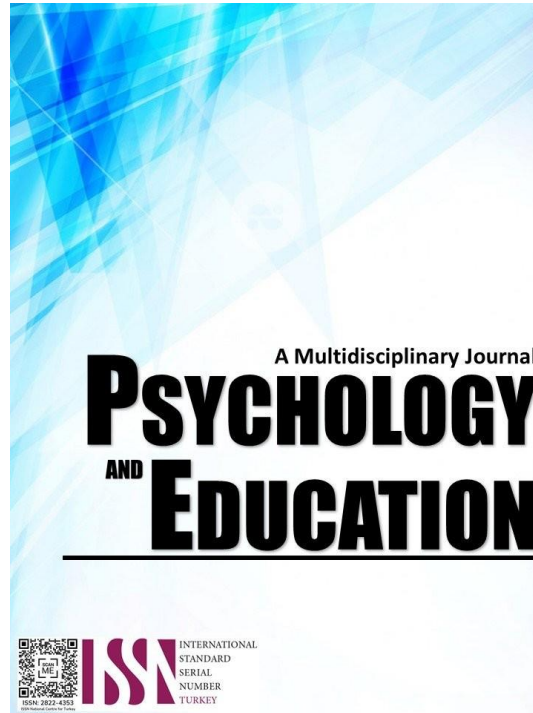


**ASSESSING THE IMPACT OF LEARNING ACTIVITY  
SHEETS ON THE EVALUATION SKILLS OF ENGLISH  
10 STUDENTS: A CASE STUDY OF “HOW MY  
BROTHER LEON BROUGHT HOME A WIFE”**



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## Assessing the Impact of Learning Activity Sheets on the Evaluation Skills of English 10 Students: A Case Study of “How My Brother Leon Brought Home A Wife”

Michill L. Borja,\* Christian Jay A. Bautista

For affiliations and correspondence, see the last page.

### Abstract

This study assessed the impact of Learning Activity Sheets (LAS) intervention on the evaluation skills of Grade 10 students in the context of English literature. With a focus on the literary work "How My Brother Leon Brought Home A Wife," the study aimed to explore improvements in evaluation skills, comparing a control group to an experimental group exposed to LAS. The research employed a quasi-experimental design, dividing participants into control and experimental groups. Evaluation skills were assessed through pretest and posttest, utilizing a variety of levels such as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. Statistical analyses, including paired samples t-test and two-way analysis of covariance (ANCOVA), were applied to evaluate the effectiveness of the LAS intervention. Results indicate a positive influence of LAS on students' evaluation skills. Both groups exhibited improvements, but the experimental group showed a significant enhancement, shifting from Did Not Meet Expectations to Fairly Satisfactory. The paired samples t-test emphasized the effectiveness of LAS, with the experimental group displaying a substantial improvement compared to the control group. ANCOVA further supported these findings, highlighting the persistent positive impact even after controlling for pre-test scores. This study concludes that the implementation of Learning Activity Sheets significantly improves the evaluation skills of Grade 10 students in literature. The positive outcomes emphasize the importance of hands-on learning approaches in literature education. The shift from Did Not Meet Expectations to Fairly Satisfactory in the experimental group underscores the practical applicability of the LAS intervention. Administrators and policymakers are encouraged to invest in educational technology, focusing on tools like LAS, to enhance students' evaluation skills. Teachers should embrace these tools and engage in ongoing professional development to effectively integrate innovative approaches. Students should actively participate in learning activities and seek additional resources to reinforce their evaluation skills. Future researchers are advised to explore the long-term effects of interventions like LAS, incorporating diverse student populations and utilizing effect size calculations for comprehensive insights into educational interventions.

**Keywords:** *evaluation skills, learning activity sheet, literature analysis, literature education*

### Introduction

The existing rationale for employing Learning Activity Sheets (LAS) as a pedagogical tool to nurture students' text evaluation skills in literature is robust, yet it can be fortified through a deeper exploration of related literature and studies that substantiate these assertions. In alignment with national curriculum guidelines and assessment frameworks such as PISA, the significance of evaluating texts lies in its direct correlation with critical thinking and reading comprehension skills (OECD, 2018). Studies, like Shanahan et al. (2016), underscore the positive relationship between robust text evaluation skills and academic performance across various subjects. Furthermore, text evaluation skills are positioned as crucial lifelong learning skills, equipping students to critically analyze information encountered in everyday life, media, and professional settings (Facione & Facione, 2011).

Concrete examples of LAS design can include pre-reading activities, guided questions, and reflection prompts related to specific literary works such as Arguilla's "How My Brother Leon Brought Home A Wife." This structured and interactive framework provides a methodical approach to literary analysis. Additionally, research, like Albirini (2014), demonstrates that LAS promotes active learning and engagement, surpassing traditional lecture-based methods in improving student motivation, participation, and knowledge retention. By incorporating LAS centered around Filipino authors like Arguilla, students engage with diverse perspectives and cultural contexts relevant to their lived experiences. This approach aligns with Almonte's (2015) work on celebrating diversity through world literature, emphasizing the value of incorporating Philippine voices into the curriculum. Moreover, adherence to DepEd Orders or Memos ensures that LAS designs resonate with the guidelines shaping literature education practices in the Philippines.

Adapting LAS to incorporate technology and cater to diverse learning styles enhances student engagement. Digital tools or multimedia resources, when integrated with LAS, can effectively accommodate visual or auditory learners. The research not only addresses modern educational needs but also bridges the gap between traditional teaching methods and contemporary education. Innovative approaches in literature education, integrating LAS, underscore potential benefits for both educators and students.

In this context, assessing the impact of Learning Activity Sheets on the evaluation skills of English 10 students through a case study of "How My Brother Leon Brought Home a Wife" is essential to validate the efficacy of LAS as a pedagogical tool in the Philippine literature education context. This research seeks to provide empirical evidence supporting the incorporation of LAS in enhancing students' text evaluation skills, thereby contributing to the ongoing discourse on effective teaching methodologies and bridging the gap between traditional and modern educational needs.

## Research Questions

This study aimed to assess the impact of learning activity sheets on the evaluation skills of English 10 students. Specifically, it seeks to answer the following questions:

1. What is the level of evaluation skills of English 10 students before and after the intervention in the control and experimental group?
2. Is there a significant difference in the level of evaluation skills of English 10 students before and after the intervention in the control and experimental groups?
3. Is there a significant difference in the level of evaluation skills of English 10 students in control and experimental groups after controlling the pre-test scores?

## Literature Review

The application of Learning Activity Sheets (LAS) as a pedagogical tool for fostering students' text evaluation skills in literature has gained considerable attention, aligning with national curriculum guidelines and assessment frameworks such as the Programme for International Student Assessment (PISA) (OECD, 2018). The significance of evaluating texts is underscored by its direct correlation with critical thinking and reading comprehension skills. According to Shanahan et al. (2016), robust text evaluation skills are associated with improved academic performance across various subjects. Furthermore, these skills are positioned as crucial for lifelong learning, enabling students to critically analyze information encountered in everyday life, media, and professional settings (Facione & Facione, 2011).

A concrete manifestation of LAS design involves incorporating pre-reading activities, guided questions, and reflection prompts tailored to specific literary works, such as Arguilla's "How My Brother Leon Brought Home A Wife." This structured and interactive framework provides a systematic approach to literary analysis, enhancing students' comprehension and interpretation of the material. Research by Albirini (2014) emphasizes that LAS promotes active learning and engagement, surpassing traditional lecture-based methods by fostering increased student motivation, participation, and knowledge retention.

Moreover, LAS designs centered around Filipino authors, including Arguilla, facilitate student engagement with diverse perspectives and cultural contexts relevant to their lived experiences. This approach aligns with Almonte's (2015) work on celebrating diversity through world literature, emphasizing the value of incorporating Philippine voices into the curriculum. Adherence to Department of Education (DepEd) Orders or Memos ensures that LAS designs resonate with the guidelines shaping literature education practices in the Philippines, thereby reinforcing their relevance in the local context.

The adaptation of LAS to incorporate technology and cater to diverse learning styles is pivotal for enhancing student engagement. Integrating digital tools or multimedia resources with LAS can effectively accommodate visual or auditory learners, addressing modern educational needs and bridging the gap between traditional teaching methods and contemporary education. Innovative approaches in literature education, marked by the integration of LAS, underscore potential benefits for both educators and students.

In this context, an empirical investigation into the impact of Learning Activity Sheets on the evaluation skills of English 10 students through a case study of "How My Brother Leon Brought Home a Wife" becomes imperative. This research aims to provide substantive evidence supporting the incorporation of LAS as an effective pedagogical tool in the Philippine literature education context. By contributing to the ongoing discourse on effective teaching methodologies, this study seeks to bridge the gap between theoretical frameworks and practical implementations in the realm of literature education.

## Methodology

### Research Design

This study adopted an action research design as it involves the implementation and evaluation of an intervention – specifically, the utilization of Learning Activity Sheets (LAS) to enhance the evaluation skills of English 10 students. A quantitative approach is

employed to measure the performance of students through pre-test and post-test assessments. The research design is descriptive-comparative, aiming to determine, describe, and compare the level of performance between control and experimental groups. Specifically, a quasi-experimental design, more precisely the pretest-posttest control group design, is utilized. This design allows for the comparison of pretest and posttest scores between the control and experimental groups to assess the influence of the LAS intervention on students' performance in the context of the literary work "How My Brother Leon Brought Home a Wife."

## Participants

The participants for this research are drawn from the Grade 10 student body of Bintawan National High School, specifically from the Archimedes and Faraday science sections. Inclusion criteria encompass students enrolled in Grade 10, attending Bintawan National High School, and belonging to either the Archimedes or Faraday science sections. Additionally, participation is contingent on obtaining informed consent from both the students and their respective parents or legal guardians. Willingness to engage in the learning activities and assessments associated with the research is also a crucial inclusion criterion. Conversely, exclusion criteria involve students in grades other than Grade 10, those not enrolled in Bintawan National High School, and individuals outside of the specified science sections. Students lacking the necessary consent for participation and those expressing unwillingness or discomfort in engaging with the study's activities are also excluded. These criteria are carefully defined to ensure that the participants are representative of the targeted Grade 10 science sections at Bintawan National High School, thereby enhancing the study's relevance and reliability.

## Instruments

Pretest and Posttest. This study used a constructed 40-item standardized test as a pre-and post-test to assess the effects of Learning Activity Sheets (LAS) on Grade 10 students' evaluation skills. To accurately assess students' text analysis skills, the test items were rigorously developed to match the curriculum guide's learning competencies. The pre-test and post-test items used carefully selected excerpts from "How My Brother Leon Brought Home a Wife," challenging students to assess and evaluate the text's substance, elements, features, and attributes. The test items were also designed to test students' ability to read closely and understand the author's intent through literary passages. Questions also assessed students' grasp of how textual aids like advance organizers, titles, non-linear graphics, etc. affect text comprehension. The items also asked students to identify and describe the literary devices in the selected piece, demonstrating their knowledge and analysis. Finally, questions tested students' ability to identify the author's approach and purpose in writing the book, highlighting their ability to understand the author's narrative choices. Furthermore, this standardized test went through pilot testing, ensuring a high level of reliability with a coefficient of 0.89. It was used as a strong and reliable tool to investigate how LAS affected the development of students' evaluation skills in Grade 10 when it came to the chosen literary work.

## Procedure

The study started with the formal request for permission from the school administration at Bintawan National High School. A detailed proposal was submitted, outlining the study's objectives, methodology, and potential impact on the participating Grade 10 students from the Archimedes and Faraday science sections. Upon obtaining approval, an introduction and orientation were conducted with the school administration, educators, and students to ensure a clear understanding of the study's purpose. Informed consent forms were then distributed to students and their parents or legal guardians, seeking permission for their participation in the research. This process was crucial to uphold ethical standards and ensured that the study aligned with the school's policies. Once permissions were secured, the data gathering procedure, including pre-test administration, Learning Activity Sheet (LAS) intervention, and post-test administration, was executed according to the outlined steps. This ensured a smooth and ethical implementation of the study while maintaining transparency and collaboration with the school administration.

Several statistical measures were used to analyze the data gathered. The frequency counts, percentage and scores of the subjects and mean scores of the experimental and the control groups were described according to the level of performance prescribed by DepEd Order No. 8, s.2015.

Table 1. *Basis for the Level of Evaluation Skills of English 10 students*

| <i>Performance Level</i> | <i>Percent Score (%)</i> | <i>Raw Score</i> |
|--------------------------|--------------------------|------------------|
| Outstanding              | 84-100                   | 34-40            |
| Very Satisfactory        | 76-83.99                 | 31-33            |
| Satisfactory             | 68-75.99                 | 28-30            |
| Fairly Satisfactory      | 60-67.99                 | 24-27            |
| Did Not Meet Expectation | 0-59.99                  | 0-23             |

The control and experimental groups' mean scores were compared using paired sample t-tests. Results from this test determined the

significant difference between the control and experimental groups before and after the intervention. And also, the use of ANCOVA to determine the significant difference between the two groups after controlling the pre-test scores.

## Ethical Considerations

In conducting this study, several ethical considerations have been prioritized. Firstly, obtaining informed consent from both students and their parents or legal guardians was a crucial step. Participants were fully informed about the study's purpose, procedures, and their right to withdraw at any point without consequences. Privacy and confidentiality were meticulously maintained, ensuring that all collected data, including test scores and qualitative responses, remained anonymous and securely stored. Formal permission was sought from school authorities to align with the school's policies and prevent any disruption to the educational process. Fair treatment of all participants, irrespective of their characteristics, was emphasized to avoid any form of discrimination. Efforts were made to minimize potential harm, ensuring age-appropriate and non-intrusive activities. Voluntary participation was upheld, allowing students to opt-out or withdraw without facing negative consequences. The study aimed not only to achieve research objectives but also to provide a positive and enriching experience for participants through the Learning Activity Sheets. After the study, participants were debriefed on the findings, and any questions or concerns were promptly addressed. The researcher conducted the study with integrity, transparency, and honesty, adhering to ethical standards throughout the research process. These ethical considerations aimed to safeguard participants' well-being and rights while contributing responsibly to the field of literature education.

## Results and Discussion

### Section 1. Level of evaluation skills of English 10 students before and after the intervention in the control and experimental group

Table 2. Mean Level, Frequency Count, and Percentage of the Students in the Different Levels of Performance

|                           | CONTROL GROUP             |                     |                           |                      | EXPERIMENTAL GROUP        |                     |                     |                      |
|---------------------------|---------------------------|---------------------|---------------------------|----------------------|---------------------------|---------------------|---------------------|----------------------|
|                           | <i>f</i>                  | <i>Pretest</i><br>% | <i>F</i>                  | <i>Posttest</i><br>% | <i>f</i>                  | <i>Pretest</i><br>% | <i>f</i>            | <i>Posttest</i><br>% |
| Outstanding               | 1                         | 2.7%                | 2                         | 5.4%                 | 2                         | 5.4%                | 5                   | 13.5%                |
| Very Satisfactory         | 4                         | 10.8%               | 7                         | 18.9%                | 7                         | 18.9%               | 20                  | 54.1%                |
| Satisfactory              | 19                        | 51.4%               | 20                        | 54.1%                | 21                        | 56.8%               | 19                  | 51.4%                |
| Fairly Satisfactory       | 8                         | 21.6%               | 6                         | 16.2%                | 7                         | 18.9%               | 3                   | 8.1%                 |
| Did Not Meet Expectations | 5                         | 13.5%               | 2                         | 5.4%                 | 2                         | 5.4%                | 0                   | 0%                   |
| Total                     | 37                        | 100.0%              | 37                        | 100.0%               | 37                        | 100.0%              | 37                  | 100.0%               |
| Mean                      | 20.2                      |                     | 21.6                      |                      | 22.4                      |                     | 27.2                |                      |
| SD                        | 6.31                      |                     | 6.12                      |                      | 7.18                      |                     | 5.53                |                      |
| Level                     | Did Not Meet Expectations |                     | Did Not Meet Expectations |                      | Did Not Meet Expectations |                     | Fairly Satisfactory |                      |

Based on the results of the study, both the control and experimental groups demonstrated improvements in their evaluation skills, with the experimental group exhibiting greater enhancement compared to the control group. The mean evaluation score of the experimental group (27.2) surpassed that of the control group (21.6), indicating a positive influence of the Learning Activity Sheets (LAS) intervention on the Grade 10 students' ability to evaluate the literary work "How My Brother Leon Brought Home A Wife." The level of performance in the experimental group progressed from Did Not Meet Expectations to Fairly Satisfactory, while the control group maintained its initial level at Did Not Meet Expectations.

These findings suggest that the implementation of Learning Activity Sheets had a beneficial impact on the evaluation skills of Grade 10 students in the context of literature. The experimental group exhibited a notable improvement, supporting the notion that hands-on learning approaches, like LAS, can effectively enhance students' proficiency in evaluating literary works. This aligns with existing literature that emphasizes the positive outcomes of targeted interventions in literature education (Albirini, 2014; Shanahan et al., 2016). The mean score difference between the experimental and control groups indicates the effectiveness of the LAS intervention in fostering

a deeper understanding of the selected literary work's content, elements, features, and properties. The shift from Did Not Meet Expectations to Fairly Satisfactory in the experimental group suggests that the LAS intervention played a role in improving students' ability to meet the set criteria for evaluating literature.

The findings support the idea that the Learning Activity Sheets intervention positively influenced the evaluation skills of Grade 10 students in English literature. Educators and policymakers may find value in incorporating similar hands-on learning approaches in literature education, particularly when aiming to enhance students' proficiency in evaluating literary works. Further research could explore the long-term effectiveness and application of LAS in diverse literature contexts.

Table 3. *Paired samples t-test of the performance of the students before and after the intervention for the two groups*

|              |          | Mean Difference | Mean | SD   | t      | Sig. (2-tailed) |
|--------------|----------|-----------------|------|------|--------|-----------------|
| Control      | Pretest  |                 | 20.2 | 6.31 |        |                 |
|              | Posttest | 1.4             | 21.6 | 6.12 | -4.761 | .839            |
| Experimental | Pretest  |                 | 22.4 | 7.18 |        |                 |
|              | Posttest | 4.8             | 27.2 | 5.53 | -4.974 | .000**          |

\*\*significant at .01

Based on the results of the paired samples t-test for the Control and Experimental Groups, there was a significant difference in the evaluation skills of English 10 students before and after the intervention using Learning Activity Sheets (LAS). The experimental group exhibited a significantly greater improvement in their evaluation skills compared to the control group, as indicated by a mean difference of 4.8 for the experimental group and 1.4 for the control group. The t-value for the experimental group was -4.974, indicating a highly significant difference between the pretest and posttest scores ( $p = .000^{**}$ ), while the control group did not show a significant difference ( $p = .839$ ).

The positive outcomes of the current study align with previous research on the effectiveness of interventions in improving students' skills. This finding is consistent with studies such as Palma et al. (2017), which demonstrated that intervention programs, including specific instructional strategies, led to significant improvements in students' performance. Similarly, Scammacca et al.'s (2015) meta-analysis supports the positive impact of interventions focusing on specific skills.

However, it is essential to acknowledge that not all interventions yield positive results. Some studies, like Kim and Vaughn (2018) and Higgins et al. (2016), reported mixed or negative outcomes for certain intervention programs. These variations may be influenced by factors such as the instructional approach, content, and individual differences among students.

The current study's results indicate a significant enhancement in the evaluation skills of English 10 students through the implementation of Learning Activity Sheets. These findings contribute to the existing body of literature on effective teaching methodologies in literature education, emphasizing the positive impact of hands-on learning approaches in developing students' proficiency in evaluating literary works.

### Section 3. Significant difference in the level of evaluation skills of English 10 students in control and experimental groups after controlling the pre-test scores

Table 4. *Covariate Of Level Of Evaluation Skills Between Groups*

| GROUP        | Mean | SD   | Estimated Marginal Means | Std. Error | df   | F                 | Sig. |
|--------------|------|------|--------------------------|------------|------|-------------------|------|
| Control      | 21.6 | 6.12 | 21.614 <sup>a</sup>      | .865       | 1,36 | .415 <sup>b</sup> | .021 |
| Experimental | 27.2 | 5.53 | 27.243 <sup>a</sup>      | .865       |      |                   |      |

a. Covariates appearing in the model are evaluated at the following values: PRETEST = 21.3.  
R Squared = .041 (Adjusted R Squared = .002)

In the current study, a two-way analysis of covariance (ANCOVA) was employed to assess the potential distinction in the evaluation skills between the control and experimental groups, factoring in pre-test scores as covariates to mitigate initial variations in the groups' abilities. The ANCOVA results indicated a significant difference in post-test scores ( $p < 0.05$ ) between the control and experimental groups. The estimated marginal mean for the control group was 21.614 (SE = 0.865), while for the experimental group, it was 27.243 (SE = 0.865). These findings suggest that, even after adjusting for pre-test scores, the experimental group exhibited a higher mean in evaluation skills compared to the control group, providing further evidence of the positive impact of the Learning Activity Sheets

(LAS) intervention on the evaluation skills of English 10 students.

These findings suggest that even after controlling for the pre-test scores, the experimental group exhibited a higher mean in evaluation skills compared to the control group. This provides further evidence supporting the positive impact of the Learning Activity Sheets (LAS) intervention on the evaluation skills of English 10 students.

Almonte (2015) and Arguilla (n.d.), emphasizes the effectiveness of hands-on learning approaches and targeted interventions in literature education, supporting the enhanced performance of the experimental group. However, it is crucial to note that the study lacks a reported effect size, and future research could benefit from including such calculations to quantify the magnitude of the LAS intervention's impact on student evaluation performance. Future research could benefit from including effect size calculations to quantify the magnitude of the LAS intervention's impact on student evaluation performance.

## Conclusion

In the light of foregoing findings, the researchers concluded the following:

The study concluded that the Learning Activity Sheets effectively elevated students' capacity to assess literature, underscoring the advantages of incorporating hands-on learning approaches in literature education. The paired samples t-test revealed a significant difference in the evaluation skills of English 10 students before and after the intervention, particularly in the experimental group with Learning Activity Sheets (LAS). These positive outcomes align with previous research, emphasizing the effectiveness of interventions and specific instructional strategies. However, it's important to recognize that intervention success may vary based on factors such as instructional approaches and content. The findings from the two-way analysis of covariance (ANCOVA) provide compelling evidence of a significant difference in evaluation skills between the control and experimental groups, even after adjusting for pre-test scores. The higher mean in evaluation skills for the experimental group further supports the positive impact of the Learning Activity Sheets (LAS) intervention. While the absence of reported effect size is notable, the results align with existing literature highlighting the effectiveness of hands-on learning approaches in literature education. This suggests that LAS plays a substantial role in enhancing students' evaluation skills, offering valuable insights for educators and policymakers. Future research could delve deeper into the long-term impact of LAS and consider incorporating effect size calculations for a more comprehensive understanding of intervention outcomes.

Administrators and policymakers should prioritize investments in educational technology, particularly tools like Learning Activity Sheets (LAS), to enhance students' evaluation skills. Allocating resources for professional development programs will ensure that teachers are equipped to effectively integrate these innovative approaches into the curriculum. Consider adopting a flexible curriculum design to accommodate hands-on learning methods and provide a well-rounded education experience. Teachers play a crucial role in implementing innovative teaching approaches. Embracing tools like Learning Activity Sheets in the classroom can significantly improve students' evaluation skills. Participating in ongoing professional development opportunities will help teachers stay informed about the latest educational technologies and methodologies. Providing constructive feedback to students on their evaluation skills creates a supportive learning environment. Students should actively engage in learning activities, especially those involving tools like Learning Activity Sheets. Actively seeking additional resources beyond the classroom, such as online materials, can reinforce and enhance evaluation skills. Collaborating with peers in group activities and discussions related to literature evaluation provides diverse perspectives and enriches the learning experience. Future researchers should explore the long-term effects of interventions like Learning Activity Sheets on students' evaluation skills. Including diverse student populations in research studies will contribute to more comprehensive findings. Integrating effect size calculations into research methodologies will quantify the practical significance of educational interventions, aiding educators and policymakers in decision-making.

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### **Affiliations and Corresponding Information**

#### **Michill L. Borja**

Bintawan National High School  
Department of Education – Philippines

#### **Christian Jay A. Bautista**

Bintawan National High School  
Department of Education – Philippines