



GSJ: Volume 12, Issue 2, February 2024, Online: ISSN 2320-9186

www.globalscientificjournal.com

**8-WEEK CURRICULUM: BASIS FOR INTERVENTION IN DEVELOPING
LITERACY SKILLS FOR GRADE 1 PUPILS**

By

Allian Balderama-Tee

Master Of Arts in Education

Major in Instructional Methods

ABSTRACT

This study aims to determine the effectiveness of the implementation of the 8-Week Learning Recovery Curriculum (LRC) as the literacy intervention program based on the perception of the Grade 1 teachers in Bulan IV District . This endeavor identify how does this intervention affect Grade 1 learners in their reading literacy skills and the issues experienced by learners during the implementation.

This study sought to evaluate the pretest and posttest results in literacy of 111 Grade one learners of San Vicente Elementary School of the Division of Sorsogon. Given that all the Grade 1 learners underwent the intervention program and there was no random assignment of participant. Methodological triangulation through collection of pretest and post test results, survey, and interview with the Grade 1 teachers is used to establish the credibility of this study.

Regarding the reading profile of the grade 1 pupils is revealed in their assessment, the researcher employed the pre-test and post-test assessment tools provided by the 8 Week Curriculum Learning Recovery Program. In determining how the program affects Grade 1 learners in their reading literacy skills, the researcher employed the narrative analysis. The frequency count and rank are used to interpret the issues experienced by learners regarding the conduct of the LRC. Descriptive statistics was used to interpret the results of the survey on how the intervention program affects the literacy and reading skills of the learners and to capture the percentage of the issues encountered by the learners during the implementation of the program.

This study found that the 8-week learning curriculum has had a positive effect on pupils' performance in reading. Results from the pre-assessment showed that 83.78 percent of learners belonged to full intervention. However, after the implementation of the 8-week learning curriculum, there is a decrease of 45.05 percent. Moderate intervention results reveal an increase of 17.11 percent, light intervention show an increase of 11.70 percent, and grade-ready has an increase of 16.22 percent. This is an encouraging result and shows the effectiveness of the LRC.

This program provides students with an opportunity to gain experience at their own pace and allows them to develop the skills and knowledge they need to succeed in the classroom.

Additionally, the study shows that these issues encountered by learners during the intervention make it difficult for pupils to complete the 8-week curriculum. By addressing the most prominent issues that students face when developing literacy skills and learning to read, it will ensure that all students have the best chance of succeeding with their reading.

Furthermore, post-assessment results serve as the bases of the teachers on what intervention to implement and further instruction to do to be able to achieve the expected skills of the pupils in their grade level.

This study proposed an intervention plan in developing literacy for Grade 1 Learners that may help the parents, teachers and other people who struggle with the question “What may be the reason why a learner cannot read yet? And How are we going to help them become a reader? Intervention must be tailored to meet the specific needs of the individual student and focus on their strengths and weaknesses.

Keywords related to the study: 8-Week Learning Recovery Curriculum (LRC); Literacy; intervention program; reading profile; assessment

