Effect of Catch them Early Approach on Expository Reading Skills of Grade 7 Students

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Abstract

This study aimed to determine the effect of Catch them early approach on Expository reading skills of Grade 7 Students. Eventually, it also sought to determine the magnitude of effect of the action initiated by the researcher on the literary comprehension skills of the research subject. This study made use of the quasi experimental design, I used non-equivalent control group pre-test-post-test design. Non- equivalent design is a good design when researcher has access to one group for experimentation. This study was conducted in Sto. Niňo National High School. The subjects of this study were 93 grade 7 students- 46 are section A which were the controlled group and 47 were from section B which were the experimental group. The composition of these two sections was heterogeneous therefore students of sections A and B had identical range of performance. The study utilized the researcher-made pretest and post test which was the tool to measure the research skills of the grade 7 students. Topics covered were taken from the learning competencies in grade 7. Moreover, this study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the use of catch them early approach has further developed the expository reading skills of the Grade 7 students. Finally, this study revealed that there is magnitude of the catch them early approach on expository reading skills of the research subjects.

Keywords: Effect of Catch Them Early Approach on Expository Reading Skills of Grade 7 Students

CHAPTER 1
The Problem and Its Setting

Expository text differs greatly from narrative text in tone, style, structure, and features. First, expository texts purvey a tone of authority, since the authors possess authentic and accurate information on the subjects they write about (Fisher &Frey, 2015). Second, these texts follow a style that is distinctly different from that of narrative text. Expository text uses clear, focused language and moves from facts that are general to specific and abstract to concrete.

Another aspect of expository texts is that they utilize specific structures to present and explain information (Burke, 2016). And, it has long been known that the ability to recognize text structure enhances the student's ability to comprehend and recall the information read (Armbruster, Anderson, & Ostertag,2015).The five most common structures utilized in informational text are cause-effect, comparison-contrast, definition-example, problem-solution, and proposition supporter sequential listing. To help students recognize and identify these structures, teachers can acquaint them with the signal or cue words authors utilize in writing each of the structures (See below). In addition, DougBuehl (2015) has created a series of questions to help guide students in identifying each specific structure. Finally, see

the reproducible masters below for a set of graphic organizers that students and teachers may use to facilitate structure identification.

A final aspect of informational text is its features or those items that an author uses to organize the text. Common text features include the following:(1) a table of contents, (2) a preface, (3) chapter introductions, (4) chapter headings and subheadings, (5) marginal notes or gloss, (6) chapter summaries, (7) maps, charts, graphs, and illustrations, (8) an index, and (9) a glossary. As noted above, content reading instruction is most effective when teachers scaffold their students' learning (Biancarosa & Snow, 2017). While presenting a structural overview as a scaffolding strategy is a good place to begin, Garber-Miller (2017) advises, & quot. It is also beneficial to give students a content overview so they can ponder the many concepts and questions they will encounter throughout the year. Teachers must help them understand how the ideas in the textbook are interrelated & quot; (p. 285). She suggests that teachers utilize text previews in order to accomplish this.

There are steps to recognize expository text structure. First, model this strategy for students by working through an assigned text reading that illustrates a particular text structure and explaining why it is a certain type and how that type is organized. Make use of the text structure signal words provided above and use a graphic organizer from among those below that is illustrative of the type of text being explained. Next, provide students with a practice session so they can utilize the signal words and graphic organizers for each text structure pattern. This second step allows you to gradually shift the responsibility of learning about text structures from yourself to the students. Finally, when students have become proficient at identifying specific text structure patterns, they should produce examples of the various structures on their own (Luineg, 2015).

In the Division of Davao City particularly in Sto. National High School, reading teachers carry the burden of reading comprehension difficulty among high school students particularly grade seven students. Students feel it difficult to answers questions from top level structure of an expository text. This prompts the researcher to conduct this study to find out the reading ability of the students in comprehending expository text and eventually come up with contents of the school reading program called "Catch Them Early".

Review of Significant Literatures

This section deals with the further readings and researches of the researcher taken from books, magazines, journal and the internet. These related literatures will further validate and back up the study on its universal existence as they provide bearing and relevance.

Expository Text

Expository (or informational) text is the primary source of reading material used to present academic content (e.g., science, social studies). As such, it is essential that students are able to comprehend expository text. This is recognized in the Common Core State Standards for English Language Arts, which state that, as early as kindergarten, students should be able to engage with informational text in multifaceted ways, such as identifying the main topic, asking and answering questions about key details, and describing connections between pieces of information (Luineg, 2015).

Expository text can also be challenging because its structure is different from the typical story structure familiar to students. *Structure* refers to the way information is organized in a text. Nation (2017) was the first to describe different types of expository text structures. Five text structures that show up the most

consistently in the literature are description, compare and contrast, sequence, cause and effect, and problem and solution, although the terms and definitions for these structures have varied across researchers (e.g., compare and contrast has also been referred to as adversative; Englert & Hicbert, (2018) and are sometimes imprecise. Therefore, for teachers planning to use these text structures in their instruction, it may be most useful to use more frequent terms along with student-friendly definitions.

Although the structure of expository text may be one characteristic contributing to its difficulty, it is also a characteristic that students can use to meet the demands of content area text. Knowing the structure of an expository text may provide students with a mental framework for thinking about it. The purpose of this article is to present practical, evidence-based solutions for teaching students how to use text structure strategies to improve their expository reading comprehension (Gersten & Baker, 2017).

Interpreting education research and putting it into practice can be challenging and time consuming. In this article, we do that work for teachers by translating the most effective practices from the text structure literature into recommendations for teachers. Hebert, Bohaty, Nelson, and Brown (2016) conducted a meta-analysis on text structure instruction, concluding that it is an effective way to improve expository reading comprehension. The literature interpreted in this article comes from this meta-analysis.

Learning to recognize the structure of expository text may help students focus on the important information in a particular passage and can serve as a foundation for attaining the other text structure objectives. There are two possible goals of identification strategies: to recognize a single text structure or to discriminate among several possible text structures. The goal teachers choose may depend on whether they teach a single text structure or multiple text structures at a time. There are several strategies teachers can use to help students identify the text structure of the passages they read (William, 2015).

Expository texts are used to teach. They come in many forms--textbooks, magazines, newspapers, essays, and so on. In education we mostly see expository texts in the form of textbooks, shorter stand-alone books, or articles. Expository texts, also known as 'informational texts', were once primarily used in classrooms to specifically teach a content area. When students were in science class they read about scientific concepts so they could learn about things like space or animals. Now the emphasis has shifted to a more rounded approach. Students read science textbooks or other expository information in order to both learn about the concept, like space, and also to strengthen their reading skills. Teachers are called on to intertwine instruction on reading strategies with concept-specific instruction (Fuchs & Young, 2016).

Some expository texts describe and outline the topic up front. Giving a little background information and explaining key components sets the idea up and gets the reader ready to learn. Teaching students that they'll usually encounter a description at the beginning of expository writing will help them look for and recognize this text structure and use it to get ready for more information (Clarke, Truelove, Hulme & Snowling, 2018).

Authors of expository text relay information in a specific sequence such as a chronological review of a baseball season. The sequence depends on the information. When presenting baseball stats, the sequence may be in numerical order. If reporting on global warming, it may be in order of importance. Reading expository text and noticing the sequence helps readers make sense of information (Gersten & Dimino, 2017).

According to Fuchs & Young (2016) he stated that in expository text, the author will use one or more sets of structures known as constructs. They may be comparing and contrasting information, such as two celebrity weddings; giving a cause/effect relationship, like carbon emissions and global warming; or presenting a problem/solution, as we often see in baseball analysis such as when a team is losing games

in the late innings and an analyst suggests trading players to strengthen the bullpen. When students know to look for constructs within the text they will recognize them and read the information contained more deeply, resulting in better comprehension.

Fuchs & Young (2016) added that expository text is typically structured with visual cues such as headings and subheadings that provide clear cues as to the structure of the information. The first sentence in a paragraph is also typically a topic sentence that clearly states what the paragraph is about. Expository text also often uses one of five common text structures as an organizing principle: Cause and effect, Problem and solution, Compare and contrast, Description and Time order (sequence of events, actions, or steps).

Expository texts have their own unique structures that are different from those of narrative text, and most students, regardless of their reading ability, struggle at times with expository text. There are many reasons why. Expository text contains vocabulary that is both challenging and new, words are often outside students' everyday knowledge, topics are ones students have never experienced personally, and unlike narrative text that has one structure, exposition has many structures (Clarke, Truelove, Hulme & Snowling, 2018).

Expository text is challenging for many students as it often deals with complex and unfamiliar content and is structured in a variety of ways. Although recently there has been a press toward providing all students with more exposure to expository text, many students are still often finding expository text hard to understand. One problem is that the instruction in many classrooms is discussion-based, with little or no explicit instruction. In addition, because content-area textbooks may be too difficult for students to read easily, teachers often read them aloud in class and rely on this approach in conjunction with class discussion to impart information. This has the adverse and unintended consequence of further reducing opportunities for students to develop their ability to read expository text on their own (Gersten & Dimino, 2017).

Expository (or informational) text is the primary source of reading material used to present academic content (e.g., science, social studies). As such, it is essential that students are able to comprehend expository text. This is recognized in the Common Core State Standards for English Language Arts, which state that, as early as kindergarten, students should be able to engage with informational text in multifaceted ways, such as identifying the main topic, asking and answering questions about key details, and describing connections between pieces of information (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2016).

Exposition has many types of structures, and some are complex. The use of design sketches to capture the structure helps hugely in terms of com- prehension. Capturing the design of the text in the mind as soon as possible is part of text structure awareness. Teachers need to teach each type of expository text structure (e.g., cause–effect, description, problem–solution), so students can internalize all of the structures (Mahdavi & Tensfeldt, 2018).

Almost all of the expository texts that students read can be separated into two groups: texts that describe and texts that are affected by time. We have found that elementary students encounter three descriptive and three sequential structures. You may be thinking to yourself, what about persuasive texts? We do not include this text structure because it is not one that students typically read. We scanned many texts while researching for this article, and persuasive texts are rare (Gersten & Domini, 2017).

Knowledge of a single expository text structure, such as sequence, does not transfer to another type of structure, such as description (Williams, 2015). For example, a student who knows how to identify a

problem–solution text structure may not necessarily be able to identify a compare–contrast structure. The reason is that each structure is different. Each expository text needs to be taught separately.

Harris and Hodges (2015) stated that a comprehension strategy is a plan or technique used by students to get information they need from the text, whether it is for the purpose of choosing the correct stem on a multiple-choice test or getting enough information to construct an effective report or essay. The goal is to teach students the five comprehension strategies that we think are the most effective.

Harris and Hodges (2015) defined a reading comprehension strategy as "a systematic sequence of steps for understanding text. Pearson, Roehler, Dole, and Duffy (2018) stated that "strategies emphasize conscious plans under the control of the reader. To implement these plans, students must have a good understanding of how strategies work and when to use them.

Skilled readers use different strategies to comprehend expository text, and teachers play a critical role in the acquisition of effective strategies. Strategies should be explicitly taught over a long period of time (Meyer, 2017); we should not assume that all students will learn them in an incidental or serendipitous way.

Comprehension is enhanced when readers activate prior knowledge or make connections to background knowledge. Initial questioning by the teacher can quickly establish if students have the knowledge base to do this. For example, if the class is reading about Santiago, Chile, and students lack background knowledge about this area, the teacher can help them by discussing some useful facts about Chile before reading. The teacher can show students how to use the Internet to locate Chile on a map, find out how many people live in Santiago, and find out what language Chileans speak. This builds students' back- ground knowledge and gives a starting point for reading the article (Stanovich, 2018).

According to Harris and Hodges (2015) that activating relevant background knowledge helps readers make connections between what they know and what they are reading. Knowing about Mars, Jupiter, and so forth helps readers when reading about the solar system. Knowing about Meriwether Lewis and William Clark helps readers when reading about the Oregon Trail. Knowing about mammals and how they differ from other animals can help readers when reading about polar bears, skunks, or beavers.

Good readers consider the text structure the writer has followed and ask questions such as Does this text on the Monarch butterfly have a descriptive structure or a sequential structure. If the text has a sequential structure, readers should be encouraged as they read to ask themselves what will happen next. If the text is descriptive and focused on one topic, readers should ask themselves as they read what the subtopics are. Good readers continually ask and answer questions as they read (Duffy, 2018).

Text structure is one specific type of prior (or background) knowledge that skilled readers possess. Good readers can identify important information in a text and are aware of how other textual information relates to the important propositions. They can do this even when, as often happens, the text is not well organized. These readers are applying cognitive patterns—rhetorical structures—that they have already acquired, first via their oral language experience and later via their reading. These patterns guide them to the recognition that (for example) a given text compares two entities, or that it presents a problem and a solution to that problem. Readers who can identify the structure of a text are better able to locate the information they need for successful comprehension (McCormick, 2015).

Reading comprehension is a critical learning skill for all students (Meyer, 2017), as it is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Rand Reading Study Group, 2002, p. 11). Understanding words' meaning, analyze the authors points of view and aim for writing and gaining knowledge of new words are all very important reading

skills that support reading comprehension (Fletcher & Francis, 2015). Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. For example, having the ability to understand textual information play a critical role in helping learners to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on. Academic success also requires students to be able to understand, analyze, and apply information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2018).

The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2018; Wong, 2015). In contrast, not being able to successfully comprehend can prevent students from learning, retaining information that they read, and graduating from school, which will negatively impact different aspects of their lives later on (Fuch, 2015; Al Otaiba, 2015).

Reading difficulties negatively impact different aspects of students, including their educational progress, self-esteem, attitudes about reading and learning, motivation to read, career choices, social-economic status and expectation for future reading success (Francis, Fletcher, and Steubing, 2017; Woolley, 2015). Not only is reading comprehension a valuable skill for learning in school, but in order to successfully interact in everyday life, individuals need reading skills to read and understand labels, directions, job application forms, and newspapers. Also, individuals need reading skills in order to be able to have and maintain a job and successfully engage in different daily activities and live independently (Foorman, Anthony, Seals and Pollard-Durodala, 2015).

The need for reading comprehension becomes very critical when thinking about the negative consequences of not being able to read in critical situations. For instance, not being able to read and comprehend dosage directions on a bottle of medicine or caution on a container of dangerous chemicals may put the individuals in a very dangerous situation that threaten their safety and lives (Gough and Hillinger, 2017).

Those who do not possess the ability to understand what they are reading are put at a disadvantage in every educational and personal life situation (Gough, and Tunmer 2017).

According to Pardo (2016) reading comprehension is a process of getting and create meaning by dealing with the text and the language. As Jennifer Lotter (2016) stated that the purpose of reading is to understand and get the message or idea from the text that being read or refer as comprehend. Reading comprehension is said to be the really contingent of how students read eloquently. There are different meaning for reading comprehension, the educator commonly understand the reading comprehension as the process of understanding or giving meaning with the text they have read or give comment, suggestion or react to the authors thought from what is being read, and they also see that the culture of the reader may affect to its reading comprehension.

When it comes to students identified as having learning disabilities, approximately, 80% experience problems with reading as their primarily disability (Stetter & Hughes, 2017). Also, difficulties with reading comprehension is one of the most major problems that students with learning disabilities have, which threatens their academic success (Woolley, 2015). The reading problems that negatively impact students' comprehension could include one or more of the following: inappropriately use of prior knowledge, lack of vocabulary, difficulty of reading fluency, limited knowledge of common text structures (Hatcher, Goetz, Snowling and Hulme, 2015), difficulty making inferences (Hatcher and Hulme, 2017), and unfamiliarity with the appropriate strategy needed to gain meaning from a text Having one or more of

these problems may prevent students with 3 learning disabilities from comprehending what they are reading and from being successful at the school.

Reading Intervention Program

Reading intervention is a program, supplementary to an existing literary curriculum that is provided to students for the primary purpose of increasing reading levels. Such programs can be administered both in and out of the traditional classroom environment (Mathes, Denton, Fletcher and Anthony, 2015).According to Hall, & Barnes (2017) he cited that reading intervention is key in helping pupils to become good readers - or at least reasonable ones. Such corrective approaches have been proven to be widely successful - children who may otherwise have gone unnoticed and been left disadvantaged by their reading difficulties are given the support and help they need.

Although it has many different elements and can be used differently to cater to the needs of individual pupils, reading intervention is basically noticing someone who finds reading difficult, and helping them either on their own or in a small group of people with similar problems. A variety of techniques are used to address the main issues the pupil is having, mainly through looking at the main concepts they need to grasp to be able to read well: phonemic awareness, phonics, comprehension and a knowledge of different words (vocabulary) (Hoover and Tunmer, 2015).

Early reading intervention programs are the most common type of reading intervention as it is believed by many academic professionals that if you are able to target a reading problems from an early age, then the greater the chance is that they will benefit. Early intervention has also been described as a "proven and essential strategy for closing the reading gap" (Woolley, 2015).

This can more effectively be explained by 'The Matthew Effect', (Stanovich, 2016) which is a "rich get richer whilst the poorer get poorer" occurrence. Basically, the "rich" who acquire adequate literacy skills early on in life can use these to develop important life skills, whilst those who are unable to improve these skills early on will fall further and further behind. Furthermore, many children who struggle with their education may attend rural schools that may suffer from geographical segregation, poverty which can both affect student's achievement. A lack of resources to support teachers for a diverse range of teaching techniques may also have a negative effect on student's academic development.

According to Morris, Tyner and Perney (2015) he stated that one of the main difficulties a student may face as a result of being unable to read properly is a knock to their confidence. Trying to keep up with the mainstream group but being unable to do this can cause serious emotional strain; it can make you feel inferior, totally useless, and as if you're not as 'smart' as the rest of your class.

To correct this, one of the biggest aims of reading intervention is to restore the confidence of the affected person. This takes time - and lots of effort - but can be done. It demands patience from the tutor, as well as the ability to teach the student at their own pace - however slow this may be. Everyone learns at different speeds, and the beauty of acquiring knowledge slowly is that it's more likely to be retained (Gersten & Dimino, 2017).

Reading intervention programs can also be provided to children whose first language is not English, which helps to conquer language barriers by helping students, by improving their fluency and awareness of English.

Reading intervention programs can exist both inside and outside classroom environments, but all forms of programs exist solely for increasing student's reading levels.Students who will be well suited for reading

intervention programs are usually recommended to teachers who specialize by their own regular teachers. A variety of assessments could also be used to examine their performance (Fuchs, 2015).

The teacher supervising the intervention should go over the techniques explored as a class in more depth, but this time, on a one-to-one basis, where all of the attention is devoted to the student who is experiencing problems. Activities are broken down into small chunks, but still made engaging, so that the pupil in question will be able to maintain concentration more readily (Fuchs, 2015).

According to Williams (2015) he cited that intervention is also a valuable method of increasing children's reading speed, which can benefit them by teaching them to read faster, whilst still retaining large chunks of important information. Also, by improving their reading fluency, students gain the ability to read smoothly and more efficiently which can be an advantage to all parts of their education. Most reading intervention programs also help to build and expand a student's vocabulary.

Most intervention programs are focused on the individual, and the exact areas where they are experiencing trouble. The role of the tutor is to analyze the specific areas where concerns are arising, and from here, look at the best ways of educating the student on how to overcome these (Williams, 2015).

There are several different types of reading intervention programs that can be incorporated into everyday classroom settings. Examples of these are structured reading programs outside of class time, private tutoring, making changes to the way the teacher instructs the class, perhaps their methods are unsuited for certain members of the class who are struggling. Providing alternative learning texts such as audio and visual texts can also be helpful along with special computer reading programs which students use in scheduled sessions (Fletcher and Francis, 2015).

Specialized programs such as targeted reading intervention are aimed to improve early reading skills and strategies which can contribute to a student's long term reading ability. It specifically looks at developing key reading skills such as phonological awareness and knowledge of phonetics in order to teach students to recognize words quickly and efficiently. The integration of these different skills and knowledge allows students to practice comprehending words as they read them. By learning these skills and approaches to literature from an early age allows students to become successful readers in later life (Stanovich, 2016).

Synthesis

The above-quoted review of related literature will justify on the existence of the problem understudy. They will support and guide the researcher in the conduct of the study on the level of expository skills of grade seven learners which will be the basis in the development of the content of the school "Catch Them Early Approach" using in this study, all the data and information explicit in the literature gathered by the researcher will be tested and compared in the results and findings of this study.

Theoretical/Conceptual Framework

This study is anchored on the theory of Brown (2017) who said that teachers can have students diagram the story grammar of the text to raise their awareness of the elements the author uses to construct the story. Story grammar includes: Setting: When and where the story takes place which can change over the course of the story. Characters: The people or animals in the story, including the protagonist (main character), whose motivations and actions drive the story. Plot: The story line, which typically includes one or more problems or conflicts that the protagonist must address and ultimately resolve and the theme: The overriding lesson or main idea that the author wants readers to glean from the story. It could be explicitly stated as in Aesop's Fables or inferred by the reader (more common).

The diagram that follows illustrates the flow of the research study. The input in this study is the Expository Reading Skills of the grade seven learners. It goes through the process of its implantation and its expected output is the "Catch Them Early" remediation classes which main objective is to develop the expository reading skills of those who manifested low performance in reading expository text. The identified indicators are as follows: setting. Plot, characters and theme.
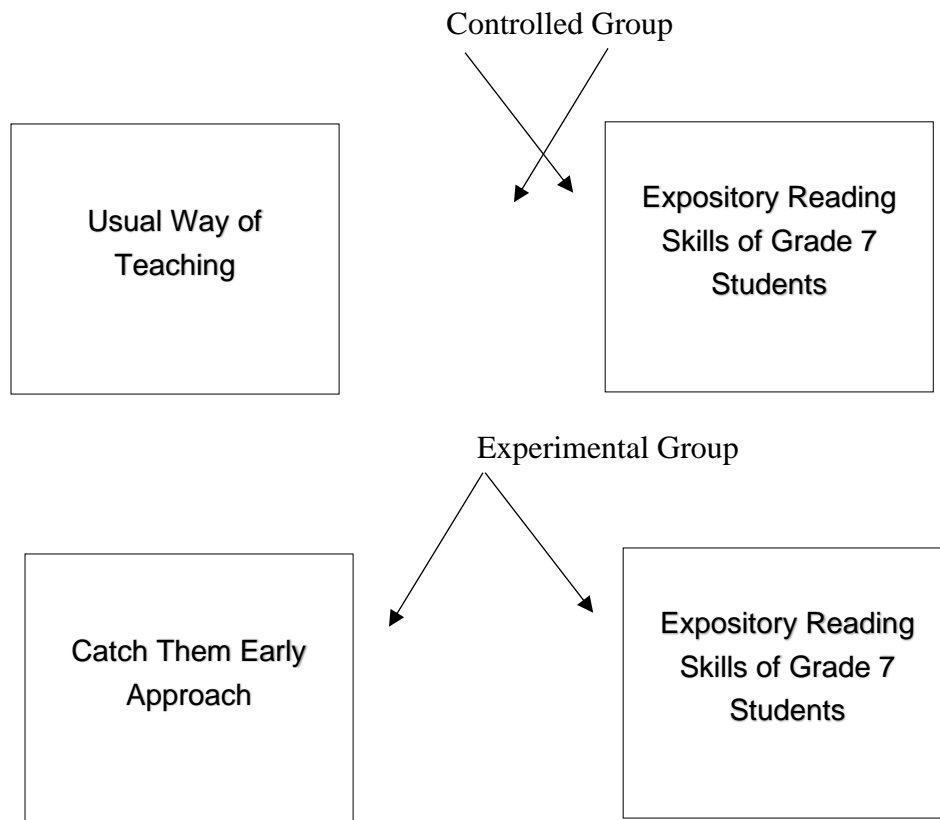
Controlled Group

| Usual Way of Teaching | | Expository Reading Skills of Grade 7 Students |

Experimental Group

| Catch Them Early Approach | | Expository Reading Skills of Grade 7 Students |

Figure 1. Schematic diagram showing the variables of the Study.

Statement of the Problem

This study aimed at determining the level of expository reading skills of grade seven students.

Specifically, it sought to determine the answers of the following problems:

1. What is the pre- test scores of the experimental and controlled group?
2. What is the post-test scores of the experimental and controlled group?
3. Is there a significant difference on the pre-test and post-test scores of the experimental and controlled group?
4. What is the magnitude of difference between scores of pre-test and post-test of experimental and controlled group?

Null Hypothesis

This null hypothesis of this study had tested at 0.05 level of significance. H01. There is no significant difference between the pre-test and post-test scores of the controlled and experimental groups.

The results and findings of this study will be beneficial to the following:

DEpEd. The Department of Education should know the results and findings of this study in order for thm to design a unified intervention program process although contextualized in the implementation. Moreover, the planning on the contextualized remediation classes can be discussed by concerned school during LAC session.

School Heads. As the instructional manager in school, the school head should have knowledge on how to deal with students who are at risk in reading. In his capacity as school manager, he has to come up with contextualized innovation that would address the reading difficulty of the students.

Teachers. The teacher is considered primary beneficiary of this study being the front liners in the implementation of DepED programs. Reading program is one of the priority programs of DepEd. Each school is empowered to craft a reading program contextualized in nature so that it would answer the needs of the learners in a certain context.

Future Researchers. The results and findings of this study will extend insights to the future researchers to explore another dimension in resolving the many aspects of reading problems.

The following terms are operationally and conceptually defined to make this study more comprehensive.

Expository Skills refers to the text read by students which usually unfolds the stories behind the existence of a certain place or thing. They are narrative text that unfolds reality and emotional exploration. According to Wikipedia (2019), expository text exposes facts that is plain and simple. Examples are novels which usually uses lots of emotion.

Catch Them Early refers to the reading intervention program in Sto. Niňo National High School which caters the grade seven learners in developing their reading skills. The reading teacher exposes the learners to the different expository reading materials to develop their skills in literary exposition.


CHAPTER 2
Method

This chapter presented the method of research used, the research design, research subject, the research instruments, data gathering procedure as well as the statistical treatment.

Research Design

This study made use of the experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This design is represented as follows:

$$01 \quad X \quad 02$$

$$\text{---}$$

$$03 \quad X \quad 04$$
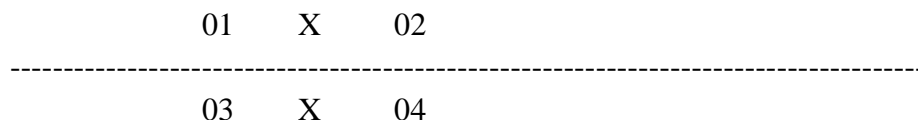
Where:

01 – Pretest of the experimental group

02 – Posttest of the experimental group

03 – Pretest of the controlled group

04 – Posttest of the controlled group

--- - Non-random assignment of subjects

X – Treatment applied in the experimental group

Experimental Procedure

Conceptualization of the Problem

↓

Research of the Significant literature

↓

Development of the significant of the problem

↓

Construction of Questionnaire

↓

Launching of Questionnaire

↓

Data Gathering

↓

Analyze and Interpretation

↓

Conclusion and Recommendation

Research Respondents

This study was conducted in Sto. Niňo National High School, Division of Davao City. The subjects of this study were the 93 grade seven students – 46 students from section A which were the controlled group and 47 students from section B which were the experimental group. The composition of these two sections was heterogeneous therefore students of sections A and B had identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Distribution of Respondents

	Subjects	No. of Pupils
1	Section A	46
2	Section B	47
	Total	93

Research Instrument

This study utilized the researcher-made "Catch Them Early" approach which was the tool to assess the reading skills of the grade seven learners in the basic lesson in expository reading. Moreover, the researcher utilized topics which coverage was taken from the learning competencies in grade seven in the third quarter. The test questions were checked and validated by experts. The pretest and posttest was designed to measure the skills of grade seven learners in the basic lessons/topics in expository reading. The pretest and posttest consisted of a 40 –item test eventually determined the level of the skills of grade seven learners in the expository reading. The subjects took the test twice (pretest and posttest). The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess learners' prior knowledge in the four fundamental operations in mathematics. On the hand, posttest was administered to measure the effect of the treatment.

To determine the level of the expository reading skills of grade seven learners, the following continuum was used based on DepEd rating system.

Interval	Scale	Level	Criteria
90 and above	20	Advanced	The student at this level exceeds the core requirements in terms of knowledge, skills and understandings and, and can transfer them automatically and flexibly through authentic performance tasks.
85-89	15	Proficient	The student at this level has developed the fundamental knowledge and skills and core understandings and, and can transfer them independently through authentic performance tasks
80-84	10	Approaching Proficiency	The student at this level has developed the fundamental knowledge and skills and core understandings and, with little

				guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
75-79	2	Developing		The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks
74 and below	1	Beginning		The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding

EXPERIMENTATION MATRIX

Day	CONTROLLED GROUP	EXPERIMENTAL GROUP

1	Topic: Introduction of Expository text
	
	Objectives: At the end of the class, the students are expected to:
	
	    a. Define what expository text is.
	    b. Read samples of expository texts.
	    c. Identify expository text.
	Strategy: Traditional strategy
	      Discussion
	Class Proficiency Level: 79
		Topic: Introduction of Expository text
		
		Objectives: At the end of the class, the students are expected to:
		
		    a. Define what expository text is.
		    b. Read samples of expository texts.
		    c. Identify expository text.
		Strategy: Discussion
		      Collaborative learning
		Class Proficiency Level: 82

2	Topic: Identifying the purpose of Expository Text
	
	Objectives: At the end of the class, the students are expected to:
	
	    a. Read an expository text
	    b. Identify the purpose of an expository text.
		Topic: Identifying the purpose of Expository Text
		
		Objectives: At the end of the class, the students are expected to:
		
		    a. Read an expository text
		    b. Identify the purpose of an expository text.

	Strategy: Traditional Strategy Discussion Class Proficiency Level: 77	Strategy: Collaborative learning Class Proficiency Level: 84
3	Topic: Different Types of Expository texts Objectives: At the end of the class, the students are expected to: a.Identify the different types of expository text. b. Differentiate the difference of each type of expository text. Strategy: Traditional Discussion Class Proficiency Level: 78	Topic: Different Types of Expository texts Objectives: At the end of the class, the students are expected to: a. Identify the different types of expository text. b. Differentiate the difference of each type of expository text. Strategy: differentiated activities Class Proficiency Level: 82
4	Topic: Expository text: Cause and effect Objectives: At the end of the lesson, the students are expected to: a. Define the cause and effect in an expository text. b.Identify the cause and effect in the expository text. Strategy: traditional Discussion Class Proficiency Level: 76	Topic: Expository text: Cause and effect Objectives: At the end of the lesson, the students are expected to: a. Define the cause and effect in an expository text. b. Identify the cause and effect in the expository text. Strategy: Group Activity Class Proficiency Level: 83
5	Topic: expository text: problem and solution Objectives: At the end of the lesson, the students are expected to: a. Define problem and solution in expository text.	Topic: expository text: problem and solution Objectives: At the end of the lesson, the students are expected to: a. Define problem and solution in expository text.

	b. Criticize expository text in problem and solution Strategy: traditional Discussion Class Proficiency Level: 77	b. Criticize expository text in problem and solution Strategy: group activity Class Proficiency Level: 82
6	Topic: Expository Text: compare and contrast Objectives: At the end of the lesson, the students are expected to: a. Define compare and contrast in expository text. b. Interpret expository text using compare and contrast. Strategy: Traditional Method Discussion Class Proficiency Level: 75	Topic: Expository Text: compare and contrast Objectives: At the end of the lesson, the students are expected to: a. Define compare and contrast in expository text. b. Interpret expository text using compare and contrast. Strategy: Collaborative Learning Class Proficiency Level: 80
7	Topic: Expository Text: Description Objectives: At the end of the lesson, the students are expected to: a.Define descriptive expository text. b. Evaluate sentences if it is descriptive. Strategy: Traditional Method Discussion Class Proficiency Level: 74	Topic: Expository Text: Description Objectives: At the end of the lesson, the students are expected to: a. Define descriptive expository text. b. Evaluate sentences if it is descriptive. Strategy: Traditional Method Discussion Class Proficiency Level: 82
8	Topic: Expository Text: Time Order Objectives: At the end of the lesson, the students are expected to:	Topic: Expository Text: Time Order Objectives: At the end of the lesson, the students are expected to:

	a. Define time order in expository text. b. Criticize paragraph if it is expository time order. Strategy: Traditional Method Discussion Class Proficiency Level: 75	a. Define time order in expository text. b. Criticize paragraph if it is expository time order. Strategy: Group Activity Class Proficiency Level: 86
9	Topic: Quiz Objectives: At the end of the lesson, the students are expected to: a. Differentiate the different types of expository text. b. Identify what type of expository text is the paragraph. Strategy: Traditional Method Discussion Class Proficiency Level: 80	Topic: Quiz Objectives: At the end of the lesson, the students are expected to: a. Differentiate the different types of expository text. b. Identify what type of expository text is the paragraph. Strategy: Quiz Class Proficiency Level: 85
10	Topic: Four Types of Context Clues Objectives: At the end of the lesson, the students are expected to: a. Define context clues. b. Identify about context clues. Strategy: Traditional Method Class Proficiency Level: 80	Topic: Four Types of Context Clues Objectives: At the end of the lesson, the students are expected to: a. Define context clues. b. Identify about context clues. Strategy: SLAP, Quiz Class Proficiency Level: 83
11	Topic: Four Types of Context Clues	Topic: Four Types of Context Clues

	Objectives: At the end of the lesson, the students are expected to: a.Identify the different types of context clues. b.Differentiate the different types of context clues. Strategy: Traditional Method Class Proficiency Level: 74	Objectives: At the end of the lesson, the students are expected to: a. Identify the different types of context clues. b.Differentiate the different types of context clues. Strategy: quiz Class Proficiency Level: 83
12	Topic: Inferential Reading in Expository Text Objectives: At the end of the lesson, the students are expected to: a. Define inferential reading. b. Infer expository text. Strategy: Traditional Method Class Proficiency Level: 73	Topic: Inferential Reading in Expository Text Objectives: At the end of the lesson, the students are expected to: a. Define inferential reading. b. Infer expository text. Strategy: Group Activity (It says, I say, and so) Class Proficiency Level: 81
13	Topic: Reading Expository Text and Analysing Details Objectives: At the end of the lesson, the students are expected to: a. Distinguish the details in expository text. b. Analyse the details of expository text. Strategy: Traditional Method Class Proficiency Level: 75	Topic: Reading Expository Text and Analysing Details Objectives: At the end of the lesson, the students are expected to: a. Distinguish the details in expository text. b. Analyse the details of expository text. Strategy: Group activities Class Proficiency Level: 85
14	Topic: Identifying Supporting Details in Expository Text.	Topic: Identifying Supporting Details in Expository Text.

	Objectives: At the end of the lesson, the students are expected to:
	
	    a. Define supporting details.
	    b. Give supporting details to the given expository text.
	Strategy: Traditional Method
	Class Proficiency Level: 72
		Objectives: At the end of the lesson, the students are expected to:
		
		    a. Define supporting details.
		    b. Give supporting details to the given expository text.
		Strategy: group Activity
		Class Proficiency Level: 83

15	Topic: Identifying Supporting Details in Expository Text.
	
	Objectives: At the end of the lesson, the students are expected to:
	
	    a. Identify if details presented is justified.
	    b. Answer the given paragraph.
	
	Strategy: Traditional Method
	Class Proficiency Level: 75
		Topic: Identifying Supporting Details in Expository Text.
		
		Objectives: At the end of the lesson, the students are expected to:
		
		    a. Identify if details presented is justified.
		    b. Answer the given paragraph.
		
		Strategy: group Activity
		Class Proficiency Level: 82

Data Gathering Procedure

At the outset of data gathering procedure, the researcher drafted a letters to Dean of the Graduate School, Dr. Pablo F. Busquit seeking for permission that the researched study be conducted were sent to the DepED superintendent of Davao City, Reynaldo M. Guillena, CESO V and to the School Principal of Sto. Niňo National High School.

While letters seeking for permission were delivered to the schools division superintendent and principals concerned, the researcher constructed a questionnaire and had it validated by the experts and eventually subjected it to reliability test using cron-bach alpha after the pilot testing.

After permission has been granted that this study be conducted in Sto. Niňo National High School first the researcher conducted an oral interview to both controlled and experimental group to know if the students have an advance knowledge about expository text. After the research questionnaire has been thoroughly examined by the expert validators, the researchers administered pretest to both controlled group and experimental group. After three weeks of experimentation, the researcher administered posttest to both sections. The data generated from the survey was collated and tallied personally by the researcher.

The raw scores were submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools were used in the analysis and interpretation the responses in this study.

Mean was used to describe the level of geometric skills of the subjects from controlled and experimental groups in pretest and posttest.

t-test for independent sample was used to test the significance of difference between the pretest and posttest mean scores in the experimental and groups.

Eta Square was used to determine the magnitude of effect of Catch Them Early Program on the Expository Skills of the Grade Seven Learners.

CHAPTER 3

Results and Discussion

This chapter presents the discussion of the problems in this study. They are discussed thoroughly, analyzed and interpreted under the following headings and sequence: Pre-test Scores of the Learners, Post-test Scores of the Learners, Significant Relationship of the pre-tests and Post-tests Scores and magnitude of effect of *Catch Them Early Approach* on the Expository Reading Skills of the Grade Seven Students.

Pre-Test Score of Learners

Table 1 disclosed the pre-test scores of the grade seven learners. The controlled group got the mean of 37.82 (75.64) or *Developing* while the experimental group got the mean of 38.10 (76.20) or *Developing*.

Table 1. Pre-Test Score of Students

Controlled Group	n	mean	Rating	Descriptive Equivalent
Pre-test	42	37.82	75.64	Developing
Experimental Group	**n**	**mean**		**Descriptive Equivalent**
Pre-test	41	38.10	76.20	Developing

It can be gleaned from the table that during pre-test the controlled group and the experimental group have almost the same mean rating 37.82 and 38.10 respectively and both groups belong to *Developing* level.

This finding is congruent to the idea of Frey (2017) who said that there are steps to recognize expository text structure. First, model this strategy for students by working through an assigned text reading that illustrates a particular text structure and explaining why it is a certain type and how that type is organized. Make use of the text structure signal words provided above and use a graphic organizer from among those below that is illustrative of the type of text being explained. Next, provide students with a practice session so they can utilize the signal words and graphic organizers for each text structure pattern. This second step allows you to gradually shift the responsibility of learning about text structures from yourself to the students. Finally, when students have become proficient at identifying specific text structure patterns, they should produce examples of the various structures on their own.

Table 2. Post-Test Score of students

Controlled Group	n	mean	Rating	Descriptive Equivalent
Post-test	50	41.15	82.30	Approaching Proficiency
Experimental Group	**n**	**mean**	**Rating**	**Descriptive Equivalent**
Post-test	48	46.25	92.50	Proficient

Stipulated in table 2 are the post-test scores of the grade seven learners. The controlled group got the mean of 41.15 with a rating of 82.30 or Approaching Proficiency while the experimental group gained the mean of 46.25 with a rating of 92.50 or Proficient. It can be gleaned from the table that during post-test the

experimental group has a higher mean rating over the controlled group. It got a mean rating increase of 8.15 from a mean rating of 38.10 to 46.25. This means that experimental group performs better than the controlled group. This also means that the *Catch Them Early Approach* as a reading intervention in grade seven is effective as it increases the expository reading skills of the students.

This gives the idea that this finding is congruent to the idea of Meyer (2017) who said that expository (or informational) text is the primary source of reading material used to present academic content (e.g., science, social studies). As such, it is essential that students are able to comprehend expository text. This is recognized in the Common Core State Standards for English Language Arts, which state that, as early as kindergarten, students should be able to engage with informational text in multifaceted ways, such as identifying the main topic, asking and answering questions about key details, and describing connections between pieces of information.

Similarly by Englert & Hicbert, (2018) who cited that expository text can also be challenging because its structure is different from the typical story structure familiar to students. Structure refers to the way information is organized in a text. They were the first to describe different types of expository text structures. Five text structures that show up the most consistently in the literature are description, compare and contrast, sequence, cause and effect, and problem and solution, although the terms and definitions for these structures have varied across researchers and are sometimes imprecise. Therefore, for teachers planning to use these text structures in their instruction, it may be most useful to use more frequent terms along with student-friendly definitions.

Table 3. Test on the Significant Difference between the Pre-Test and Post-Test Score.

Test	df	t-value	p-value	Test Remarks
Pre-test and Post-test	38	-2.38	.0318	Significant

Table 3 shows the test on the significant difference between the pretest and post-test score of the respondents. It registered a t-value of -2.38 with a p-value of .0318 which is lesser than .05 level of significance which means that there is a significant difference between the pretest scores and the post test scores of the grade seven learners. This implies that *Catch Them Early Approach* is an effective reading remediation program as it increases the expository reading skills of the target students. This also implies that the *Catch Them Early Approach* contains the competencies in reading that are needed by the students in developing their expository reading skills.

This finding is in line with the statement of Stanovich (2018) who said that research has shown that comprehension is enhanced when readers activate prior knowledge or make connections to background knowledge through a school reading program. Initial questioning by the teacher can quickly establish if students have the knowledge base to do this. For example, if the class is reading about Santiago, Chile, and students lack background knowledge about this area, the teacher can help them by discussing some useful facts about Chile before reading. The teacher can show students how to use the Internet to locate Chile on a map, find out how many people live in Santiago, and find out what language Chileans speak. This builds students' back- ground knowledge and gives a starting point for reading the article.

Table 4. Test on the magnitude of difference between the Pretest and Post test Scores of the Grade Seven Students

N	t-value	Eta2	Descriptive Value	Decision
42	-3.28	0.0672	Medium Effect	Relatively Adapt

Table 4 highlights the test of *Catch Them Early approach* to grade seven students. It generated an Eta2 value of 0.0672 which signifies medium effect. This implies that reading teachers should develop a reading program as early as at the start of the school year. This reading program should contain all the competencies are least mastered by the students. Those who were at risk in reading in the first quarter should be automatically the beneficiaries of the reading program. Further, the medium effect determined by the Eta2 simply means that the innovation is worth replicating by other reading teachers.

CHAPTER 4
Conclusions and Recommendations

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of Catch Them Early Approach on the grade seven students. This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Sto. Niňo National High School. The subjects of this study were the 93 grade seven students – 46 are from section A which comprised the controlled group and 47 are from section B who composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study manifested that *Catch Them Early Approach* has developed the expository reading skills of the grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade seven learners both the controlled and experimental groups is at the *Developing* level. The post-test scores of the controlled group is at the *Approaching Proficiency* level while the post test scores of the experimental group is at the *Proficient* level. It can be observed that there is a wide difference between the post test scores of the controlled and experimental groups. The magnitude of difference of *Catch Them Early Approach on Expository Reading Skills of Grade Seven Students* is *Medium*.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that reading teachers should develop a reading program as early as June to catch those who are at risk of reading after the first quarter. This reading program should cater those who have reading difficulty and its contents should be systematically prepared to address the reading needs of the students. The school heads should have motivated and encourage the reading teacher to design a reading program that would catch early the students with reading problem. His moral and financial support will help the teachers realize the reading program.

The presence of school reading program which catches early student with reading difficulty will mitigate the problem of having slow readers in school. It would also serve as an arm of other academic subject to be understood and appreciated by the students.

For future researchers, it is strongly recommended that a relative study on the development of a reading program at the onset of the school year to serve as catch basin of those students who showed problem in reading will be conducted.

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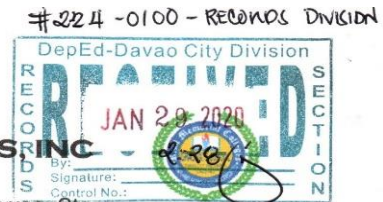
APPENDICES
Appendix A
Letter from the Dean of Graduate School

#224 -0100 - RECORDS DIVISION

DepEd-Davao City Division
RECEIVED
JAN 29 2020

THE RIZAL MEMORIAL COLLEGES INC
GRADUATE SCHOOL
RMC Buildings, Poblacion 7-A, Lopez Jaena & F. Torres, Sts,
Marfori Heights, Davao City, Philippines

OFFICE OF THE DEAN GRADUATE SCHOOL

January 29, 2020

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent
Division of Davao City

Sir:

This is to respectfully endorse the request for permission of **MS. MARY ANN M. MIRANDA** a candidate for Master's degree to conduct a study entitled **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment for the course leading to the degree of Master of Arts in Teaching English (MAT-Eng.).
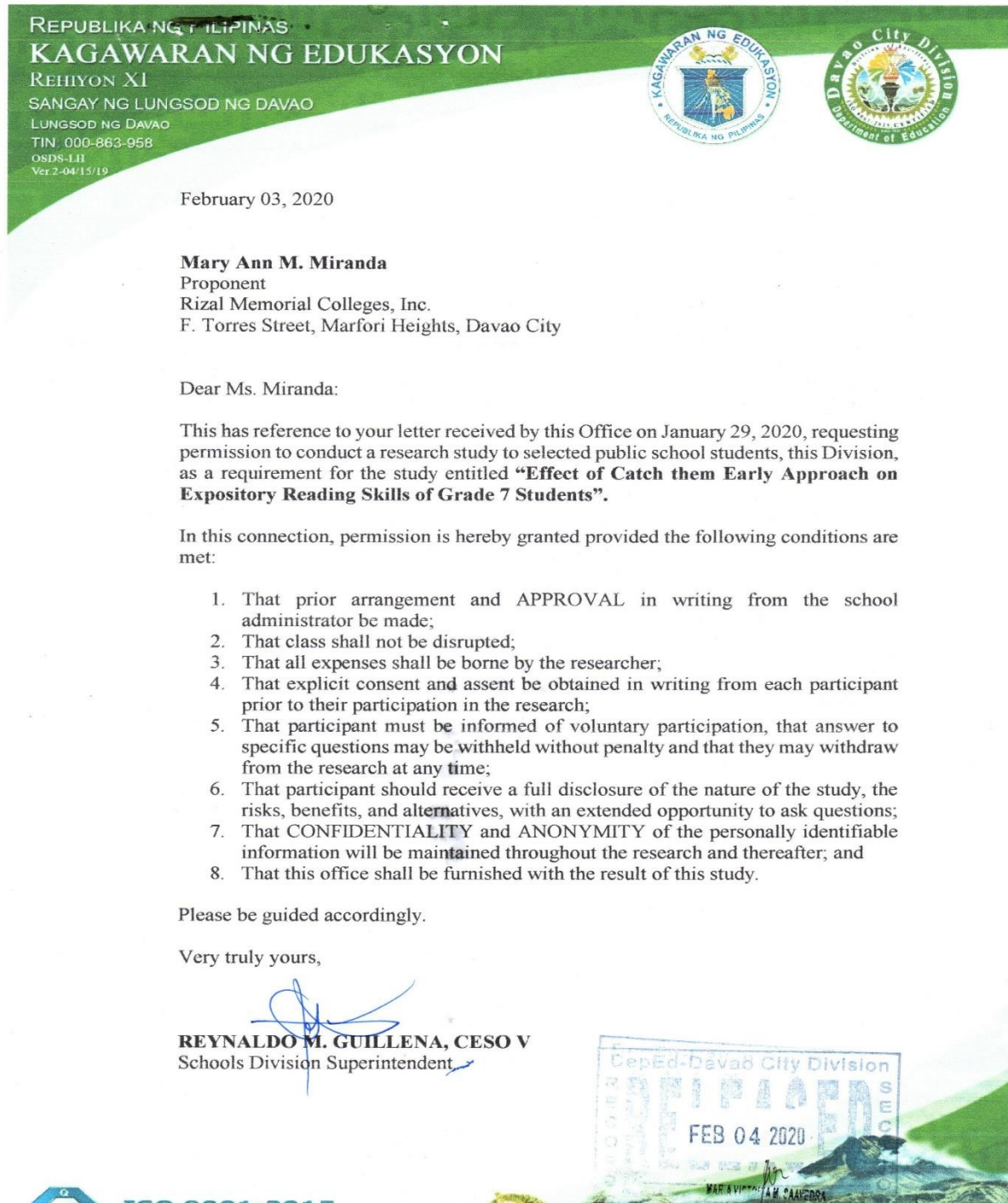
Ms. Miranda will coordinate with the school heads to avoid disruption of classes and office functions and that no government funds must be used in the course of the study.

Your support and concern for the educational growth of **Ms. Miranda** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr
Dean, Graduate School

Appendix B
Approval Letter from the Schools Division Superintendent

REPUBLIKA NG PILIPINAS
KAGAWARAN NG EDUKASYON
REHIYON XI
SANGAY NG LUNGSOD NG DAVAO
LUNGSOD NG DAVAO
TIN 000-863-958
OSDS-LII
Ver 2-04/15/19

February 03, 2020

Mary Ann M. Miranda
Proponent
Rizal Memorial Colleges, Inc.
F. Torres Street, Marfori Heights, Davao City

Dear Ms. Miranda:

This has reference to your letter received by this Office on January 29, 2020, requesting permission to conduct a research study to selected public school students, this Division, as a requirement for the study entitled **"Effect of Catch them Early Approach on Expository Reading Skills of Grade 7 Students"**.

In this connection, permission is hereby granted provided the following conditions are met:

1. That prior arrangement and APPROVAL in writing from the school administrator be made;
2. That class shall not be disrupted;
3. That all expenses shall be borne by the researcher;
4. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
5. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
6. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
7. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter; and
8. That this office shall be furnished with the result of this study.

Please be guided accordingly.

Very truly yours,

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent

DepEd-Davao City Division
RECEIVED
FEB 04 2020

ISO 9001:2015

Appendix C
Letter to the Superintendent Requesting to Conduct Study

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena & Torres Sts. Davao City
Tel No. 300-71-73

January 20, 2020

REYNALDO M. GUILLENA, CESO V
School Division Superintendent
Davao City

Sir:

I have the honor to ask permission to conduct a study in connection with my thesis under study entitled **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English at Rizal Memorial Colleges of Davao City.

In view hereof, may I request from your office that I will be allowed to conduct my study in our School, Sto. Niño National High School, Brgy. Sto. Niño, Tugbok District Davao City, Division of Davao City.
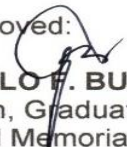
Very truly yours,

MARY ANN M. MIRANDA
Researcher

Noted:

DANILO M. CANDA, EdD
Adviser

Approved:

PABLO F. BUSQUIT, PhD
Dean, Graduate School
Rizal Memorial Colleges

Appendix D
Letter to the Principal Requesting to Conduct Study

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena & Torres Sts. Davao City
Tel No. 300-71-73

January 20, 2020

Edgardo D. Novela
High School Principal III
Sto. Niño National High School
Brgy. Sto. Niño Tugbok Davao City
Division of Davao City

Sir:

I have the honor to ask permission to conduct a study in connection with my thesis under study entitled **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English at Rizal Memorial Colleges of Davao City.

In view hereof, may I request from your office that I will be allowed to conduct my study in our School, Sto. Niño National High School, Brgy. Sto. Niño, Tugbok District Davao City, Division of Davao City.

Very truly yours,

MARY ANN M. MIRANDA
Researcher

Noted:

DANILO M. CANDA, EdD.
Adviser

Appendix E
Letter of Request to Validator

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena & Torres Sts. Davao City
Tel No. 300-71-73

January 23, 2020

DR. EMMIE M. CABANLIT
FACULTY, GRADUATE SCHOOL
USEP, DAVAO CITY

Sir/Madam:

I am presently conducting a study on **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment of the requirement for the degree Master of Arts in Teaching English.

Anent to the above, you are one of the experts chosen to validate my questionnaires. It would be well appreciated if you can share your expertise by rating the contents of the said questionnaires. Likewise, you could also give comments, suggestions and recommendations that could enhance them.

Thank you very much for your wholehearted support and valuable contribution to this request.

Respectfully yours,

MARY ANN M. MIRANDA
Researcher

Noted:

DANILO M. CANDA, EdD.
Adviser

Appendix E
Letter of Request to Validator

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena & Torres Sts. Davao City
Tel No. 300-71-73

January 23, 2020

DARWIN Z. POLIDO Ph:D
Mintal Comprehensive
High School

Sir/Madam:

I am presently conducting a study on **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment of the requirement for the degree Master of Arts in Teaching English.

Anent to the above, you are one of the experts chosen to validate my questionnaires. It would be well appreciated if you can share your expertise by rating the contents of the said questionnaires. Likewise, you could also give comments, suggestions and recommendations that could enhance them.

Thank you very much for your wholehearted support and valuable contribution to

this request.

Respectfully yours,

MARY ANN M. MIRANDA
Researcher

Noted:

DANILO M. CANDA, EdD.
Adviser

Appendix E
Letter of Request to Validator

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena & Torres Sts. Davao City
Tel No. 300-71-73

January 23, 2020

John Ryan V Ignacio PhD
Sto. Niño National High School

Sir/Madam:

I am presently conducting a study on **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** in partial fulfillment of the requirement for the degree Master of Arts in Teaching English.

Anent to the above, you are one of the experts chosen to validate my questionnaires. It would be well appreciated if you can share your expertise by rating the contents of the said questionnaires. Likewise, you could also give comments, suggestions and recommendations that could enhance them.

Thank you very much for your wholehearted support and valuable contribution to

this request.

Respectfully yours,

MARY ANN M. MIRANDA
Researcher

Noted:

DANILO M. CANDA, EdD.
Adviser

Appendix F
Validation Sheet for Research Instruments

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena& Torres Sts. Davao City
Tel No. 300-71-73

EXPERT VALIDATION SHEET

Name of Researcher: MARY ANN M. MIRANDA Degree Enrolled: MAT-ENGLISH

Title of Research: "EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"

Name of Evaluator: _____

To the Evaluator: Please check the appropriate box for your ratings.

1- Outstanding, 2 – Very Satisfactory, 3 – Satisfactory, 4 – Fair, and 5- Poor

	1	2	3	4	5
1.CLARITY OF DIRECTIONS AND ITEMS The language structure, conceptual and vocabulary level of the questions are suited to the level of respondents. Directions and items are written in clear understandable manner.				✓	
2.PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.					✓
3.SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.				✓	
4.ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.				✓	
5.ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives of the study.				✓	
6.OBJECTIVITY Each question requires only one specific answer or measures only one behavior of the respondents of the study.					✓
7.SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.					

Comments/ Suggestions/recommendations:

Shorten the General Direction q the test.

EMMIE M. CABANLIT
Validator

Appendix F
Validation Sheet for Research Instruments

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena& Torres Sts. Davao City
Tel No. 300-71-73

EXPERT VALIDATION SHEET

Name of Researcher: MARY ANN M. MIRANDA Degree Enrolled: MAT-ENGLISH

Title of Research: "EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"

Name of Evaluator: _____

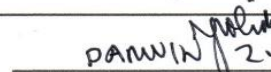To the Evaluator: Please check the appropriate box for your ratings.

1- Outstanding, 2 – Very Satisfactory, 3 – Satisfactory, 4 – Fair, and 5- Poor

	1	2	3	4	5
1.CLARITY OF DIRECTIONS AND ITEMS The language structure, conceptual and vocabulary level of the questions are suited to the level of respondents. Directions and items are written in clear understandable manner.				✓	
2.PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.					✓
3.SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.					✓
4.ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.					✓
5.ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives of the study.				✓	
6.OBJECTIVITY Each question requires only one specific answer or measures only one behavior of the respondents of the study.					✓
7.SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.					

Comments/ Suggestions/recommendations:

#7, stem and options should be of the same page. (#12, #23, #27, #38)

You may write the covered items before the reading text to guide the students in answering.

- No Scale and Evaluating Rating System attach.

DARWIN Z. PRADO, Ph.D.
Validator

Appendix F
Validation Sheet for Research Instruments

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
Lopez –Jaena& Torres Sts. Davao City
Tel No. 300-71-73

EXPERT VALIDATION SHEET

Name of Researcher: MARY ANN M. MIRANDA Degree Enrolled: MAT-ENGLISH
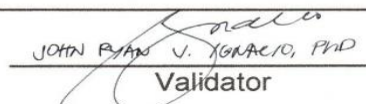Title of Research: "EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"
Name of Evaluator: _JOHN RYAN V. IGNACIO, PhD_
To the Evaluator: Please check the appropriate box for your ratings.
1- Outstanding, 2 – Very Satisfactory, 3 – Satisfactory, 4 – Fair, and 5- Poor

	1	2	3	4	5
1.CLARITY OF DIRECTIONS AND ITEMS The language structure, conceptual and vocabulary level of the questions are suited to the level of respondents. Directions and items are written in clear understandable manner.	✓				
2.PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3.SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4.ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.		✓			
5.ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives of the study.	✓				
6.OBJECTIVITY Each question requires only one specific answer or measures only one behavior of the respondents of the study.	✓				
7.SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.	✓				

Comments/ Suggestions/recommendations:
_____
_____
_____

JOHN RYAN V. IGNACIO, PhD
Validator

Appendix G
School Head's Certification

Republic of the Philippines
Department of Education
Region XI
Division of Davao del Sur
Santa Cruz South District
STO. NIÑO NATIONA HIGH SCHOOL

CERTIFICATION

This is to certify that MRS. MARY ANN M. MIRANDA has conducted his thesis study entitled **"EFFECT OF CATCH THEM EARLY APPROACH ON EXPOSITORY READING SKILLS OF GRADE 7 STUDENTS"** on January 13, 2020 – February 5, 2020 at Sto. Niño Natiional High School, Tugbok Davao City.

This certification is issued to her upon his request for whatever legal purpose may serve her best.

Given this 6<u>th</u> day of January 2020 at Sto. Niño National High School, Tugbok Davao City, Philippines.
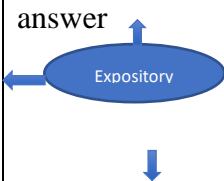
EDGARDO D. NOVELA
Principal III

Appendix H
Lesson Plan/ DLL

Daily Lesson Log	School	STO. NIÑO NATIONAL HIGH SCHOOL	Grade Level	7
	Teacher	MARY ANN M. MIRANDA	Learning Area	English
	Sections	Section A and B		

DATE: January 13-Feb 8, 2020	Day 1	Day 2	Day 3	Day 4
I. OBJECTIVES				
C. Learning Competencies/Objectives	At the end of the lesson the student are expected to:	At the end of the lesson the student are expected to:	At the end of the lesson the student are expected to:	At the end of the lesson the student are expected to:

	a.Define what is expository text. b.Read sample of expository text. c.Identify expository text.	a.Read an expository Text b. Identify the purpose of expository Text.	a.Identify the different types of expository text. b. differentiate the difference of each type.	a.Define expository text cause and effect. b. identify the cause and effect of the selection.
II. CONTENT/ topic	Introduction of Expository Text	Purpose of Expository Text	Introduction of Different Types of Expository Text	Expository Text Cause and Effect
III. Learning Resources				
A. References	English 7 Student Manual page 267	RMTOT files/ internet portal	RMTOT files/ internet portal	RMTOT files/ internet portal
IV. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson		The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.
B. Presenting examples/instances of the new lesson	Question and answer	Choral reading: The students will be given a selection, and they will read it as a group.	Presentation of example. • The students will read the example. • They will be asked what they have observed.	Presentation of picture that shows cause and effect. Inquiry-based learning
C. Discussing new concepts and practicing new skill	The students will read a sample text and they will be ask what they have observe on the given text.	The teacher will discuss that expository text has its own purpose.	Cooperative learning: they will be group and be given different selection. They will differentiate what type of text it is.	Based on the picture presentation, the students will discuss about the topic through their learnings.

D. Developing Mastery/ Assessment	Quiz: there will be 5 selections and they will identify if it is expository text or not.	Collaborative learning: each group will be given different selection and they will identify its purpose.	Differentiated activities: Each group will present their learning outcomes in different ways. (ex. Singing, poem etc.)	Group activity: Each group will read a selection and they will identify the cause and effect of the selection.
E. Making generalizations and abstractions about the lesson	If we want to learn more things that are informative, expository text is the best text to be read.	In writing anything, there should be a clear purpose so that the reader may understand it more.	Expository text has different types but has only one purpose to the readers, to be informed.	Each group will give their generalization about the topic discussed
V. ASSIGNMENT	Study and research in advance about expository text.	Study in advance the different types of expository text.	Study the different types of text.	Research one expository text cause and effect.

	Day 5	Day 6	Day 7	Day 8
I.OBJECTIVES				
C. Learning Competencies/Objectives	At the end of the lesson the student are expected to: a.Define expository text problem and solution. b. Criticize expository text problem and solution.	At the end of the lesson the student are expected to: a.Define expository text compare and contrast. b. interpret expository text using compare and contrast.	At the end of the lesson the student are expected to: a.Define expository text description. b. Evaluate sentences if it is descriptive.	At the end of the lesson the student are expected to: a.Identidy time order in expository text. b. Criticize paragraph that shows time order.
II. CONTENT/ topic	Different Type of Expository Text: Problem and Solution	Different Type of Expository Text: compare and contrast	Introduction of Different Types of Expository Text: Description	Different type of Expository Text: Time order
III. Learning Resources				

B. References	RMTOT files/ internet portal	RMTOT files/ internet portal	RMTOT files/ internet portal	RMTOT files/ internet portal
IV. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.
B. Presenting examples/instances of the new lesson	Picture presentation that shows problem and solution.	Venn diagram: • Students will give their ideas.	Students will write one sentence that describes their classmate. They will describe the picture.	Inquiry-based learning Presentation of a sample expository text that shows time order.
C. Discussing new concepts and practicing new skill	Base on the given picture, students will explain and discuss what they have learned.	Students will read a sample of compare and contrast of expository text. They will define the text.	Students will share their idea about the topic by giving example based on the prior activity.	Based on the sample, the teacher will discuss the topic by giving more example.
D. Developing Mastery/ Assessment	Group activity: Each group will read a selection and they will define and identify the problem and solution of the selection.	Collaborative learning: each group will be given different kind of expository text compare and contrast. They will identify what the text is comparing and contrasting.	Cooperative learning: they will be group and be given one selection. They will evaluate the selection by getting the descriptive	Group activity: Each group will read a selection and they will identify the time order of the paragraph.

			sentences in it.	
E. Making generalizations and abstractions about the lesson	Each group will be asked of their generalization about the topic.	Students will be asked about the topic. What is their abstraction about it.	It is more fun to read a selection if it is descriptive yet informative.	Each group will give their generalization about the topic discussed
V. ASSIGNMENT	Study in advance the compare and contrast.	Study in advance the descriptive.	Study in advance the time order.	Study the different types of expository text for the quiz tomorrow

	Day 9	Day 10	Day 11	Day 12
I.OBJECTIVES				
C. Learning Competencies/Objectives	At the end of the lesson the student are expected to: a.differentiate the different types of expository text. b. Identify what type of expository text is the paragraph.	At the end of the lesson the student are expected to: a.Define context clues. b. Discuss about context clause.	At the end of the lesson the student are expected to: a.Identify the different types of context clues. b. differentiate the different types of context clues.	At the end of the lesson the student are expected to: a.Define inferential reading b. Infer expository text
II. CONTENT/ topic	QUIZ Different Type of Expository Text	context clause used in reading expository text	Four types of context clause in reading expository text.	Inferential Reading in Expository text
III. Learning Resources				
A. References	RMTOT files/ internet portal	RMTOT files/	RMTOT files/ internet portal	RMTOT files/ internet portal

		internet portal		
IV. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.
B. Presenting examples/instances of the new lesson		Students will define the underlined words: 1.Rica looked **perplexed** as the foreign guest talked to her in French. 2. The Jamaican fruit bat is a **frugivorous** mammal. 3. The rafflesia is also known as a carrion, or a **putrid,** flower.	Presentation of topic through sentences with context clause. Students will be asked the meaning of the word in the sentence.	What can you say about the picture?
C. Discussing new concepts and practicing new skill		from the sentences above, the students will now create their idea about the topic. Context Clues **S**ay the word	Differentiated activity: they will explain in different way. G1.Synonym/Restatement G2. Antonym G3. Explanation/Definition: G4. Example	Based on the sample, the teacher will discuss the topic. Inference: *Helping students understand when information is implied, or not*

		Look for clues **A**sk yourself what the word mean **P**ut the word		*directly stated, will improve their skill in drawing conclusions and making inferences.*
D. Developing Mastery/ Assessment	Quiz: the students will read a selection and identify what type of expository text.	Quiz: using the SLAP strategy, the students will identify the meaning of each underlined word in the sentence.	Quiz: they will identify what type of context clause in the sentence.	Group activity: making inference <table><tr><td>It sa y</td><td>I sa y</td><td>s o</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
E. Making generalizations and abstractions about the lesson	Expository has different types that makes the learners gain more knowledge.	Context clause has a great part in reading a text it because it will help the reader to understand the difficult words in the text.	We can learn the meaning of the words in reading expository text in many ways by using context clause.	Inferential reading will help to be more active reader.
V. ASSIGNMENT	Study in advance the context clause.		.	

	Day 13	**Day 14**	**Day 15**
I. OBJECTIVES			
C. Learning Competencies/Objectives	At the end of the lesson the student are expected to:	At the end of the lesson the student are expected to: a.Define supporting details.	At the end of the lesson the student are expected to: a.Identify if details presented is justified.

	a.Distinguish the details in expository text. b. analyze the details of expository text.	b. Give supporting details to the given expository text.	b. answer the given paragraph.
II. CONTENT/ topic	Reading Expository Text and Analyzing details	Identifying supporting details in expository text	Identifying supporting details in expository text
III. Learning Resources			
C. References	RMTOT files/ internet portal	RMTOT files/ internet portal	RMTOT files/ internet portal
IV. PROCEDURES			
A. Reviewing previous lesson or presenting the new lesson	The teacher will review the previous topic.	The teacher will review the previous topic.	The teacher will review the previous topic.
B. Presenting examples/instances of the new lesson	Presentation of the topic: Approaching Questioning Analyzing Text Text details	Presentation of the topic: Dramatic reading: Students will read a passage.	Presentation of selection and students will identify the supporting details orally.
C. Discussing new concepts and practicing new skill	Discussion of the topic: Approaching text • *Note of the information about the text.* Questioning text • *Begin reading with questions to help understand the text?* Analyzing details • *analyze the*	Supporting details-these are the statements that can tell that your conclusion is correct • comparison • contrast • statistic • graphic	Brainstorming: By group: they will discuss what is supporting details based on their brainstorming.

	details that find through questioning?		
D. Developing Mastery/ Assessment	Group activity: Analyze the significant details in the different patterns of expository essay. Group 1- (Descriptive Essay) Group 2- (Sequence Essay) Group 3 & 4 (Comparison Essay) Group 5 & 6 (Problem Solution Essay)	Group activity: The group will identify the supporting details in the given text. <table><tr><td>Supporting details</td></tr><tr><td>1.</td></tr><tr><td>2.</td></tr></table>	Group task: (same yesterday's activity) - Each group will be given a selection. - They will identify the supporting details in the selection. - Presentation of the output.
E. Making generalizations and abstractions about the lesson	Analyzing expository text is easier when using significant details.	Identifying supporting details in reading expository text is very helpful in understanding the text.	Practicing identifying supporting details will help the reader more interactive in the text being read.
V. ASSIGNMENT	Study about the topic.	Study the lesson.	Read the Shawl for Anita in advance.

Prepared by :

MARY ANN M. MIRANDA

Appendix I
Questionnaire

Name: _____   Score: _____
Section: _____

Directions: Please read the selections below and answer the given questions. Encircle the letter that has the correct answer.

Infection after consumption of fresh duck blood and undercooked poultry products has been suspected in some cases of illness. Indeed, transmission to felids was observed after experimental feeding of infected chickens to domestic cats, and feeding tigers raw infected chicken led to outbreaks of illness in Thai zoos, in which felid- to- felid transmissions were also implicated. Infected birds shed high concentrations of virus in faeces. Direct intranasal or conjunctival inoculation while swimming in contaminated water or, perhaps, inhalation or ingestion of water could have been potential modes of transmission to H5N1 – infected patients. As for human influenza, hand contamination from fomites and self- inoculation into the eye or upper respiratory tract remain possible modes.

1. What is the selection all about?
a. Infection of the birds
b. Transmission of illness
c. Contamination of poultry products
d. Human illnesses

2. What is the purpose of the selection?
a. To inform about the outbreak of illness in Thai zoos.
b. To give an idea that people should not swim in the pool.
c. To explain the cause of the infection.
d. To inform people about the H5N1

3. What are the samples of poultry products?
a. cow, chicken and pig
b. duck, bird and chicken
c. goat, chicken and swine
d. cat, dog and bird

4. What do you think is the best title of the selection?
a. Infections from birds
b. Transmission of H5N1
c. Contaminations of birds
d. Human influenza

People love to laugh. We love it so much when there are jokes, jobs, and shows that are made to make us laugh. Even though laughing seems natural, not many species are able to do so. Laughing involves the performance of rhythmic, involuntary movements, and the production of sounds. We are able to laugh using fifteen facial muscles, our respiratory system, and sometimes even our tear ducts. We are lucky that we are able to laugh because there is strong evidence that laughter can help improve health. Laughter boosts the immune system and adds another layer of protection from disease. Since laughter also increases blood flow, it improves the function of blood vessels that helps protect the heart. Laughter also relaxes the whole body by relieving tension and stress. Finally, laughter also brings out the body's natural feel-good chemicals that promote well-being.
Reference: http://science.howstuffworks.com/life/inside-the-mind/emotions/laughter.htm

5. What is laughing?
a. It is the voluntary reception of sounds.
b. It is the voluntary production of sounds.
c. It is the involuntary production of sounds.
d. It is the voluntary use of our facial muscles.

6. What does the statement, "There are jokes, jobs, and shows that are made to make us laugh," imply in this selection?
a. Laughter is something we have to work at.
b. Comedy shows are good sources of income.
c. Laughter is an important part of our life.
d. Jokes and comedy shows are expensive ways to make us laugh.

7. In what way does laughing prevent us from getting sick?
a. It lets us have full use of our respiratory system.
b. It helps boost our immune system.
c. It allows us to use our tear ducts.
d. It exercises our facial muscles.

8. If laughter increases blood flow, which body system does it help?
a. nervous system
b. respiratory system
c. excretory system
d. circulatory system

> We often say "Sweet dreams," but have you ever wondered why we dream? Some say that dreaming is our brain's way of exercising. While we sleep, our brain may be testing the connections and pathways to see if they are working well. Others believe that dreaming is our brain's way of sorting out problems. Problems that have not been addressed during the day are sometimes resolved in our sleep. Yet another explanation is that dreaming is our brain's way of fixing and organizing all the information we have. While sleeping, our brains have a chance to sort out the information that we want to keep from the stuff we no longer want. Still another idea is that dreams are just another form of thinking. Will we ever get to know the answer to this question? Maybe we should sleep on it.

9. Based on the selection, what does our brain exercise through sleeping?
a. the connections and pathways
b. the left and right hemispheres
c. the content and concepts
d. the gray matter

10. Which of the statements does NOT show how dreams fix our problems?
a. As we dream, we constantly think about what we have learned or experienced.
b. Our dreams help us focus on things we are unable to notice during the day.
c. Our brain comes up with solutions in our sleep.
d. Our brain sorts and files information.

11. How does a brain - through dreams - perform the function of an office clerk?
a. It sorts information we need from what we don't need.
b. It files what we know into fixed categories.
c. It clears the board to store new information.
d. It functions alone.

12. Based on how it is used in the selection, which of the following words is a synonym for the word "resolved?"
a. Accommodated
b. Reflected

c. Decided

d. fixed

> The Philippine Eagle has replaced the maya as our national bird. It is one of the three largest and strongest eagles in the world. But it is in danger of extinction. Hunting and deforestation have caused the number of Philippine Eagles to dwindle. Scientists have tried to increase their number by breeding them in captivity. The first eagle to be bred in captivity is Pag-asa. At 25 years old, Pag-asa is not yet suited to be released to the wild as she has developed dependency on her human keeper.

13. The Philippine Eagle is in danger of extinction. It means this type of eagle will eventually _____.

   a. disappear

   b. increase

   c. migrate

   d. starve

14. When birds are bred in captivity, they are _____.

   a. allowed to freely fly in the wide forest

   b. cared for in a safe environment

   c. caught and sold as pets

   d. given a diet of bread

15. What is responsible for the decrease in the number of Philippine Eagles?

   a. their migration to cooler countries

   b. their transfer to warmer places

   c. the activities of humans

   d. lack of available food

16. Pag-asa is the name of the first eagle which _____.

   a. was discovered first in our country.

   b. was born in captivity.

   c. was kept in the wild

   d. was given as a gift.

17. What is the problem posed in the selection? (Critical) The Philippine Eagles _____.

   a. are in danger of being gone forever

   b. are dying because of a disease

   c. migrate to other countries

   d. are not growing fast

18. The purpose for writing the selection is to _____.

   a. invite researchers to study the Philippine eagle.

   b. make the reader proud of the Philippine eagle.

   c. warn the hunters not to harm the Philippine eagle.

   d. raise an alarm about the possible disappearance of the Philippine Eagle.

19. A good title for this selection is _____.

   a. Help Save the Philippine Eagle

   b. See the Rare Philippine Eagle

   c. Breeding the Philippine Eagle

   d. The Effects of Deforestation

Coral reefs are found in shallow areas of tropical ocean waters. They are like beautiful underground gardens that grow in salty waters. Millions of fish and sea plants make their home in the reefs as these provide a safe sanctuary for them. They allow small fish to hide from large predator fish. But many coral reefs are in trouble. Water pollution is destroying many reefs. Tourism likewise harms them. If reefs are damaged, we will lose many of our most beautiful fish.

20. Coral reefs are described as underground gardens because _____.
    a. they are full of flowers
    b. there are many sea plants
    c. they have many enormous fish
    d. there are many types of pebbles

21. Coral reefs provide a safe sanctuary to live for the small fish. A sanctuary is synonymous to _____.
    a. water
    b. shelter
    c. cage
    d. cave

22. Which of these bodies of water would have coral reefs?
    a. the sea
    b. the lake
    c. the river
    d. the pond

23. Why are the small fish safer in the coral reefs than in the open sea?
    a. The water is saltier.
    b. The waves are not so big.
    c. There is no pollution there.
    d. It is less likely that the big fish will eat them.

24. How is the last paragraph of the selection developed?
    a. by giving a list of effects
    b. by enumerating a series of sequenced events
    c. by stating the main topic and giving examples
    d. by defining the problem and the possible solution

25. Which cause of the destruction of coral reefs is mentioned in the last paragraph?
    a. pollution
    b. the presence of big fish
    c. the strong wind and big waves
    d. the increasing temperature of the ocean

Anger is often viewed as harmful. It does not only affect the person feeling this anger but those around him or her. As these feelings get stronger, changes occur in our body. Our faces turn red and carry a frown. Our teeth are clenched and our hands are closed tight. Our breathing becomes heavy and this makes our heart beat faster. Our shoulder and neck muscles become stiff and our blood pressure begins to rise. All these things happen because our body is preparing for something. It is preparing for action. However, this action does not have to be harmful. People are often guilty about feeling angry. But, anger can be viewed positively. Feelings of anger tell you that something is not right and that something needs to change. The challenge lies in making sure that actions resulting from anger will help rather than harm. Expressing our feelings can help others understand the source of our anger rather than fear its consequences.

26. Which is NOT an observed change in our body when we get angry?
    a. Our face turns red.
    b. Our heart beats faster.
    c. Our shoulders become stiff.
    d. Our breathing becomes slow.

27. In the sentence, "Changes occur in our body," which of the following words is a synonym for the word occur?
    a. stay
    b. form
    c. happen
    d. transform

28. Why do people sometimes feel guilty for being angry?
    a. Anger may hurt others.
    b. Anger is not a feeling you should show to other people.
    c. Anger may cause us to create positive change in the world.
    d. Anger may cause us to be motivated to act on something.

29. Which of these actions is based on anger as a positive form of expression?
    a. focusing on what is wrong
    b. saying hurtful words
    c. identifying the root of the problem
    d. keeping our emotions bottled up inside of us

30. Which of these actions are based on anger as a form of motivation?
    a. asking the person we are angry at to think of how the problem can be resolved
    b. giving the person that we are angry at the silent treatment
    c. kicking a chair aside and screaming out loud
    d. seeking the help of a third person to side with you

31. What is one benefit of feeling angry?
    a. It provides a form of exercise for our heart and blood vessels.
    b. It prepares us for future occasions that we might feel angry.
    c. It serves as a signal that something is not right.
    d. It changes how our mind works.

32. In the selection, what is the meaning of the word "challenge?"
    a. It refers to a task that is new.

b. It refers to a task that is different

c. It refers to a task that is assigned to us.

d. It refers to a task that is difficult to do.

33. In the selection, which trait would be most helpful when trying to use our anger in a positive way?

   a. being obedient

   b. being honest

   c. being thoughtful

   d. being hardworking

How do we sense pain? The human body has nociceptors to receive an electrical impulse that is sent to part of the brain that recognizes pain. Memories of these sensations are formed to help us avoid painful objects and experiences and prevents us from repeating past mistakes that may have hurt us in some way. But pain is more complex. It is not only a physical experience but an emotional and psychological one as well. When all of these come together, it is called suffering. The mind is not alone in recognizing pain. The nervous system is also able to store such information. Even when a person loses a finger or a limb, the pain that was once felt may become a chronic one – one that keeps recurring. The best way to avoid this is to prevent pain memories from forming. The use of anesthesia prevents the mind from creating these memories. Drugs that prevent pain such as analgesics help lessen the pain sensed.

34. What are "nociceptors?"

   a. electrical impulses

   b. memories of pain

   c. nerve receptors

   d. sensations of pain

35. How do memories of pain help us?

   a. These constantly remind us of what hurts.

   b. These help dull the senses.

   c. These help us re-experience the pain.

   d. These inform us on what to watch out for.

36. Suffering is the complex mix of _____.

   a. physical, mental and spiritual experiences

   b. physical, psychological and social influences

   c. physical, sociological, and cognitive factors

   d. physical, emotional and psychological experiences

37. Which of the following is an example of how memories of pain help us?

   a. A baby crying at the sight of the needle

   b. Drinking a pain killer once a headache starts

   c. Asking if a dental procedure will hurt

   d. We relive these experiences through our dreams

38. Which is an example of helping the body avoid the creation of memories for pain?

   a. Avoiding the use of anesthesia

   b. Drinking a painkiller once a headache starts

   c. Talking about a painful experience with a friend

   d. Being given an anesthetic before a dental procedure

39. In the selection, how was the word chronic used in the phrase "chronic pain"?
    a. continuous
    b. in-born
    c. throbbing
    d. worsening

40. Which of the following adjectives best describes our memories' role in managing pain?
    a. curative
    b. corrective
    c. preventive
    d. restorative