



**INTERNATIONAL  
INSTITUTE OF  
INFLUENCERS**



# PROJECT REPORT

**Name of the Course: INTERNATIONAL MASTER DIPLOMA IN GUIDANCE  
& COUNSELING**

**Conducting Organisation: International Institute of Influencers (III)**

**Title of the Project: Recognize, Read, and Comprehend (RRC)**

**Criteria for doing the project: Structured Approach & Analytical Evaluation  
for Workplace Through Guidance-Coaching & Counselling**

**Submitted To: SHAMA Hussain, Founder & CEO of III**

**Date of Submission:**

**Name of the Candidate: FERLIN B. ORENSE**

**Name of the Organisation: SAN DIEGO ELEMENTARY SCHOOL**



**SUBMITTED BY:**

**FERLIN B. ORENSE**

**Teacher III**

**SAN DIEGO ELEMENTARY SCHOOL**

**SDO Quezon City, Philippines**

**SUBMITTED TO:**

**DR. SHAMA HUSSAIN**

**Founder and CEO**

**International Institute of Influence**

**This project utilized the face-to-face approach in conducting a reading program for struggling readers in Grade 4 Bakawan. The respective reading adviser conducted reading sessions as a reading guide while offline or asynchronous sessions were facilitated by parents or guardians at home. The reading teachers/advisers monitored the reading skills to be met by participants through remedial hours.**

**Reading is important because it develops the mind. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen.**

**The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019. The Phil-IRI aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance. The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education (DepEd) that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.**

**Phil-IRI is an assessment tool that evaluated instrument that intends to measure the pupils reading comprehension skills. The pupils word recognition and comprehension ability as well as his reading speed. Poor readers have difficulty to understand that sounds in words are linked to certain letter and letter patterns. This called the "alphabetic principles". The reason many poor readers don't attain the alphabetic principle is because they haven't developed phonemic awareness- being aware that**

words are made up of speech sounds or phonemes (Lyon, 1997) when word recognition isn't automatic, reading isn't fluent, and comprehension suffers. Based on the Phil-IRI results of the Grade Four Bakawan learners, we conducted the said activity by using face to face reading program and we found out that there were pupils who are non-readers or totally who cannot distinguish a single word in English. We must direct our efforts toward relieving the plight of these pupils, so we have designed a reading program for them with your approval. This is called "Project RRC (Recognize, Read and Comprehend: Grade Four Bakawan Reading Program in English and Filipino).

The pupils will be scheduled from 8:00-10:00 every Monday to Friday the venue of the said program was the school-covered court. We have gathered varied reading materials to be used for this reading program. All the recipients were given printed reading materials. The parents of these Grade Four Bakawan pupils have been consulted about the plan and they were happy and willing to cooperate for the sake of their child, hence the permit and reading contract (kasunduan and pahintulot) of the children and parents were accomplished.

Guided reading is based on the belief that the optimal learning for a reader occurs when they are assisted by an educator, or expert 'other', to read and understand a text with clear but limited guidance. Guided reading allows students to practice and consolidate effective reading strategies. The reading teacher helps pupils to learn to use reading techniques, including phonemes, context clues, word structure, read a text that is familiar to them. The goal of guided reading is being able to read a variety of texts to become fluent, skilled readers.

#### **WAYS FORWARD**

The two years pandemic has affected a lot to the learners especially in literacy. As we found out on the face -to-face class in the later months of this school year, reading skills of some grade 4 learners under remedial reading program are seems like grade one level. Now I realized how important the teaching professions to impact the lives of the learners. I would gladly recommend continuing the reading remedial program so that there will be follow-up and continues progress of the learners. Remedial reading program helps learn more about the world, comprehend the text signages and warnings on labels allow them to discover reading as an

**entertainment and help them gather information. To be able to read is to transform the lives of the youth.**



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# Asynchronous Remedial Reading

➔ Nag-forward si Bon



# HOME VISITATION





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