



Teaching the Net Generation:  
Curriculum, Pedagogy and the Challenge  
of 21<sup>st</sup> Century Learning  
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# Breaking the Reading Code the Tutorial Way

## The Digos City Division (Region XI) Reading Program

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# Breaking the Reading Code - The Tutorial Way

## Digos City Division Reading Program

### Region XI

One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely, catch up. As several studies have now documented, the poor first grade reader almost invariably continues to be a poor reader (Frances et al, 1996; Torgesen and Burgess, 1998). And the consequences of a slow start in reading become monumental as they accumulate exponentially overtime.

School-Based preventive efforts should be engineered to maintain growth in critical word reading skills at roughly normal levels throughout the early elementary school period.

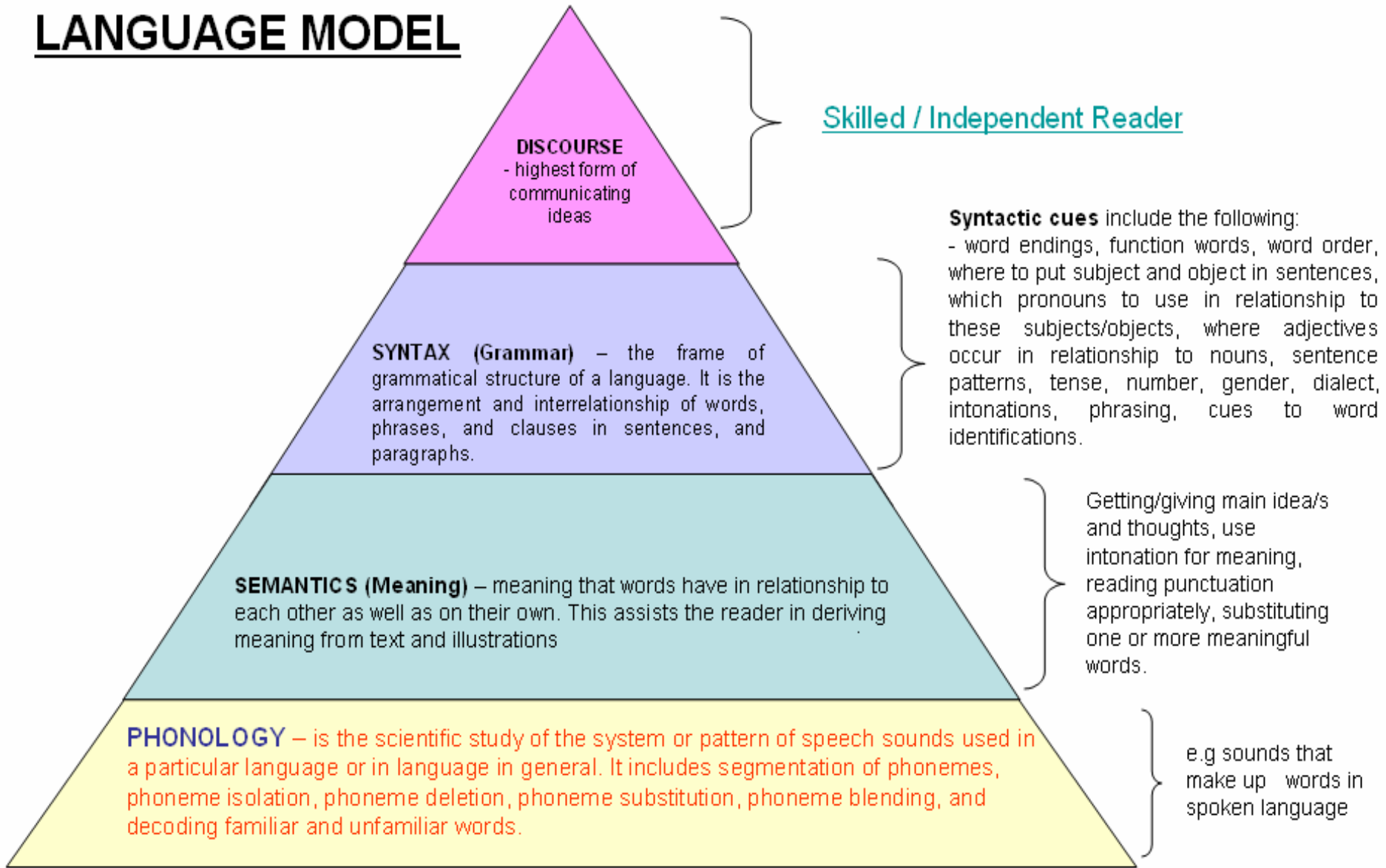
In Digos City Division, the primary focus is on early identification of children-at-risk for problems in learning to read. To support both the National and the Regional reading program – **ECARP and DIAMAR** respectively, it conceived of building a tutor program in reading for its identified struggling readers. This program recognizes teachers, parents, and even tutors who can run a successful tutorial and mentoring program in its 35 elementary schools like Pull-Out Reading Classes. Any teacher-tutor, parent-tutor, and tutor can use developmentally-appropriate materials that address a child's specific learning needs under this program.

Reading-tutors resource packets are organized into six (6) instructional categories: **Alphabets Recognition, Phonological Awareness, Phonics, High Frequency Words, Fluency, and Comprehension** where the packets in these categories are pulled together both print and in technology.

After identifying pupils who will be part of the Reading-Tutor Program and analyzing each of their needs with the use of PHIL-IRI, tutors determine which packets they will use. With the appropriate use of these convenient, well-organized and educationally-sound tutoring resources, the program hasn't fallen short of its goal to advance the Digos City learners along the path to literacy for almost four (4) now.



# LANGUAGE MODEL



**A. Rhyme**

- Hearing Rhyme
- Differentiating Rhyme
- Producing Rhyme

**C. Blending/Segmenting Syllables & Sounds**

- Blending Syllables

**B. Isolating and Categorizing Sounds**

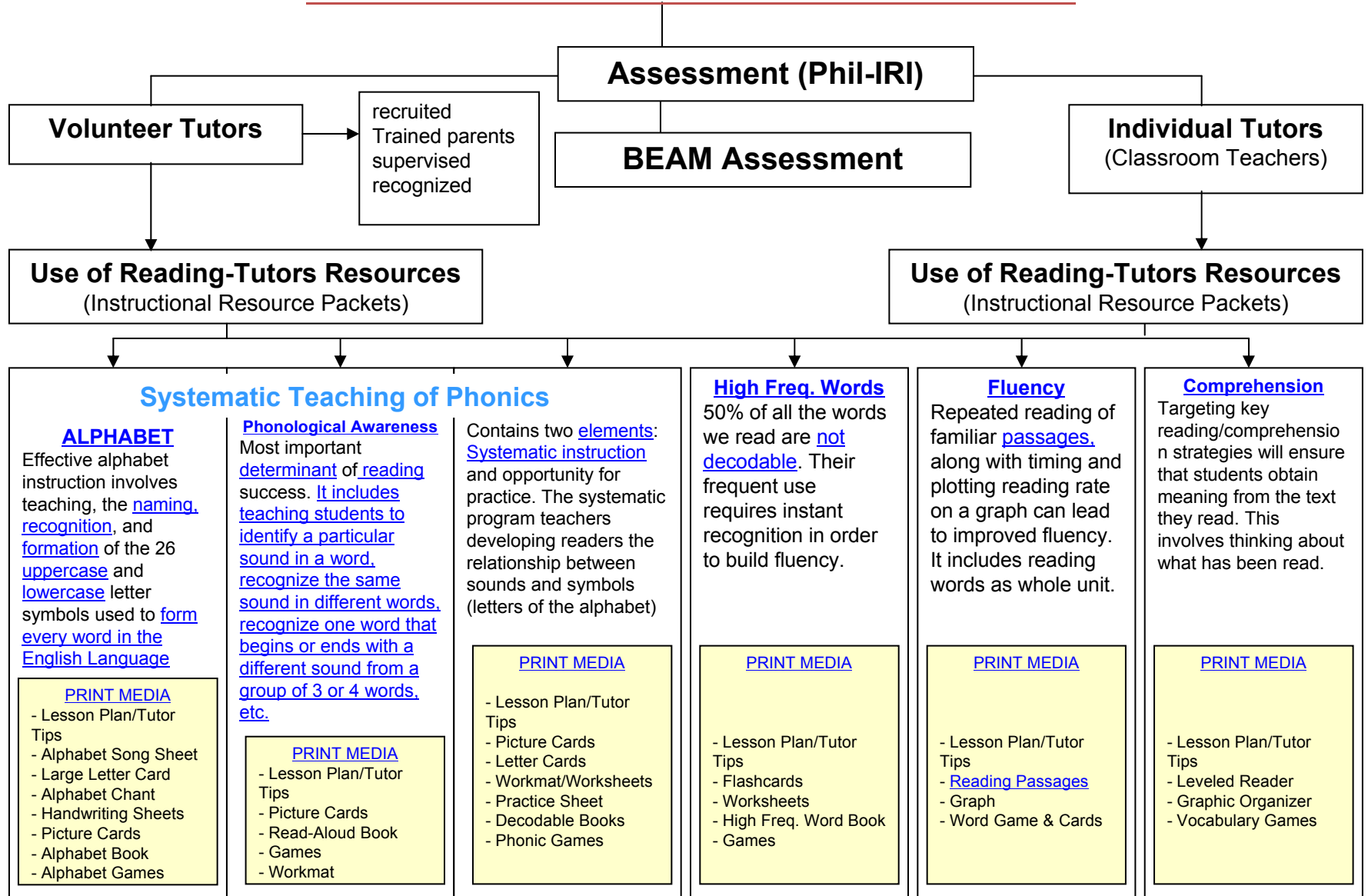
- Recognizing Sounds
- Differentiating Sounds
- Generating Sounds

**D. Manipulating Phonemes**



# BREAKING THE READING CODE-THE TUTORIAL WAY

## DIGOS CITY DIVISION READING PROGRAM





“the success of technologically driven efforts in education depends not only on the availability of affordable desktop PC and laptop hardware, but also on strengthening teacher involvement, creating and sharing locally relevant curriculum, and establishing a pathway for education to lead to real-world employability and success.”

(REDMOND, Wash., March 16, 2007, Microsoft)



# DIVISION OF DIGOS CITY



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