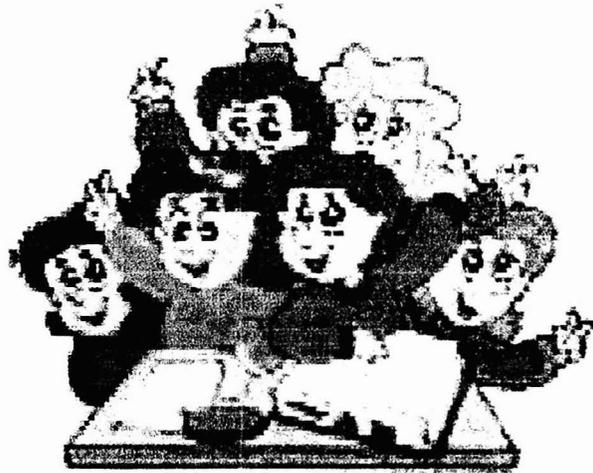


**Division of Dumaguete City**  
Dumaguete City



**OPLAN RBU**



**Reading for  
Better Understanding**

**Mrs. Ma. Lina S. Paloma**  
**Dr. Orlando G. Cadano**

## I Introduction

**“Learn to read; Read to learn.”**

In today’s society, reading a powerful learning tool. What reading offers to the learner is something no other mode of communication does – practically unlimited choice into the knowledge treasures of the globe and of past times.

Being able to completely and accurately comprehend what one reads is essential to one’s ability to learn, perform well on tests and ultimately succeed in school and in a career.

A proficient reader is an effective learner who is equipped with the skills to solve problems, to strategize, conceptualize and succeed in life. Such is the essence of functional literacy.

The Vision of the Department of Education is thus:

*By the end of 2030, the Department of Education will be globally recognized for good governance and for developing functionally literate and God-loving Filipinos.*

## II RATIONALE

Reading comprehension proficiency is a fundamental skill in acquiring proficiency in other disciplines for reading runs through all the courses and subjects in the curriculum.

Instilling in children a love of reading and developing proficient reading skills is the cornerstone to a complete education. Gear (2006) stated that developing positive reading comprehension skills at an early age can greatly impact a student's ability to approach new and complex concepts in many different subject areas.

It is sad to note, however, that school children nowadays do not seem to find reading enjoyable and educative. For many students, reading is a major problem. It is a frustrating, pointless exercise in word calling. The poor results of the National Achievement Test (NAT) given to Grade III, Grade VI and Second Year High School students seem to affirm these observations.

In 2007, the Bureau of Elementary Education attributed "reading problems" as the main culprit for the poor performance of pupils in the NAT (Quijano, 2007).

In the Division of Dumaguete City, NAT results for Grade III, Grade VI and Year II reflected a similar predicament as shown in the table below.

Grade Level Tested	AVERAGE MPS per SCHOOL YEAR		
	2009	2010	2011
Grade III	54.25	58.39	50.66
Grade VI	65.18	68.37	67.19
Second Year HS	50.01	49.24	50.92

Table 1: Average MPS in the NAT for 3 School Years

It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their academic endeavors and ultimately on their entire lives.

### **III. Project Description and Objectives**

The major goal of teaching reading comprehension is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Oplan RBU(Reading for Better Understanding) is a project under Project MTS (Maximizing Totality of Skills). Through the auspices of the Special Education Fund (SEF) of the Local Government of Dumaguete City, OPLAN RBU sets two major objectives:

1. improve the reading comprehension of learner, and
2. instill love for reading among the public elementary pupils and secondary school students of the Division of Dumaguete City.

This project utilizes the concepts of reading circles. Reading circles are small groups of students who meet in the classroom to talk about stories. Each student has a special role, and usually there are six roles in the circle.

### **IV Project Target Beneficiaries and Stakeholders**

The target beneficiaries of this project are Grades IV, Grade V, and Grade VI pupils of all public elementary schools, and all secondary school students of public secondary schools in the Division of Dumaguete City.