B. Flores	<ul style="list-style-type: none"> • has a hard time sequences event from the story • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences
14. Shirley D. Frias	<ul style="list-style-type: none"> • cannot give the sounds of a word in the correct sequence • cannot verbally repeat phrases or sentences correctly • confused with writing the uppercase and lowercase letters like Kk, Mm, li, Ll, • forgets the sounds of some letters • struggles reading words with “ng” • skips lines when reading • does not always write the vowels when spelling a word • reading a sentence is very slow • takes a long time to read • speaks only in words or phrases • runs out of words to use when speaking • forgets what words mean • cannot say what words mean • forgets details or information that the teacher says aloud • has a hard time thinking of a conclusion • writes incomplete sentences • sentences written are confusing or hard to understand
15. Lea C. Garcia	<ul style="list-style-type: none"> • has a hard time sequences event from the story • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences • sentences written are confusing or hard to understand
16. Daisy E. Gomez	<ul style="list-style-type: none"> • cannot give the sounds of a word in the correct sequence • has difficulty identifying rhymes • confuses writing b and d • inconsistent with saying the name of letters • says a different word when reading

SUPPORTING TEACHERS IN ASSISTING READERS TRAINING (S.T.A.R.T)
July 2017

NAME	Formative Assessment Results
	<ul style="list-style-type: none"> • reading is very slow, reading letter by letter • does not always write the vowels when spelling a word • only writes the first few letters when spelling a word • reading a sentence is monotonous • uses gestures more than words to express ideas and thoughts • cannot say what words mean • forgets details or information that the teacher says aloud • does not always remember details in the story • cannot give a reasonable prediction • does not always capitalize the first word in a sentence
17. Glenda K. Isaac	<ul style="list-style-type: none"> • does not always put all the letters when spelling a word • forgets how words are spelled • reading a sentence is very slow • writes run-on sentences • does not always write periods
18. Pamela T. Lim	<ul style="list-style-type: none"> • cannot give the sounds in a word • cannot differentiate between the vowel sounds /e/ and /i/, and /o/ and /u/ • confused with writing the uppercase and lowercase letters like Kk, Mm, li, Ll, • forgets the sounds of some letters • inconsistent with saying the name of letters • struggles reading long words • switches letters around when reading words • does not always put all the letters when spelling a word • forgets how words are spelled • reading a sentence is very slow • reading a sentence is monotonous • forgets what words mean • cannot say what words mean
19. Mary Anne S. Manuel	<ul style="list-style-type: none"> • has a hard time sequences event from the story • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences • sentences written are confusing or hard to understand

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NAME	Formative Assessment Results
20. Frances P. Ramos	<ul style="list-style-type: none"> • cannot give a reasonable prediction • has a hard time thinking of a conclusion • does not always capitalize the first word in a sentence • does not always write periods • writes incomplete sentences
21. Laura F. Salvador	<ul style="list-style-type: none"> • sentences written are confusing or hard to understand • writes run-on sentences • does not always write periods • has a hard time sequences event from the story • has a hard time thinking of a conclusion • forgets details or information that the teacher says aloud • uses gestures more than words to express ideas and thoughts
22. Marianne M. Torres	<ul style="list-style-type: none"> • runs out of words to use when speaking • remembers the meaning but forgets the word • poor word choice when speaking or writing • has a hard time thinking of a conclusion • does not always capitalize the first word in a sentence • writes incomplete sentences
23. Bernadette L. Tuazon	<ul style="list-style-type: none"> • cannot give the sounds in a word • cannot give the sounds of a word in the correct sequence • cannot differentiate between the vowel sounds /e/ and /i/, and /o/ and /u/ • confused with writing the uppercase and lowercase letters like Kk, Mm, li, Ll, • does not always talk in complete sentences • speaks only in words or phrases • forgets what words mean • remembers the meaning but forgets the word • skips or omits words when reading • loses his place on the text when reading • does not always put all the letters when spelling a word • forgets how words are spelled • reading a sentence is very slow • reading a sentence is monotonous
24. Steve E. Vicente	<ul style="list-style-type: none"> • runs out of words to use when speaking

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NAME	Formative Assessment Results
	<ul style="list-style-type: none">• remembers the meaning but forgets the word• poor word choice when speaking or writing• has a hard time thinking of a conclusion• does not always capitalize the first word in a sentence• writes incomplete sentences
25. Sheilla M. Zapanta	<ul style="list-style-type: none">• does not always talk in complete sentences• relies on pictures to answer questions and not on the information he hears• does not always remember details in the story• does not always capitalize the first word in a sentence• writes incomplete sentences

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WORKSHEET 5D: SAMPLE LEARNER SELF-ASSESSMENT RESULTS

Instruction: Use the information below in identifying possible candidates for Stage 2 of the Reading Remediation Support Pilot (RRSP).

	NAME	Learner's Self-Assessment
1.	Raymond Joseph C. Cruz	8/10
2.	Bryan S. Dela Cruz	4/10
3.	Kevin T. Francisco	9/10
4.	Anthony O. Lopez	8/10
5.	Albert M. Mariano	8/10
6.	Mark Bryan I. Perez	9/10
7.	Peter L. Reyes	8/10
8.	Paul E. Santos	8/10
9.	Michael R. Tan	3/10
10.	Arvin P. Yap	9/10
11.	Daisy A. Barcena	5/10
12.	Karla G. Carioso	9/10
13.	Stephanie B. Flores	9/10
14.	Shirley D. Frias	10/10
15.	Lea C. Garcia	8/10
16.	Daisy E. Gomez	9/10
17.	Glenda K. Isaac	8/10
18.	Pamela T. Lim	7/10
19.	Mary Anne S. Manuel	8/10
20.	Frances P. Ramos	9/10
21.	Laura F. Salvador	7/10
22.	Marianne M. Torres	9/10
23.	Bernadette L. Tuazon	8/10
24.	Steve E. Vicente	8/10
25.	Sheilla M. Zapanta	4/10

Note: The results below are based in the number of sad smiles that pupils chose during the Learner Self-Assessment.

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WORKSHEET 6: RRSP LITERACY ASSESSMENT RESULTS

Instructions: Use the information below to group learners according to their learning profiles.

Learner's Name	PA	AK	OL	LC	V	PWR	S	F	RC	WC
1. Albert Mariano	below average	poor	average	above average	average	poor	poor	poor	n/a	below average
2. Daisy Barcena	below average	below average	above average	above average	above average	below average	poor	poor	poor	poor
3. Pamela Lim	below average	poor	average	below average	average	poor	poor	poor	poor	poor
4. Raymond Cruz	above average	excellent	below average	average	below average	excellent	above average	above average	below average	average
5. Laura Salvador	above average	above average	average	average	below average	above average	above average	excellent	below average	average
6. Paul Santos	below average	poor	below average	below average	below average	poor	poor	poor	Poor	poor
7. Bernadette Tuazon	poor	below average	below average	below average	below average	below average	poor	poor	below average	poor
8. Shirley Frias	average	below average	below average	below average	below average	poor	poor	poor	Poor	poor
9. Daisy Gomez	poor	poor	below average	below average	below average	below average	poor	poor	below average	poor

**FORM 10: READING REMEDIATION WEEKLY PLAN
(Days 1-5)**

Inclusive dates: September 4-8, 2017

Teacher: Mimai Garcia-Castelo

Instructions: Students in Learning Profile 1 have sessions only on Days 1, 3, and 5. Students in Learning Profile 2 have sessions only on Days 2 and 4. Students in Learning Profile 3 have sessions daily.

<p>Learning Profile 1 and 3</p> <p>Objectives for the week:</p> <ul style="list-style-type: none"> ➤ PWR and Spl – words with “ng” ➤ AK – Kk, Gg, Ww, Ll ➤ Flu – LR “Pagong at Kuneho” ➤ PA – rhymes 		
<p>Day 1 activities</p> <ul style="list-style-type: none"> € OL – Ano ang isang bagay na kayang-kaya mo gawin? <p>Ang isang bagay na kayang-kaya ko gawin ay _____</p> <ul style="list-style-type: none"> € PA – intro rhymes; game € AK: all vowels, g s l p y k b t h m w <p>new: ng ngipin</p> <ul style="list-style-type: none"> € PWR: bilis, kuneho, pagtakbo, pinakamabilis, ipinagmamalaki, nang, laging, pagong, sawang-sawa € sight words: ng ang mga siya <p>Read: page 3</p>	<p>Day 3 activities</p> <ul style="list-style-type: none"> € OL – Ano ang isang bagay na gusto mong matutunan gawin? <p>Ang isang bagay na gusto kong matutunan gawin ay _____</p> <ul style="list-style-type: none"> € PA – rhymes; game € AK: write Ll, Kk € AK: all vowels, g l p m ng € Spelling: pagong, laging, magaling <p>sight words: si</p> <p>sentence: Laging magaling si pagong.</p>	<p>Day 5 activities</p> <ul style="list-style-type: none"> € OL – Ano ang isang bagay na gusto mong ituro sa kklase mo? <p>Ang isang bagay na gusto kong ituro sa kklase ko ay _____</p> <ul style="list-style-type: none"> € PA – rhymes; game € AK: all vowels, g s l p y k b t h m w ng € PWR: bilis, kuneho, pagtakbo, pinakamabilis, ipinagmamalaki, nang, laging, pagong, sawang-sawa € sight words: ng ang mga siya <p>Read: page 3</p>
<p>Notes:</p>		

Learning Profile 2 and 3

Objectives for the week:

- Objectives for the week
- OL and WC – one sentence
- Voc: blade, turbine, nagsusuply, koryente, propeler, motor, dalampasigan, nakakonekta, baybayin
- RC – LR :Bangui Wind Farms ng Ilocos

Day 2 activities

€ OL/WC – Ano ang isang bagay na nakakatulong sa iyo?

Ang isang bagay na nakakatulong sa akin ay _____

€ Voc: blade, turbine, nagsusuply, koryente, propeler, motor, dalampasigan, nakakonekta, baybayin

€ RC: pages 13-18

1. Ano ang makikita sa baybayin sa Ilocos?
2. Ano ang itsura ng mga nito? Iguhit.
3. Saan kaya nakatira si Ben? Paano mo nasabi?
4. Ano ang gamit ng mga wind turbine?
5. Paano ito nakakasuply ng koryente?

WC

Day 4 activities

€ OL/WC – Ano ang isang bagay na nakakatulong sa nanay o tatay mo?

Ang isang bagay na nakakatulong sa nanay o tatay ko ay _____

€ Voc review: blade, turbine, nagsusuply, koryente, propeler, motor, dalampasigan, nakakonekta, baybayin

€ RC: pages 13-18

1. Ano ang makikita sa baybayin sa Ilocos?
2. Ano ang itsura ng mga nito? Iguhit.
3. Saan kaya nakatira si Ben? Paano mo nasabi?
4. Ano ang gamit ng mga wind turbine?
5. Paano ito nakakasuply ng koryente?

€ Voc: Gamitin ang mga voc sa pangungusap (oral)
WC

Notes:

FORM 12: READING REMEDIATION PROGRESS REPORT

Learning Profile: _____
Level No: _____

Date: _____
Completed by: _____

Instructions to the Teacher: Record a “1” if the learner has achieved the set objectives for the program. Record “0” if the learner has not achieved the set objectives for the program.

Program Goals	Learner's Name									
1. PWR and spelling using all vowel and all consonants (except v, f, j, q, z)										
2. Using the spelling chart										
3. Syllabifying words in PWR										
4. Write all lowercase and uppercase letters (except v, f, j, q, z)										
5. Reading Fluency – LR “___” One dot										
6. Speak in a complete sentence using a sentence stem.										
7. Write in a complete sentence using a sentence stem.										
8. Know the meaning of vocabulary from texts										
9. Use vocabulary in sentences										
10. Comprehension - noting details, sequencing events, making inferences										
11. Identifying rhyming words										
12. supplying rhyming words										
Remarks: Describe the performance and behavior of the learner.										

LEARNER 1, (Profile 1)

Learner is familiar with syllabication of words in PWR activity and spelling chart activity. Reading words is better through constant practice. Child is starting to self-correct errors in reading and spelling. Reading texts is still effortful – taking too long - but is now able to stay on track. Learner can identify rhyming words and count syllables. Knows how to refer to the alphabet chart for the letters she needs to write or read.

Learner 2 (Profile 3)

Child is always eager to share ideas and can use the sentence stem with ease. Attempts to use vocabulary words in a sentence, but needs support to say it in a complete sentence. Can remember the target words and can give an example of what it means but still cannot define words. Child always needs to refer to the alphabet chart to be able to form the letters. Starting to be comfortable using the wordlist and the spelling chart but needs a lot of supervision to isolate and sequence sounds. Reading texts needs to be supervised so he can apply skills learned. Child can note more details in a story but still forgets a few important ones.

FOR PILOT TEST

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SUPPLEMENTAL TIPS AND INSTRUCTIONS

General Instructions

1. Simplify instructions for learners when necessary.
2. Contextualize the items when necessary, while maintaining the structure of the subtests.
3. Follow additional guidelines below for the administration, scoring and interpretation of the Reading Remediation Support Program (RRSP).

FORM	ADMINISTRATION	SCORING AND INTERPRETATION
Form 1: Class Profile	Instruction: Identify 12-13 learners with low grades in the previous school year.	
Form 2: Record of Formative Assessment Observations		Use the rubric below to determine learners' performance. "LOW" – several areas of difficulty; weaknesses are significant "MODERATE" – a few areas of difficulty "HIGH" – very few areas of difficulty
Form 3: Learner Self-Assessment	Record on a separate sheet of paper the total number of sad faces each learner chose.	
Form 5: RRSP Literacy Assessment – Subtest 2: Alphabet Knowledge	Change second O and o to Q and q. Change second F and f to H and h.	
Form 5: RRSP Literacy Assessment – Subtest 2: Alphabet Knowledge	Early stop rule: Stop when the child makes 5 consecutive errors. You may opt to ask the child to point and name the letters that s/he knows in the stimulus sheet.	Scoring: Excellent 189 - 196 Above Average 180 - 188 Average 172 - 179 Below Average 154 - 171 Poor 0 - 153
Form 5: RRSP Literacy Assessment – Subtest 3: Oral		Rubric 1. Erase the subtotal /16, /12, /8 and /5. Get the score per criterion on the right side of the score sheet,

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Language		<p>then write the total score.</p> <p>2. Modify content descriptors.</p> <p>a. Beginning - “One idea” (instead of “few”)</p> <p>b. Developing - “Two ideas” (instead of “some”)</p> <p>c. Intermediate - “Three ideas” (instead of “most”)</p> <p>d. Proficient - “More than three ideas” (instead of “all”)</p>										
Form 5: RRSP Literacy Assessment – Subtest 4: Vocabulary	Early stop rule: Stop testing 5 consecutive errors.	<p>Accept synonyms and direct translations.</p> <p>Scoring:</p> <table border="0"> <tr><td>Excellent</td><td>10</td></tr> <tr><td>Above Average</td><td>8-9</td></tr> <tr><td>Average</td><td>6-7</td></tr> <tr><td>Below Average</td><td>4-5</td></tr> <tr><td>Poor</td><td>0-3</td></tr> </table>	Excellent	10	Above Average	8-9	Average	6-7	Below Average	4-5	Poor	0-3
Excellent	10											
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Form 5: RRSP Literacy Assessment – Subtest 5: Listening Comprehension		<p>Scoring:</p> <table border="0"> <tr><td>Excellent</td><td>4</td></tr> <tr><td>Above Average</td><td>-</td></tr> <tr><td>Average</td><td>3</td></tr> <tr><td>Below Average</td><td>2</td></tr> <tr><td>Poor</td><td>0-1</td></tr> </table>	Excellent	4	Above Average	-	Average	3	Below Average	2	Poor	0-1
Excellent	4											
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Form 5: RRSP Literacy Assessment – Subtest 6: Phonics and Word Recognition	<p>Grade 1 – Items 1-10 only (MT)</p> <p>Grade 2 – Items 1-20 (Filipino)</p> <p>Early stop rule: Stop the test if the child makes 5 consecutive mistakes.</p>	<p>Scoring for Grade 1</p> <table border="0"> <tr><td>Excellent</td><td>10</td></tr> <tr><td>Above Average</td><td>9</td></tr> <tr><td>Average</td><td>8</td></tr> <tr><td>Below Average</td><td>5-7</td></tr> <tr><td>Poor</td><td>0-4</td></tr> </table>	Excellent	10	Above Average	9	Average	8	Below Average	5-7	Poor	0-4
Excellent	10											
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Poor	0-4											
Form 5: RRSP Literacy	Instructions: Teacher says the target word, reads the											

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Assessment – Subtest 7: Spelling	sample sentence, says the target word again then the child spells the target word.	
Form 5: RRSP Literacy Assessment – Subtest 8: Fluency and Reading Comprehension	Early stop rule: Stop if the learner is struggling in the first 5 words of the text.	Scoring: Excellent 4 Above Average - Average 3 Below Average 2 Poor 0-1
Form 5: RRSP Literacy Assessment – Subtest 9: Writing and Composing		See additional rubric and rating scale .



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TICKET TO LEAVE

1. What are your insights on the topic/s discussed today?

2. What topics did you find confusing? Why did you find them confusing?

3. What do you want to know more about the topic/s?



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