

READING: GATEWAY TO QUALITY LEARNING

by:

RICHELLE G. PEREZ

Teacher II, Sto. Domingo Elementary School

Many people have reached the far places in the world, experienced travelling to the most wonderful tourist destinations across the globe and even met people of high caliber because of their indulgence to reading. It is a giant way that opens brighter opportunities to every fun of reading.

In school, teachers are encouraged to involve their learners to engage them to meaningful and enjoyable reading experiences to help them learn and grow as better individuals through their guidance and supervision.

In its thrust to promote the value of reading, the Department of Education encourages all schools to provide reading interventions among learners that will cultivate their reading habits and promote quality learning among them in all subject areas.

Education Secretary Leonor M. Briones believes that the move is in support of the ten-point education agenda of the Aquino Administration and the promotion of Every Child a Reader Program (ECARP).

Coming up with more creative ways of developing learners' love for reading is an important portal to the world of learning.

All schools are enjoined to conduct active reading activities at home and in school to foster a reading culture among pupils and launch a search for the best individual and team readers to highly motivate them in reading story books, magazines and other related reading materials (Hernandez & Pimentel, 2017).

The Drop Everything and Read (DEAR) project, a 15-to-20-minute daily activity devoted to reading a book or any reading materials available in the school is also done to increase the reading level and interest of every learner. There is also the Shared Reading project (Big Brother or Sister/ Kaklase Ko, Sagot Ko), an activity wherein older students or independent readers teach pupils who are at the frustration or non-reading level.

The Intensified Remedial Reading is also encouraged to be done among teachers or class advisers to give remedial lessons to children in the frustration reading level.

Meanwhile, the Five Words A Week (FWAW) and A Paragraph A Day (APAD) have become daily routines in the class that encourage pupils to learn and master one word a day for five days a week and to read aloud one or two short paragraphs a day before classes start to develop the students' oral communication skills. The holding of a Reading Camp is also conducted daily where children are provided with the venue where their talents in communication arts can be highlighted through competitions (Gonong, 2023).

Providing a reading corner inside the classroom is an avenue to cultivate interest for reading among pupils.

Pupils could not become good readers without the support and guidance of their parents. Hence, the Parent Learning Support System has been incorporated during the reading process and development of all pupils which will eventually help learners become good and fast readers.

By giving reading interventions among all learners, we are promoting reading and literacy among our learners even as we motivate them to learn from the lives and works of eminent Filipinos.

In pursuit of the maximum potential of every school, school officials are encouraged to conduct reading and literacy activities, and are likewise asked to partner

with non-government organizations and the private sector to foster cooperation in the community.

With this, we are able to achieve high level of learning toward quality education among all.

References: