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**DEVELOPMENT OF CRITICAL LITERACY PEDAGOGY: BASIS  
FOR IMPROVING READING COMPREHENSION  
SKILLS IN ALBAY**

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**ABSTRACT**

This study delves into the experiences of Master teachers in the development of critical literacy pedagogy among learners. Employing a qualitative case study approach as suggested by Yin (2020), it provides an in-depth understanding of the phenomenon within its real-life context. Ten public school master teachers were selected using a purposive sampling technique, based on their experiences in teaching critical literacy. It highlighted the critical role of Master teachers in mentoring, curriculum development, and integrating technology in classrooms. The study also emphasized the importance of embracing risk, innovation, and adaptability in teaching methods. A comprehensive critical literacy pedagogy model was proposed, lesson plan for catch-up Fridays and action research proposal about critical literacy pedagogy. This model aims to create a dynamic and inclusive learning environment where critical literacy is experienced in meaningful ways. Master Teachers are instrumental in fostering a resource-rich environment that supports this pedagogy. The study underscores the necessity of ongoing professional development and adequate resources for effective critical literacy teaching. It also suggests the need for adaptable curriculum designs and assessment methods to better accommodate and evaluate critical literacy

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skills. The study recommends improvements in teacher training, mentorship programs, diverse resource availability, and the integration of technology in critical literacy teaching.

**Keywords:** Development, Critical Literacy Pedagogy, Qualitative Research, Mentoring, Curriculum Development, Integrating Technology, Comprehensive Critical Literacy Pedagogy Model



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## INTRODUCTION

The ability to read and comprehend are essential skills for students to survive how society works because most information is presented through text. According to Suson, et al. (2020), reading helps mental development and conveys a promising effect on the overall development of the learners, especially for their education journey. The ability to comprehend helps the academic performance of the students. Hence, reading is basic at all levels of the educational system because all subjects in the course require reading and this will lead to better academic performance.

According to Diaz and Villanueva (2022), reading comprehension is one of the reading skills that every student must develop. However, there are still learners who are below the proficiency level of reading comprehension despite the reading instructions and strategies provided by the teachers for the improvement of learners' reading comprehension.

The recent findings from the Program for International Student Assessment (PISA) 2022 reveal a nuanced view of global educational achievement, with notable insights for the Philippines. As reported by the Organization for Economic Cooperation and Development (OECD, 2022), the PISA 2022 results serve as a vital tool for assessing the quality and equity of education worldwide, enabling comparisons of educational strategies and outcomes. Despite a minor drop in the average reading score from 353 in 2018 to 347, the Philippines climbed four ranks to 75th, a significant improvement from its lower ranking in the previous PISA cycle. This progress underscores the resilience and potential of Filipino students to enhance their educational performance, challenging expectations of a decline based on the prior assessments (OECD, 2022).

This development is crucial against the backdrop of the 2018 PISA results, where Filipino students' reading scores were among the lowest, paralleling those of the Dominican Republic with no country ranking lower. The 2022 upturn indicates a shift towards improving proficiency levels

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among Filipino students, 80% of whom had previously not met the minimum reading proficiency level. These findings emphasize the ongoing challenges and opportunities in enhancing literacy and comprehension skills within the Philippine education system (OECD, 2015; OECD, 2022).

Recently, there is a growing concern about increasing number of underachieving learners in schools in the Philippines. According to Adams (2020), learner’s underachievement results from many reasons including lack of motivation for learning, reading difficulties, cultural deprivation, socio-economic deficiency, and disagreeable learning experiences.

Meanwhile, many studies conducted, and many surveys bespeak support the fact that many learners have difficulty comprehending what they read. These studies revealed that the perceived causes of non-mastery of the elements of reading are: no phonological awareness, non-mastery of alphabet knowledge, non-mastery of phonics, poor word recognition and vocabulary, poor fluency skills, and lack of comprehension. Thus, DepEd Order No. 173 series of 2019 was issued to promote literacy and numeracy of learners which intensifies the program called READ to LEAD as part of Bawat Bata Bumabasa (Every Child Can Read) initiative issued under DM 173, s.2019, an advocacy to equip learners with reading skills and to make them proficient and independent readers.

Legally, this study is anchored in the principles enshrined in the Philippine Constitution, particularly Article XIV, Section 1, which emphasizes the state's responsibility to protect and promote the right of all citizens to quality education (Constitution of the Philippines, 1987). By examining the development of critical literacy pedagogy in Albay, this research seeks to contribute to the realization of this constitutional mandate, offering potential solutions and recommendations for policy and practice.

Tang (2020) highlights that teachers lack the understanding, knowledge, and training needed to effectively utilize discipline literacy in education. Across the nation, public schools

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grapple with the challenge of improving academic achievement, especially among average-performing students who struggle with complex reading material and poor reading skills. This underscores the importance of comprehending how discipline literacy can be applied in education. Moreover, Suson et al. (2020) note that many curricula prioritize memorization over comprehension. Training aimed at enhancing secondary school students' writing abilities has proven effective, emphasizing the need for students to engage in literacy practices within their classes.

Moreover, Bouchard and Simmons (2019) suggest that teachers should incorporate literacy strategies into content teaching, emphasizing that literacy goes beyond reading and writing, enabling individuals to interpret and communicate information. Critical literacy is a vital 21st-century skill necessary for students to navigate and assess the vast array of information in various media forms. Teachers should prioritize promoting critical literacy skills among students. Cataraja (2022) additionally emphasizes the importance of teachers mastering Critical Literacy Pedagogy, using literature and concepts to raise challenging questions and critically scrutinizing why specific works are chosen.

Furthermore, according to Parrish (2020), teaching these skills to students is labor-intensive. Parrish (2020) further stressed the importance of supporting students in developing literacy to enable them to engage in lifelong inquiry. Until recently, there was insufficient research on successful teaching models in core content classes with the strategic approaches needed for students to excel in written assessments.

Moreover, in the evolving landscape of global education, critical literacy has emerged as a cornerstone for empowering learners to navigate and challenge the socio-political realities that shape their lives (Trivedi & Patel, 2023). In response to the evolving educational landscape, language educators are increasingly acknowledging the imperative for pedagogical approaches

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that transcend mere knowledge transmission. This paradigm shift reflects a broader commitment within the academic community to nurture well-rounded individuals capable of engaging thoughtfully with linguistic and societal complexities (Barberos et al., 2023). In the Philippine context, this global trend resonates deeply, given the nation's ongoing efforts to enhance educational quality and equity (Chalk, 2023). Meanwhile, the province of Albay provides a unique vantage point to explore these efforts, with its diverse socio-cultural dynamics and educational challenges.

This research is rooted in the desire to bridge the gap between global educational trends and local pedagogical practices. This study aims to understand how master teachers in Albay interpret and develop critical literacy pedagogy within their classrooms, addressing a gap in literature that often overlooks localized educational practices.

Furthermore, this study aligns with the Key Result Areas (KRAs) in the Results-Based Performance Management System (RPMS) of the Philippines. Specifically, it focuses on the KRA of Quality of Teaching and Learning, seeking to contribute insights on enhancing pedagogical approaches in line with national educational standards (Department of Education, 2023).

From a personal standpoint, experiences of educators in Albay have revealed a disconnect between theoretical frameworks of critical literacy and their practical application in classrooms. Many teachers, despite their best intentions, struggle to integrate critical perspectives into their teaching due to a lack of resources, training, or supportive policies. This problematic situation is compounded by the broader challenges faced by the Philippine educational system, such as limited access to quality education in rural areas and disparities in educational outcomes.

For this reason, the aim of this paper is to develop a critical literacy pedagogy model that promotes critical literacy among students and model that can help teachers to integrate critical literacy pedagogy in teaching creatively and effectively in class. Teachers who used to create a

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lesson that focuses on power, problems and complexity and examining situations in multiple perspectives will appreciate more the beauty of integrating critical literacy strategies that will hone students to become critically literate.

## OBJECTIVES

This study aimed to investigate the experiences of Master Teachers in the development of Critical Literacy Pedagogy among Key Stage 2 learners in the Province of Albay.

Specifically, the study seeks to achieve the following objectives:

1. Cite common experiences of master teachers in the development of critical literacy pedagogy among learners.
2. Assess the essences of the experiences of master teachers in the development of critical literacy pedagogy among learners; and
3. Identify the challenges and opportunities encountered by the master teachers in the development of critical literacy pedagogy among learners.
4. Propose a critical literacy pedagogy model based on the results of the study.

Results and Discussions were focused on key themes such as experiences in defining critical literacy, significance of critical literacy, roles and practices of master teachers, teachers' role in personal growth, teaching styles in developing critical literacy, foster critical thinking skills, roles and responsibilities as master teacher, multi-faceted roles of master teachers, interpreting experiences in implementing critical literacy, implementing critical literacy pedagogy, success and failure in implementing critical literacy among students, adaptability and applicability across

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diverse educational contexts, creative tension between action and reflection, balancing action and reflection, guidance and technical support for master teachers in similar endeavors, embracing diverse experience, teaching students in analyzing texts, significance of multimodal approach, engaging students in a problem-posing dialogue in the community, taking risks in implementing critical literacy among students, and problems in implementing critical literacy.

## METHODOLOGY

This presents the discussion of the research method, sampling and participants, research instrument, data gathering procedure, data analysis procedure and potential ethical issues.

### Research Design

To address the research questions, this study employed the use of case study by Yin (2020). It is purely descriptive qualitative in nature and used Yin's (2020) case study approach to examine the experiences of master teachers in the development of critical literacy pedagogy among learners. Yin (2020) described a case study to investigate a phenomenon within real life context. Thus, this design is helpful in getting a comprehensive and in-depth understanding of the experiences of the participants.

The rationale for using case study by the researcher is that this research design revealed rich data collection based on the best practices concerning contemporary phenomenon within its real-life context (Yin, 2020). To gain a holistic understanding of the experiences of the participants, the researcher acquired thick description of their lived experiences through individual interview that helped the researcher probe the real-life experiences used by the master teachers. Based on the standards of Yin's (2020) case study, the distinct three major applications of this research fit well with this study. The three major applications are: as part of a larger evaluation

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with the case study portion viewed as complementary and providing explanatory information, as the primary evaluation method where the initiative being evaluated becomes the main case, or as part of a dual-level evaluation arrangement in which a single evaluation consists of one or more evaluations with the potential of case study playing various roles to inform the program evaluation as a whole.

### Participants of the Study

The participants of the study were ten (10) public school master teachers. The ten (10) master teachers who were selected are those participants who were willingly responded to be part of the study. The reason for selecting the participants for the study was based on the sampling technique used and due to large population and time constraints it gave to the researcher. Despite the methodological limitations, the researcher believed that they are the key elements in better understanding the phenomenon of the study.

The participants were chosen based on the following qualifications: (a.) master teacher currently teaching in critical literacy among students; (b.) male or female, (c.) ages 35 to 60 years old, (d.) has a minimum 6 years of teaching experience in a public school.

The selection of master teachers with a minimum of six years of teaching experience as respondents for this study was intentional and grounded in several key considerations. Firstly, master teachers with at least six years of experience are likely to have a deeper understanding of critical literacy and its application in educational settings, given their prolonged exposure to and practice in the field. This level of experience ensures that participants have had sufficient time to develop and refine their pedagogical strategies, making their insights particularly valuable for understanding the complexities of teaching critical literacy.

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## RESULTS AND DISCUSSION

The data presented in this study aimed to fulfill several research objectives related to the development of critical literacy pedagogy among learners by Master teachers. These objectives included identifying common experiences, assessing the essence of these experiences, recognizing challenges and opportunities encountered, and proposing a critical literacy pedagogy model based on the study's results. The study delved into the experiences of Master teachers in implementing critical literacy pedagogy, highlighting the challenges, successes, and ideological conflicts they faced. Through a deep exploration of these experiences, the study aimed to provide insights into the practical application of critical literacy in educational settings and the transformative potential it holds for both educators and students.

### 1. Common Experiences of Master Teachers in the Development of Critical Literacy Pedagogy among Key Stage 2 Learners

In exploring the common experiences of master teachers in the development of critical literacy pedagogy among Key Stage 2 learners, it is essential to delve into the rich tapestry of insights provided by various sources.

#### Experiences in Defining Critical Literacy

In defining critical literacy pedagogy, master teachers have highlighted various experiences and perspectives that shape the understanding and implementation of this educational approach.

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## Significance of Critical Literacy

The significance of critical literacy lies in its ability to empower students and transform their engagement with texts, media, and the world around them. The results highlight several key aspects that demonstrate the importance of critical literacy.

## Roles and Practices of Master Teachers

The role and practices of master teachers are crucial in shaping the development of critical literacy pedagogy among Key Stage 2 learners. The results provide valuable insights into the common experiences and responsibilities of these highly skilled educators, who serve as instructional leaders and catalysts for transformative learning.

## Teachers' Role in Personal Growth

Teachers play a vital role in shaping the lives of their students, extending beyond the confines of the classroom to influence their personal growth and development. The search results highlight the multifaceted nature of this role, encompassing academic guidance, character development, mentorship, and encouragement of personal growth.

## Teaching Styles in Implementing Critical Literacy

Teaching styles play a pivotal role in the effective implementation of critical literacy, influencing how educators engage students in analyzing texts, questioning assumptions, and fostering a deeper understanding of social issues. The search results shed light on the diverse approaches and methodologies employed by teachers to integrate critical literacy into their instructional practices.

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## Foster Critical Thinking Skills

The implementation of student-centered pedagogy is a crucial aspect of developing critical literacy among learners. The search results highlight the importance of shifting away from traditional, teacher-directed instruction towards an approach that empowers students to take an active role in their own learning.

## Roles and Responsibilities as a Master Teacher

The role of a master teacher is multifaceted and encompasses a range of responsibilities that extend beyond the confines of the classroom. These educators are recognized for their exceptional teaching skills, subject matter expertise, and ability to mentor and support their colleagues.

## Multi-faceted Roles of Master Teachers

The roles and responsibilities of master teachers extend far beyond the confines of their own classrooms, encompassing a multifaceted set of responsibilities that contribute to the professional growth of their colleagues and the overall improvement of educational practices. As leaders and mentors within their schools and districts, master teachers play a crucial part in shaping the teaching profession, guiding their peers, and driving educational reforms.

## 2. Essences of the Experiences of Master Teachers in the Development of Critical Literacy Pedagogy Among Learners

The experiences of master teachers in the development of critical literacy pedagogy among learners are multifaceted and deeply impactful. These exceptional educators, recognized for their expertise, pedagogical mastery, and transformative influence, play a pivotal role in shaping the critical literacy skills and social consciousness of their students. The search results

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provide valuable insights into the essential elements that characterize the experiences of master teachers in this domain. From activating prior knowledge and fostering collaborative learning to explicit instruction and targeted assessment, these teachers employ a range of strategies to empower learners to question dominant narratives, consider diverse perspectives, and engage in meaningful social action. By delving into the essences of master teachers' experiences, we can gain a deeper understanding of the complexities, challenges, and triumphs inherent in the development of critical literacy pedagogy. This exploration illuminates the crucial role these educators play in cultivating a new generation of critical thinkers, engaged citizens, and agents of positive change.

## Interpreting Experiences in Implementing Critical Literacy

Interpreting experiences in implementing critical literacy offers a profound insight into the challenges, successes, and transformative impact of educators who strive to cultivate critical thinking skills and social awareness among their students. The search results reveal a rich tapestry of experiences that educators encounter as they navigate the complexities of integrating critical literacy into their instructional practices. From navigating power dynamics in the classroom to fostering empathy and multiple perspectives, teachers engage in a dynamic process of interpretation, reflection, and adaptation to create meaningful learning experiences for their students. This article delves into the diverse experiences of educators in implementing critical literacy, exploring the nuances, strategies, and implications of their pedagogical approaches in fostering a more informed, empowered, and socially conscious generation of learners.

## Implementing Critical Literacy Pedagogy

Implementing critical literacy pedagogy is a multifaceted and dynamic process that requires educators to navigate a complex landscape of theoretical frameworks, pedagogical strategies, and practical challenges. The search results highlight the crucial role that educators

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play in shaping the critical literacy skills and social consciousness of their students, as they strive to create learning environments that foster critical thinking, empathy, and social awareness.

## Success and Failure in Implementing Critical Literacy Among Students

The implementation of critical literacy among students can be a journey marked by both successes and challenges, where educators navigate the complexities of empowering learners to critically engage with texts, media, and societal issues. The search results shed light on the diverse experiences of educators in fostering critical literacy skills among students, highlighting moments of triumph and setbacks in this transformative process.

## Adaptability and Applicability Across Diverse Educational Contexts.

The adaptability and applicability of critical literacy pedagogy across diverse educational contexts is a crucial consideration in understanding its transformative potential. The search results reveal that while the core principles and practices of critical literacy may remain consistent, the implementation and outcomes can vary significantly depending on the unique cultural, social, and institutional factors that shape the learning environment.

## Creative Tension Between Action and Reflection

Creative tension between action and reflection is a dynamic interplay that lies at the heart of personal growth, innovation, and effective decision-making. This concept encapsulates the delicate balance between actively engaging in tasks, projects, or challenges, and taking the time to pause, reflect, and learn from experiences.

## Balancing Action and Reflection

Balancing action and reflection are fundamental aspects of personal development and effective decision-making. This delicate equilibrium between engaging in activities and taking the

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time to introspect and learn from experiences is essential for growth and success. By striking a harmonious balance between doing and thinking, individuals can optimize their productivity, creativity, and overall well-being. This interplay between action and reflection forms the foundation for continuous learning, self-improvement, and achieving one's goals with clarity and purpose.

### **Guidance and Technical Support for Master Teachers in Similar Endeavors**

Guidance and technical support for master teachers in similar endeavors play a pivotal role in enhancing teaching practices and fostering professional growth. As highlighted in various research studies, the presence of master teachers who can provide mentorship, model effective teaching strategies, and offer valuable insights is crucial for the development of educators.

### **Embracing Diverse Experience**

Embracing diverse experiences is a fundamental aspect of personal and professional growth. By actively seeking out and engaging with a wide range of perspectives, individuals can expand their understanding, challenge their assumptions, and unlock new avenues for innovation and problem-solving.

### **3. Challenges and Opportunities Encountered by the Master Teachers in the Development of Critical Literacy Pedagogy Among Learners**

Master teachers, who are committed to fostering critical literacy skills in their students, must first set clear intentions for their teaching practices, which involves understanding the specific needs and goals of their learners. This intention is then shaped by their perceptions of the learning environment and the students themselves, influencing the actions they take to implement critical literacy strategies. Through these actions, master teachers gain insights into the effectiveness of their methods and the challenges they face in promoting critical literacy.

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Finally, they engage in reflective practices to refine their approaches, adapt to changing circumstances, and continually improve their teaching practices.

## Teaching Students in Analyzing Texts

Teaching students to analyze texts is a critical skill that empowers them to delve deeper into literature, extract meaning, and develop a nuanced understanding of the written word. By employing various strategies and techniques, educators can guide students in honing their analytical abilities, fostering critical thinking, and enhancing their comprehension of complex texts. Through structured approaches like providing sentence models, utilizing graphic organizers, and encouraging the use of evidence to support points, teachers can scaffold the learning process and equip students with the tools needed to dissect and interpret literary works effectively. This foundational skill not only enhances students' academic capabilities but also cultivates a lifelong appreciation for literature and the art of textual analysis.

## Significance of Multimodal Approach

The significance of a multimodal approach in education lies in its ability to cater to diverse learning styles and enhance the overall learning experience for students. Multimodal learning strategies, which incorporate various modes of communication such as visual, auditory, and kinesthetic inputs, create a comprehensive learning environment that accommodates different preferences and needs.

## Engaging Students in a Problem -Posing Dialogue in the Community

Engaging students in a problem-posing dialogue in the community is a powerful way to foster critical thinking, social responsibility, and civic engagement. This approach, rooted in the principles of critical pedagogy, encourages students to participate in meaningful discussions that address real-world issues and concerns. By posing problems and inviting students to contribute

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their perspectives, educators can create a collaborative learning environment that empowers students to take an active role in shaping their communities.

## Taking Risks in Implementing Critical Literacy among Students

Implementing critical literacy pedagogy in the classroom can be a challenging and potentially risky endeavor, as it requires educators to venture beyond traditional teaching methods and confront the complexities of power dynamics, social inequality, and cultural norms embedded in texts. By encouraging students to critically analyze and question dominant narratives, critical literacy pedagogy can foster a deeper understanding of the world and promote social change.

## Problems in Implementing Critical Literacy

Implementing critical literacy pedagogy in educational settings can be a complex and challenging endeavor, as it requires teachers to navigate the intricacies of power dynamics, cultural norms, and social inequality embedded in texts.

## Challenges in Approaches

The implementation of critical literacy pedagogy faces various challenges and tensions that educators encounter in educational settings. These challenges include structuralist binarism, cultural essentialism perceived by students, and students' resistance to the perceived confrontational nature of critical approaches.

## 4. Proposed Critical Literacy Pedagogy Model

Based on the extensive data and insights provided, a comprehensive critical literacy pedagogy model can be proposed. For a model tailored to facilitate Catch Up Friday sessions for

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grades 4-6, focusing on critical literacy within a compact timeframe, the following comprehensive and engaging approach can be adopted.

## Model Overview

### Enhancing Literacy Engagement and Mastery

This model prioritizes active learning, critical engagement, and the seamless integration of literacy skills into a diverse and inclusive curriculum. It is designed to support students in catching up and reinforcing their understanding and application of literacy skills in meaningful contexts. These are the parts in the proposed catch-up Friday lesson plans.

### Contextual Exploration

The first step in implementing critical literacy pedagogy involves introducing reading materials that are age-appropriate and diverse in content, catering to the interests and learning levels of students in grades 4-6. By selecting texts that span various genres and cultures, including narratives, expository texts, and multimedia resources, educators can create a rich and engaging learning environment. Initiating discussions that connect these texts to students' lives and world events helps to bridge the gap between the classroom and the real world, fostering a deeper understanding of the material.

### Vocabulary Enrichment

Expanding students' vocabulary is a crucial aspect of critical literacy pedagogy. By selecting words from the texts and providing synonyms, antonyms, and usage in various contexts, educators can help students develop a more nuanced understanding of language. Interactive games and activities can be used to explore new vocabulary, making the learning process more engaging and memorable. Encouraging students to create their own synonym and antonym dictionaries for

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selected words further reinforces their understanding and encourages active engagement with the material.

### **Comprehensive Literacy Training**

Engaging students in comprehension checks that utilize Higher Order Thinking Skills (HOTS) questions is essential for deepening understanding and encouraging analytical thinking. Developing activities that require students to infer, analyze, evaluate, and synthesize information from the texts challenges them to move beyond surface-level comprehension and engage with the material on a deeper level. Group discussions, role-plays, and projects can be used to facilitate this process, allowing students to collaborate and share their insights with their peers.

### **Post-Literacy Engagement**

Reinforcing literacy skills through post-reading activities that encourage application and reflection is the final step in implementing critical literacy pedagogy. Creative writing tasks, multimedia projects, and presentations allow students to use new vocabulary and concepts in a practical and engaging manner. Encouraging peer review and constructive feedback not only helps students improve their work but also fosters a sense of community and collaboration within the classroom.

By implementing these four key components of critical literacy pedagogy, educators can create a learning environment that empowers students to think critically about the texts they encounter and apply their knowledge to real-world situations. Through contextual exploration, vocabulary enrichment, comprehensive literacy training, and post-literacy engagement, students develop the skills and confidence necessary to become active and engaged citizens in their communities.

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**Implementation Strategies for Catch Up Friday**

The Department of Education (DepEd) implements Catch-up Friday stated in DepEd Memorandum No. 001 s. 2024 the initiative to provide opportunities to enhance learners' performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. In light of these considerations, the researcher proposed these additional activities to improve the reading comprehension skills of the pupils.

1. Rotational Learning Stations: Create stations for each literacy focus area, allowing students to engage with material in small, manageable segments. This approach caters to diverse learning styles and keeps engagement high.
2. Collaborative Learning Groups: Facilitate peer-to-peer learning through group activities, encouraging students to share insights and assist one another.
3. Interactive Technology Integration: Use educational technology tools for vocabulary games, reading comprehension quizzes, and multimedia project creation, providing a modern and engaging learning experience.
4. Reflective Practice and Feedback: End each session with a reflective activity, where students share what they've learned, questions they may have, and suggestions for future sessions. This fosters a sense of ownership and engagement in their learning process.
5. Parental and Community Engagement: Share the week's highlights and learning tips with parents and caregivers, encouraging them to participate in their child's literacy journey.

**Evaluation and Monitoring**

In the realm of reading comprehension, evaluation, and monitoring play pivotal roles in enhancing a reader's understanding and retention of textual information. Evaluation involves the critical assessment of one's comprehension by reflecting on the text's content, structure, and

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relevance. It requires readers to analyze the author's intent, identify biases, and assess the credibility of information presented. Monitoring, on the other hand, involves the ongoing process of self-regulation during reading, where readers continuously assess their understanding, adjust strategies, and clarify any confusion to ensure comprehension. By actively engaging in evaluation and monitoring, readers can deepen their comprehension, identify gaps in understanding, and develop a more nuanced interpretation of the text. The following can be used to monitor and evaluate the performance and output of the students.

Student Portfolios: Maintain portfolios of students' work, including written assignments, projects, and reflections, to track progress over time.

Teacher Observations and Notes: Keep detailed observations and notes on student participation, comprehension, and engagement in different activities to tailor future sessions more effectively.

Feedback Sessions: Regularly solicit feedback from students on the activities and materials used, allowing for continuous improvement of the Catch-up Friday sessions.

This model aims to create a vibrant, inclusive, and interactive learning environment that not only focuses on catching up but also fosters a deep love for literacy and critical engagement among students. By incorporating diverse methodologies and ensuring active participation, students are equipped to explore, understand, and engage with the world around them through a literate lens.

## Major Final Output

To bolster the reading comprehension skills of our pupils, a comprehensive lesson plan has been devised for Catch-Up Friday, a dedicated session aimed at addressing individual learning needs. This innovative approach combines targeted instruction with action research to identify and implement effective strategies for improving reading comprehension. By integrating data-

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driven insights and tailored interventions, this initiative seeks to empower students to enhance their understanding, critical thinking, and engagement with diverse texts. Through a collaborative and reflective process, both educators and learners will work together to cultivate a culture of continuous improvement and academic success.

Catch-up Subject	Reading Comprehension
Grade Level:	Grade 4
Quarterly Theme:	Exploring Genres
Sub-theme:	Introduction to Fiction and Non-fiction
Session Title:	Diving into Stories: Fiction vs. Non-fiction
Subject and Time:	English, 10:00 AM - 11:10 AM
Session Objective	
Objective 1:	Understand the differences between fiction and non-fiction texts.
Objective 2:	Develop skills to identify key elements and structures in fiction and non-fiction.
Objective 3:	Foster an appreciation for reading and understanding various literary genres.
References	

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Reference 1:	Reading Comprehension Success in 20 Minutes a Day by Learning Express
Reference 2:	Exploring Genre: Fiction and Nonfiction by Katherine Scaper
Materials	
Material 1:	Fiction and non-fiction book samples
Material 2:	Reading comprehension worksheets
CONTEXTUAL EXPLORATION	Students will be divided into two groups. One group will receive a selection of fiction books, and the other, non-fiction books. Each student will select a book, read a passage, and note down key features that define its genre (characters, plot, and setting for fiction; facts, data, and real events for non-fiction). They will then share their findings with the group to create a collective understanding of the differences between fiction and non-fiction.
VOCABULARY ENRICHMENT	Students will individually read a 3-paragraph story titled, The Mystery of the Vanishing Trees, which explores the genre of mystery fiction but also includes factual environmental information, blending fiction with non-fiction elements. After reading, students will reflect on the story's blend of genres and discuss how combining fiction and non-fiction can enhance understanding and engagement with the text. They will write their thoughts on how the story's format affected their reading experience.

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<p>COMPREHENSIVE LITERACY TRAINING</p>	<p>The Mystery of the Vanishing Trees</p> <p>Story Synopsis</p> <p>The story would involve a young detective who notices that trees in their local park are mysteriously disappearing. Through investigation, the detective uncovers that the cause is not supernatural but related to environmental issues like illegal logging and the importance of conservation. The story blends fictional elements with factual environmental information.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. What clues led the detective to solve the mystery of the vanishing trees?</li><li>2. How did the author blend fictional and non-fictional elements in the story?</li><li>3. What can we learn about the importance of environmental conservation from the story?</li><li>4. How do the characters in the story contribute to its resolution?</li><li>5. How might the story change if it was purely fictional/non-fictional?</li><li>6. What is the moral of the story, and how can it apply to real life?</li><li>7. How does the setting influence the events of the story?</li><li>8. What are the consequences of the vanishing trees in the story and in real life?</li></ol>
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	<p>9. How can individuals help prevent situations like the one in the story?</p> <p>10. Why is it important to have stories that blend fiction with information?</p>
POST-LITERACY ENGAGEMENT	<p>Students will be given a worksheet with two blank book covers, one labeled Fiction and the other Non-Fiction. They will draw and color a cover for a fictional story and another for a non-fiction book based on what they learned during the lesson. For fiction, they might illustrate a fantastical, imaginative scene; for non-fiction, they could depict a real-world subject or scene, like an animal or historical event. This allows them to express their understanding of the genres creatively.</p>

Catch-up Subject:	National Reading Program (NRP)
Grade Level:	Grade 5
Quarterly Theme:	Building Literacy Skills
Sub-theme:	Exploring Character Development in Stories
Session Title:	Characters Come Alive: Understanding People in Stories
Subject and Time:	English Language Arts, 1:30 PM - 2:40 PM

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Session Objective	
Objective 1:	Identify the traits, motives, and development of characters in a story.
Objective 2:	Analyze how characters influence the plot and theme of a story.
Objective 3:	Foster empathy and understanding by relating to diverse characters in literature.
References	Literature and the Child" by Lee Galda
Reference 1:	
Reference 2:	How to Analyze the Characters in Literature by ThoughtCo
Materials	
Material 1:	Character trait charts for tracking character development
Material 2:	Copies of short stories featuring diverse and dynamic characters
CONTEXTUAL EXPLORATION	Students will read a selected short story in groups and identify the main characters, listing their traits, actions, and how they change throughout the story. Each group will discuss and note how these changes affect the story's outcome.
VOCABULARY ENRICHMENT	After reading The Journey of Luna, a story about a brave girl's quest to save her village, students will reflect on Luna's character development and how her experiences shaped her decisions.

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	They'll write a short essay on how Luna's journey relates to real-life challenges and growth.
COMPREHENSIVE LITERACY TRAINING	<p>The Journey of Luna</p> <p>Story Synopsis</p> <p>The Journey of Luna is about a young girl in a fictional village who embarks on an adventure to find a cure for a mysterious illness affecting her people. She faces various challenges, meets new friends, and discovers her inner strength and courage.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. What character traits helped Luna overcome her challenges?</li><li>2. How did Luna's perception of the world change throughout her journey?</li><li>3. What role do the supporting characters play in Luna's development?</li><li>4. How does the setting influence the events in the story?</li><li>5. What is the key turning points in Luna's journey, and why are they significant?</li><li>6. How does Luna's story reflect real-life issues or themes?</li><li>7. In what ways do Luna's decisions impact the story's outcome?</li><li>8. How does the author use language to convey Luna's emotions and experiences?</li></ol>

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Wrap Up	<p>9. What lessons can be learned from Luna’s adventure?</p> <p>10. How do the conflicts in the story enhance character development and the overall message?</p> <p>Students will quickly share one character trait of Luna they admired and why.</p> <p>Questions for wrap-up:</p> <ol style="list-style-type: none"><li>1) How did Luna change from the beginning to the end of the story?</li><li>2) What challenges did she face?</li><li>3) How did her friendships influence her journey?</li><li>4) Can you think of a time when you had to be brave like Luna?</li><li>5) How do stories help us understand different perspectives?</li></ol>
POST-LITERACY ENGAGEMENT	<p>Students will draw their favorite scene from The Journey of Luna, focusing on how Luna felt during that moment. They should use colors and expressions to convey the emotions and atmosphere of the scene.</p>

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Catch-up Subject:	NRP: Reading Fluency and Comprehension
Grade Level:	Grade 6
Quarterly Theme:	Enhancing Reading Fluency and Comprehension
Sub-theme:	Understanding Narratives and Story Elements
Session Title:	Story Voyage: Navigating Through Narratives
Subject and Time:	English, 2:00 PM - 3:10 PM
Session Objective	
Objective 1:	To improve reading fluency through timed reading exercises.
Objective 2:	To enhance comprehension by identifying key elements of the narrative.
Objective 3:	To cultivate a love for reading and appreciation for storytelling.
References	
Reference 1:	Improving Reading Fluency and Comprehension by Timothy Rasinski
Reference 2:	Elements of Storytelling: How to Write Compelling Stories by Lisa Cron
Materials	
Material 1:	Timed reading passages selected from children's literature

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Material 2:	Worksheets on identifying story elements (characters, setting, plot, conflict, resolution)
CONTEXTUAL EXPLORATION	Students will engage in a timed reading session where they read a passage from a children's book aloud to a partner, focusing on fluency and expression. Partners will give feedback on clarity, pace, and expressiveness, aiming to improve with each round.
VOCABULARY ENRICHMENT	Students will read a 3-paragraph story titled The Lost Treasure of Pine Valley and discuss the narrative elements (characters, setting, plot, conflict, resolution). They will reflect on how each element contributes to the story's development and engage in a discussion about the moral or lesson of the story.

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<p>COMPREHENSIVE LITEARCY TRAINING</p>	<p>The Lost Treasure of Pine Valley</p> <p>Story Synopsis</p> <p>The Lost Treasure of Pine Valley is about a group of friends who discover an old map leading to a hidden treasure in their town. The adventure takes them through various challenges, testing their friendship and courage, and teaching them valuable lessons about teamwork and determination.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. What character traits helped the friends on their treasure hunt?</li><li>2. How did the setting of Pine Valley contribute to the story's plot?</li><li>3. What conflicts arose during the treasure hunt, and how were they resolved?</li><li>4. How did the characters' relationships evolve throughout the story?</li><li>5. What is the moral of the story, and how is it conveyed?</li><li>6. How do the story elements (setting, characters, plot, conflict) work together to create a compelling narrative?</li><li>7. What role does the antagonist play in the story if there is one?</li><li>8. How could the story have ended differently based on the characters' decisions?</li></ol>
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<p>Wrap Up (5 mins):</p>	<p>9. What symbols or motifs are used in the story, and what do they represent?</p> <p>10. How does the author build suspense and keep the reader engaged?</p> <p>Review the key elements of narrative stories and discuss how understanding these elements can improve reading comprehension.</p> <p>Questions for wrap-up:</p> <ol style="list-style-type: none"><li>1) What is the most important part of a story?</li><li>2) How do characters change throughout a story?</li><li>3) Why is setting important in a narrative?</li><li>4) How can we identify the conflict in a story?</li><li>5) What did you learn about reading fluently today?</li></ol>
<p>POST-LITERACY ENGAGEMENT</p>	<p>Students will draw a scene from The Lost Treasure of Pine Valley, focusing on how the setting influences the story's mood and actions. They should use colors and details to bring the scene to life, showing their understanding of the story's setting and atmosphere.</p>

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Catch-up Subject:	NRP: Critical Reading and Analysis
Grade Level:	Grade 4
Quarterly Theme:	Developing Critical Thinking through Reading
Sub-theme:	Analyzing Themes and Messages in Literature
Session Title:	Reading Between the Lines: Discovering Deeper Meanings
Subject and Time:	English, 10:30 AM - 11:40 AM
Session Objective	
Objective 1:	Understand the underlying themes and messages in a text.
Objective 2:	Develop analytical skills to interpret text beyond its literal meaning.
Objective 3:	Encourage critical thinking and questioning while reading.
References	
Reference 1:	Critical Reading in the Classroom by Laura Robb
Reference 2:	Reading with Purpose: Understanding Literary Themes by Judy Lynch
Materials	
Material 1:	Excerpts from children's novels with rich themes and messages
Material 2:	Worksheets for text analysis and theme identification

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CONTEXTUAL EXPLORATION	Students will read a short story, <i>The Hidden Treasure</i> , in pairs, focusing on identifying the theme and underlying message. They will highlight text evidence that supports the theme and discuss how different events in the story contribute to the development of the message.
VOCABULARY ENRICHMENT	After reading, students will write a brief reflection on how the protagonist's choices impacted the story's outcome and what lesson can be learned from it. They will share their thoughts in small groups, discussing how themes like courage, honesty, and perseverance are portrayed in the story and why these are important in real life.



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COMPREHENSIVE LITERACY TRAINING	<p>The Hidden Treasure</p> <p>Story Synopsis</p> <p>The Hidden Treasure tells of a young adventurer who finds a map leading to a hidden treasure. Throughout the journey, the protagonist faces moral dilemmas and challenges that test their character, ultimately discovering that the real treasure is the wisdom and experience gained through the journey.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. What clues led to the discovery of the treasure?</li><li>2. How did the protagonist's character develop throughout the story?</li><li>3. What are the moral conflicts in the story, and how are they resolved?</li><li>4. How do the settings influence the plot and the protagonist's decisions?</li><li>5. What symbols are used in the story, and what do they represent?</li><li>6. How does the story's theme relate to real-world situations?</li><li>7. What lessons can be learned from the protagonist's journey?</li><li>8. How do the other characters contribute to the protagonist's understanding of the treasure?</li><li>9. In what ways does the story challenge the reader's expectations?</li></ol>
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Wrap Up (5 mins):	<p>10. What is the significance of the treasure being 'hidden,' and what does it symbolize in the story?</p> <p>Students will answer the following questions aloud:</p> <ol style="list-style-type: none"><li>1) What is the main theme of The Hidden Treasure?</li><li>2) How do the characters' actions convey this theme?</li><li>3) What is one key message you took away from this story?</li><li>4) How can we apply this message in our daily lives?</li><li>5) Why is it important to look for deeper meanings in what we read?</li></ol>
POST-LITERACY ENGAGEMENT	Students will draw a scene from The Hidden Treasure that best represents the theme of the story. They will use colors and symbols to emphasize the mood and message of the scene they choose.

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Catch-up Subject:	NRP: Literary Elements and Creative Writing
Grade Level:	Grade 5
Quarterly Theme:	Creative Writing and Storytelling
Sub-theme:	Crafting Stories: From Ideas to Narratives
Session Title:	From Imagination to Paper: Crafting Your Story
Subject and Time:	English, 11:00 AM - 12:10 PM
Session Objective	
Objective 1:	Identify and understand the use of literary elements in storytelling.
Objective 2:	Develop creative writing skills by constructing a story with a beginning, middle, and end.
Objective 3:	Encourage creative expression and confidence in storytelling.
References	
Reference 1:	Elements of Writing by Thomas E. Nunnally
Reference 2:	Young Writers' Handbook by Susan Osborne
Materials	
Material 1:	Story starters and writing prompts
Material 2:	Notebooks and pencils for drafting stories

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COMPREHENSIVE LITERACY TRAINING	<p>The Adventure of Luna and the Magic Pen</p> <p>Story Synopsis</p> <p>The Adventure of Luna and the Magic Pen is about a young girl, Luna, who discovers a pen that makes anything she writes come to life. Luna uses the pen to create fantastic adventures, but she must learn to handle the consequences of her powerful creations.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. What problems did Luna face with her magic pen, and how did she solve them?</li><li>2. How did Luna's character develop throughout the story?</li><li>3. What is the moral of the story, and how does it apply to real-life situations?</li><li>4. How does the author use descriptive language to bring Luna's adventures to life?</li><li>5. In what ways do Luna's creations reflect her feelings and desires?</li><li>6. How does the setting change as the story progresses, and what does it signify?</li><li>7. What role do secondary characters play in Luna's journey?</li><li>8. How does the magic pen serve as a symbol in the story?</li><li>9. What is the key turning points in the plot, and how do they affect Luna?</li></ol>
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<p>Wrap Up (5 mins):</p>	<p>10. How would the story change if the magic pen had different rules or limitations?</p> <p>Students will answer questions about the storytelling process:</p> <ol style="list-style-type: none"><li>1) What was the most challenging part of writing your story?</li><li>2) How did you decide on the ending?</li><li>3) What did you learn about storytelling today?</li><li>4) How can you apply this learning to future writing tasks?</li><li>5) What would you like to write about next time?</li></ol>
<p>POST-LITERACY ENGAGEMENT</p>	<p>Students will draw a scene from their story, focusing on illustrating the setting or a key moment. They should think about how to visually represent the mood and theme of their story through their drawing.</p>

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Catch-up Subject:	NRP: Integrating Technology in Reading
Grade Level:	Grade 6
Quarterly Theme:	Reading in the Digital Age
Sub-theme:	Navigating and Understanding Digital Texts
Session Title:	Click to Read: Exploring Stories in the Digital World
Subject and Time:	English, 8:00 AM - 9:10 AM
Session Objective	
Objective 1:	Identify the features of digital texts and how they differ from print texts.
Objective 2:	Develop skills to effectively navigate and comprehend digital reading materials.
Objective 3:	Encourage a positive attitude towards using technology for reading and learning.
References	Reading in a Digital Age by Nicholas Carr
Reference 1:	

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Reference 2:	The Impact of Digital Tools on Student Reading and How They Learn by Maryanne Wolf
Materials	
Material 1:	Tablets or computers with internet access and e-books
Material 2:	Interactive reading comprehension software or apps
CONTEXTUAL EXPLORATION	Students will explore an interactive e-book on their tablets or computers, focusing on its features such as hyperlinks, audio, and video supplements. They will navigate through the story, clicking on different elements to see how they contribute to the understanding of the text.
VOCABULARY ENRICHMENT	After exploring the e-book, students will reflect on their experience by comparing it with reading a traditional print book. They will write about how the digital features enhanced or distracted from the story, and whether the multimedia elements helped them understand the story better.

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COMPREHENSIVE LITERACY TRAINING	<p>The Digital Quest</p> <p>Story Synopsis</p> <p>Digital Quest follows a character navigating through a digital world to solve a mystery using various digital tools and resources. The story integrates elements of digital literacy and the importance of critical thinking online.</p> <p>HOTS Questions</p> <ol style="list-style-type: none"><li>1. How did the digital tools help the protagonist solve the mystery?</li><li>2. What challenges did the character face in the digital world, and how were they overcome?</li><li>3. How does the story illustrate the importance of digital literacy?</li><li>4. What role did information verification play in the character's journey?</li><li>5. How can the skills demonstrated in the story apply to real-world digital navigation?</li><li>6. In what ways did multimedia elements enhance the storytelling?</li><li>7. What lessons can be learned about the reliability of digital information?</li><li>8. How does the story depict the impact of digital distractions on problem-solving?</li></ol>
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<p>Wrap Up (5 mins):</p>	<p>9. How could the protagonist have improved their digital research strategies?</p> <p>10. What implications does the story have for the future of reading and learning in digital formats?</p> <p>Students will discuss their reflections in groups and then share with the class. Questions for wrap-up:</p> <ol style="list-style-type: none"><li>1) What did you find most helpful about the digital text features?</li><li>2) Were there any distractions in reading digitally compared to print?</li><li>3) How did the multimedia elements affect your engagement with the story?</li><li>4) Do you prefer digital or print books, and why?</li><li>5) How can digital texts be improved for better learning experiences?</li></ol>
<p>POST-LITERACY ENGAGEMENT</p>	<p>Students will draw one of the scenes they read in the digital story but with an added element or change they imagine. This task will encourage them to think creatively about how stories can be enhanced or altered through digital media</p>

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Catch-up Subject:	NRP: Exploring Poetry
Grade Level:	Grade 4
Quarterly Theme:	Poetry and Expressive Language
Date:	July 10, 2024
Sub-theme:	Discovering the Beauty of Poems
Duration:	70 mins (Time allotment as per DO 21 s. 2019)
Session Title:	Poetic Journeys: Exploring Words and Feelings
Subject and Time:	English, 9:00 AM - 10:10 AM
Session Objective	
Objective 1:	Understand the basic elements of poetry, such as rhyme, rhythm, and imagery.
Objective 2:	Analyze and interpret poems to uncover deeper meanings.
Objective 3:	Foster an appreciation for poetry and its expressive power.
References	
Reference 1:	Poetry for Young People by Edward Mendelson

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Reference 2:	The Random House Book of Poetry for Children edited by Jack Prelutsky
Materials	
Material 1:	Copies of various children’s poems
Material 2:	Notebooks and colored pencils for creating their own poems
CONTEXTUAL EXPLORATION	Students will read selected poems and identify elements like rhyme, rhythm, and imagery. They will mark these elements in the text and discuss in small groups how these elements contribute to the overall mood and meaning of the poem.
VOCABULARY ENRICHMENT	Students will write a short reflection on how the use of imagery and figurative language in the poems creates vivid pictures in their minds and evokes emotions. They will share their reflections in pairs, discussing how poetry can convey complex feelings and ideas in a few words.
COMPREHENSIVE LITERACY TRAINING	Discuss as a class what was learned about poetry. 1) What is one poem that stood out to you today, and why? 2) How does poetry differ from prose? 3) What feelings or images did the poems evoke? 4) How can the language in poetry be powerful?

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	5) Why is it important to read and understand poetry?
POST LITERACY ENGAGEMENT	Students will draw or color a scene or image inspired by one of the poems they read, using their interpretation of the poem’s imagery and mood.

## CONCLUSIONS

Based on the study findings on critical literacy pedagogy, the conclusions for developing critical literacy pedagogy to improve reading comprehension skills of Key Stage 2 learners can be refined as follows:

Master teachers, through their dedication to critical literacy pedagogy, create inclusive classroom environments that challenge biases, empower students to question knowledge, and actively participate in their education. By fostering critical thinking, social consciousness, and a commitment to social justice, master teachers contribute significantly to the development of students as informed, engaged, and socially responsible global citizens.

Master teachers play a pivotal role in the development of critical literacy among learners by engaging them in thought-provoking discussions, challenging them to question power relations, encouraging critical thinking and social action, fostering social justice and equity, empowering students to combat oppression, and developing their voices as active citizens. Through these practices, master teachers create inclusive classroom environments that challenge biases, promote multiple perspectives, and empower students to critically analyze texts and take relevant social action.

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The implementation of critical literacy pedagogy by master teachers faces significant challenges, the findings suggest that the opportunities it presents in empowering students, fostering critical thinking, and transforming teaching practice make it a valuable and impactful approach to education.

The proposed Critical Literacy Pedagogy Model is designed for "Catch Up Friday" sessions targeting grades 4-6, emphasizing a swift yet comprehensive approach to bolster critical literacy. It focuses on active learning, critical engagement, and the integration of literacy skills into a varied curriculum to help students catch up and enhance their literacy comprehension and application in meaningful ways. This pedagogical approach seeks to cultivate a dynamic and inclusive learning environment, fostering a profound appreciation for literacy and critical thinking skills in students.

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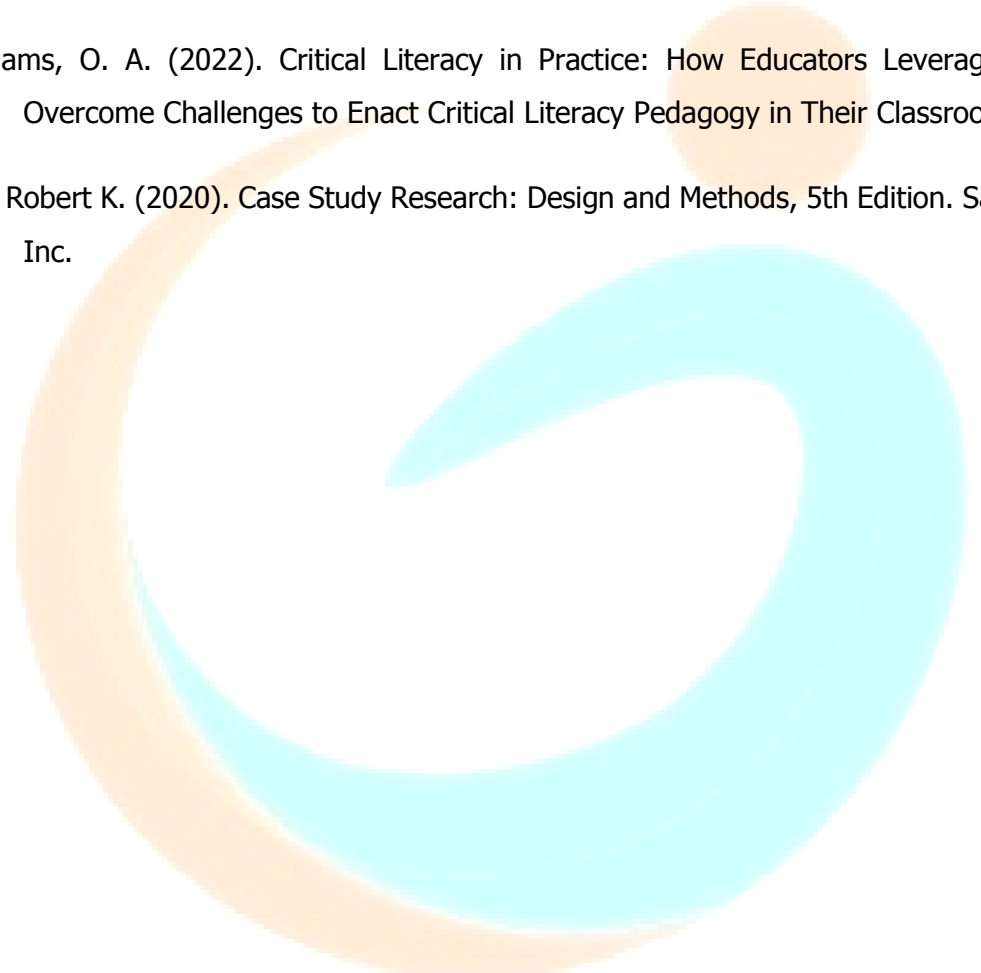
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