

Instrumental popular music and students' reading comprehension: Basis for proposed reading remediation program

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ABSTRACT

The potential of music to aid reading performance has been the subject of research for many years. The present study aimed to investigate the effect of five music genres (Jazz, Pop, RNB, Rap, and Classical) on the reading comprehension of grade 9 junior high school students in the division of Angeles City. In line with this, the study conducted quasi-experimental pretest and posttest for students (N=40) within the span of 2 weeks. The pretest of each genre was taken without playing popular instrumental music in the background while the posttest was taken while the subjects listened to popular instrumental music. Outcomes of the pretest indicate that students reading comprehension scores obtained a mean that ranged from 5.450 to 5.825. These results barely made the cut to the instructional reading comprehension level that, according to the Philippine Informal Reading Inventory (PHIL IRI) scale ranges from 5 to 7 points, in a ten-item test indicating a need for reading remediation. Results of the study showed a highly significant difference between pretest and post-test scores for the genres of Jazz Pop and Classical where all three genres obtained a p-value of 0.000 which was lower than the set alpha of 0.01 level of significance. Hence, a reading remediation program utilizing Jazz, Pop, and Classical music as a reading supplement has the potential to aid struggling readers. Therefore, based on the outcomes of this study, the researcher designed a proposed reading remediation program utilizing the three genres (Jazz, Pop, and Classical).

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INTRODUCTION

Music has become accessible to the public due to the increasing availability of technology, resulting in learning with background music getting attention over the last decade (Schwartz et al., 2017). Instrumental music has given students a range of learning experiences that results in positive and long-term influence on learners (Davenport, 2010). Research discloses similar outcomes of development in comprehension, language processing, and even IQ as a result of music instruction (Kaviani et al., 2014; White et al., 2013). Music, for that reason, has the potential to benefit reading comprehension (Bird 2017).

Reading is one of the macro skills taught in the English classroom for centuries. Reading comprehension skills prove to be more important as learners develop through the educational system (Clarke, Truelove, Hulme & Snowling, 2014). In the United States, nearly every citizen can read and write but could not reach the level of critical reading (Krashen 2004). Now it goes without saying that other countries share the same reading comprehension status. A research conducted in Saudi revealed that the students mainly felt their reading difficulties were related to several factors, including uninteresting textbooks (Mohammed & Rashid 2019). Reading, therefore, requires intervention programs (Petervir 2018).

Instrumental versions of popular music

In a study by Strachan (2015), results indicated that students' smiles and efficiency increased with music as background melody, akin to the teacher and student assessments of productivity. Utilizing suitable background music can help increase student focus. Music-integrated teaching also has the potential to increase students' motivation making them more focused and eager (Carter, 2015). However, in the study of Thompson, Shellenberg and Letric (2012), they concluded that there is a high probability for music to be distracting when it is fast and loud. This conclusion aligns with the study of Kumar (2016) who found out that fast track and instrumental music were less effective than soft music in improving learners' test results. Further research on music and literacy revealed that a gentler tempo heightens reading ability and efficiency (Cristensen & Hansson, 2018). The potential of music to aid the learning process has been the topic of many studies, for instance in a local study of Mabborang-Caban (2016) research outcomes revealed that the use of music improved educational success and enhanced affirmative mindset toward a subject. The people in the Philippines are commonly regarded as highly musical (Manuel, 1980) so one might presume to find this musicality permeating language instruction and other educational processes (Rockell & Ocampo, 2014). The question arises as to whether Filipinos' self-identification as music enthusiasts leads to a greater sense of the function of music as an educational instrument, or, in disparity, does the prevalent nature of music in the Philippines cause it to be unrelated to academic contexts and endeavors? (Rockell & Ocampo 2014).

Reading and comprehension

Reading is an essential skill; learning how to read is vital to take part in today's society. Modernity requires that one must know how to read. Reading is crucial in finding a substantial job; it is necessary for several tasks. Failure to grasp reading skills will lead to incompetency in job performance (Davis, 2016). According to the data from the 2017 National Assessment of Educational Progress, only 32 percent of eighth-grade and 31 % of twelfth-grade students in the U.S. are reading proficiently (U.S. Department of Education 2019). Although basic literacy had been on the increase, many people still fail to read proficiently to comply with the complex demand for mastery in modern society (Krashen, 2004). Reading remains a national dilemma in the Philippines. In the 2018 Programme for International Student Assessment (PISA) where students' knowledge in reading science and mathematics was examined, out of seventy-nine partaking countries, the Philippines notched the least in reading comprehension. The

Philippines had an average reading score of 340, more than 200 points below China (555) and more than 100 points less than the Organization for Economic Co-operation and Development (OECD) average of 487 (San Juan 2019).

In the Philippines, a quarter of the population cannot read in English in 2008 (Social weather Station, 2008). Although this rate has decreased drastically where youth literacy rate increased by 98.11% in 2013 and further increased by 98.22% by 2015 for ages 15-24; this is just referring to the very rudimentary understanding of short sentences in the youths' everyday life. (Knoema.com 2015). This data only shows that even though Filipinos have better control of the English language compared to other Asian countries, there are still some areas to improve in terms of proficiency in English reading comprehension.

With the emergence of the Philippine Informal Reading Inventory (Phil IRI), local research discovered that students' reading performance needs to be addressed, therefore, requires a proper intervention program (Petervir, 2018). Moreover, Region III data from the Department of Education (DepEd) in 2017 showed that as one of the top performing cities in the National Achievement Test in the region, San Fernando obtained a Mean Percentage Score of 50.47 in problem-solving, 46.64 in information literacy, and 40.40 in critical thinking. (David, 2018). Comparing these results to the target mastery level of 75.00, the top-performing city in the region remains below the target level of the Department of Education, which implies the same thing for the whole district. To improve literacy, many researchers have concluded the effectiveness of music. In the study of Rockell and Ocanpo (2014), they suggested that English teachers in the Philippines could gain from becoming "more mindful of the scholastic potential of music."

Music and reading comprehension

Research suggests that music have the capacity to reinforce student's engagement and academic attainment to improve reading performance (St. Clair, 2014). Many researchers believe that music has a positive effect on reading comprehension. Researches have determined that there is a correlation between reading and music training as a result of our overall cognitive abilities (Swaminathan, Schellenberg, & Venkatesan, 2018). This claim implies that music can help aid the reading process. In the study of Khaghaninejad (2016), findings showed a significant difference between the performance of the group subjected to music while reading and the results of those who had not. The learners who read paragraphs with background music outclassed their peers who read without background music. Other forms of music besides classical could also be effective to students, In the study of Szentgyorgyi (2015) on the impact of music on student achievement, the researcher tested the effects of pop music and classical music as background during reading, and results suggested that playing pop music improved student scores by an average of 39.4%, which is better than playing classical music with only 22.6% average score improvement. In congruence with these findings, the study of Bird (2017) revealed that after utilizing instrumental versions of modern-day music during reading, students' comprehension increased. Particular music has a definite impact on disposition and people take interest and feel good after listening to music. (Ahmad, 2015). Music impacted the number of prompts students require and their moods, which also influenced their reading comprehension. Music, when utilized in reading instruction, can make learning more powerful (St. Clair, 2014). In addition, Cuevas (2019) suggested in his local study, "Science Pop-Tunes": A Teaching Strategy in Enhancing Students' Academic Performance, that teaching pupils through the outmoded learning practice had an insignificant effect in cultivating pupil's academic performance while adding science pop-tunes during the progress of instruction substantially revealed better academic performance.

Although many researchers argued favorable results on the utilization of music as background in reading, some say otherwise. Erten et al. (2015) found out that the reading comprehension performance of the students who read the text while listening to music did not significantly differ from the reading

performance of the students who read the same passage without music. Proof of the same condition was evident in the study of Vasiley, Kirkby, and Angele (2018) where findings revealed that background noise, speech, and music all have a small but reliably detrimental effect on reading performance and intelligible speech (Hedges's $g = -0.26$) and lyrical music (Hedges's $g = -0.19$) resulted in the biggest distraction. It is also important to reiterate that background music is supposed to be heard but not actively listened to (Langan & Sachs, 2013). Reading has remained a national dilemma in the Philippines today; nothing much has improved in terms of aptitude over the years (Estremera & Estremera, 2018). The problem is not the inability to read but the inability to further develop proficiency and competency for critical reading (Krashen, 2004). In line with this, many research aimed to find practical solutions to this problem. One solution which shows a promising result is the use of music in the classroom (Bird, 2017; Ahmed, 2015; & St. Clair, 2014). However, research also reveals certain limitations resulting in undesirable effects of music in reading. Loud and fast tract music proves to be ineffective in enhancing literacy (Kumar, 2016; Thompson, Shellenberg & Letric, 2012) Lyrical music tends to distract learners in reading comprehension activities (Vasiley, Kirkby, & Angele, 2018). Therefore, the goal of educators is to create ways to enhance reading skills in line with the learner's needs. Therefore, the right choice of music plays a vital role in enforcing favorable learning outlook and promoting good classroom mood to aid the reading process.

Consistent with these research, the study investigated the effects of five music genres in reading comprehension. The genre of jazz which is an American music urbanized from ragtime and blues and branded by propulsive shifted rhythms (Merriam-Webster's Dictionary, 2020). Pop music genre distinguished by a strong rhythmic element and the use of electrical intensification (Collins English Dictionary, 2020). The Rhythm and Blues (RNB) which was identified by a strong backbeat and repeated deviations on syncopated instrumental phrases (The Free Dictionary, 2020). Rap music which was defined as an adamant, recurring beat pattern and counterpoint for fast, slangy, and often immodest rhyming patter casually intoned by a vocalist (Dictionary.com, 2020). And the Classical which is a form of music established from a European tradition mainly in the 18th and 19th centuries (Cambridge Dictionary, 2020). Based on these results, the researcher designed a proposed reading program as implied in the study of Petervir (2018) that English teachers should consider programs and activities in school that develop students' critical and interpretive thinking,

OBJECTIVES

Generally, the study aimed to determine the effects of instrumental versions of popular music (Jazz, Pop, R&B, Rap, Classical) on students' reading comprehension as the bases for a proposed reading remediation program. Particularly, it intended to answer the following questions: 1) how may the pre-test scores of the respondents be described using the following: 1.1) Jazz, 1.2) Pop, 1.3) R&B, 1.4) Rap, and 1.5) Classical Music? 2) how may the post-test scores of the respondents be described using the following: 1.1) Jazz, 1.2) Pop, 1.3) R&B, 1.4) Rap, and 1.5) Classical Music? 3) is there a significant difference between the pre-test and post-test scores of the respondents? And, 4) how may a proposed reading remediation program be designed based on the findings of the study?

Methods

Design

This study utilized the quasi-experimental design, which includes the control of an independent variable without the arbitrary assignment of respondents to conditions or orders of conditions. (Cook & Campbell, 1979).

Subjects of the study

The subjects of the study were the selected junior high school students from the grade 9 level of a public school in Angeles City. The subjects composed of one heterogeneous section with varying reading comprehension level. The researcher selected forty (40) subjects through purposive sampling. These subjects belonged to a heterogeneous class and had the lowest Mean Percentage Score (MPS) during periodic exams which mostly consisted of reading comprehension items.

Instrument

The researcher used instrumental versions of popular music under the following genres: jazz, pop, R&B, rap, and classical as background melody during students' reading comprehension post-test. The instrumental music used in the study was played through a set of speakers in which the music volume was adjusted based on the preference of the subjects. This was done to promote a sound learning environment for the subjects. The music used in this study underwent certification and evaluation from a panel of professionals in the field of music to ensure its accuracy in the genre. A researcher-made reading comprehension tests were utilized, in testing the subjects' reading comprehension level, for pre-test and post-test. The test underwent validation with a panel of professionals to ascertain its effectiveness and accuracy in measuring the students reading comprehension level. Following the PHIL IRI scale, the students' reading comprehension level was categorized as Frustration level (students who scored 4 and below), Instructional level (students who scored 5 to 7 points), and Independent Level (students who scored 8 to 10 points). The comprehension tests was composed of a pre-test and a post-test for every genre of music (jazz, pop, R&B, rap, and classical). The reading selections in the test were derived from Anglo-American literature synopsis to align the test with the grade-level curriculum. Following every passage were five comprehension questions of varying levels: Literal, Interpretative, and Applied. The test was scored based on the questions' level of difficulty. Under the Literal level, which was the easiest level, each item was given 1 point. The Interpretative level was scored 2 points for each item since questions under this level requires deeper comprehension. The Applied level that required reading beyond the lines was scored 4 points since the subjects has to write their answers using their own words in a paragraph form. The applied level was graded based on the rubric printed below the paper which was checked and validated along with the questionnaire.

Ethical considerations

In consideration of the ethical standards of research, the researcher commenced the implementation by securing a letter of approval from the school principal to conduct the study. The researcher also sought consent from the subjects' parents through a waiver to inform them about the study

Data collection

After obtaining all permissions, the researcher began conducting the experiment. Within two weeks, the researcher tested the effects of each genre of instrumental music in the students reading comprehension. Subjects spent one period for pre-test, where they read the selection and answer the comprehension questions without music. The researcher explained the instructions for 15 minutes then the subjects were given 40 minutes to take the pre-test the same time allotment based from a pilot test conducted with students of heterogeneous classes with similar academic level to the subjects. Shortly after the pre-test for one genre, the subjects took the post-test the following meeting. To ensure the validity of the research outcome, the researcher made certain that the post-test was taken on the same time schedule, with the same time allotment, and the same level of difficulty as the pre-test. The only difference was the students took the post-test while instrumental music was playing on the background. The instrumental music played as background melody was adjusted, volume wise, according to the preference of the subjects in order to kindle a sound and pleasing learning environment. Once the

researcher finished testing all the aforementioned instrumental music genres, the data gathered were analyzed through the Paired Sample T- Test to test significant difference and answer the research questions. Finally, in line with the findings of the study, the researcher designed a reading remediation program.

Data analysis

Data collected in this research were treated and analysed through Paired Sample T- Test to test significant difference and answer the research questions.

RESULTS AND DISCUSSIONS

The following analysis were drawn based on the collected data in the study. Data gathered in this study were subjected to Paired Sample T- Test to test significant difference and answer the research questions. Shown below were the data and analysis the researchers found in the implementation of the study.

Table 1. Pre-test scores of the respondents per genre

| Variables | Minimum Score | Maximum score | Mean | Std. Deviation | Description |
|-----------|---------------|---------------|-------|----------------|---------------|
| jazz | 3.00 | 8.00 | 5.778 | 1.250 | Instructional |
| pop | 1.00 | 8.00 | 5.825 | 1.500 | Instructional |
| rnb | 3.00 | 8.00 | 5.500 | 1.220 | Instructional |
| rap | 2.00 | 9.00 | 5.650 | 1.929 | Instructional |
| classical | 1.00 | 10.00 | 5.450 | 1.999 | Instructional |

Table 1 includes the pre-test scores of the respondents in each music genre. Based on the data, subjects garnered an average of 5.778 in their pre-tests without Jazz music which fell under the *instructional level*. Subjects' raw scores include a minimum of 3 points and a maximum of 8 points with a standard deviation of 1.25, which indicates that most of the scores were close to the mean. Likewise, in their pre-test without Pop music, subjects gained an average of 5.825 which fell under the *instructional level*. Under the Pop genre, subjects' raw scores include a minimum of 1 point and a maximum of 8 points with scores close to the mean by 1.5 points. Moreover, in their pre-test without RNB music, subjects gained an average of 5.5 interpreted as *instructional level*. Subjects' raw scores include a minimum of 3 points and a maximum of 8 points with scores dispersed closely to the mean by 1.22 points. Furthermore, in their pre-test without Rap music, subjects gained an average of 5.65 points described as *instructional level*. Raw scores include a minimum of 2 points and a maximum of 9 points with a standard deviation of 1.929 which still implies that most of the scores were strewn close to the mean. Finally, in their pre-test without Classical music as instrumental background, subjects gained an average of 5.45 which fell on the *instructional level*. In addition, subjects' raw scores include a minimum of 1 point and a maximum of 10 points with scores scattered from the mean by 1.999 points. These outcomes reflect clearly that students are having difficulty with comprehension. This was evident with the scores barely making the cut to the instructional reading comprehension level which, according to the PHIL IRI scale ranges from 5 to 7 points, in a ten-item test. It is also important to note that most of the scores were close in range with their mean with very slight difference between genres. Hence, the study supports the claim of David (2018) that students' reading comprehension scores were far from the

target mastery level of the Department of Education at 75%. This is apparent with the subjects' pre-test average scores which were far from the 75% of a ten-item reading comprehension test. Thus assenting Petervir (2018)'s point that reading requires proper intervention program.

Table 2. Post-test of the respondents per genre

| Variables | Minimum Score | Maximum score | Mean | Std. Deviation | Description |
|-----------|---------------|---------------|-------|----------------|---------------|
| jazz | 1.00 | 9.00 | 7.150 | 1.994 | Instructional |
| pop | 5.00 | 10.00 | 8.150 | 1.210 | Independent |
| rnb | 3.00 | 9.00 | 5.875 | 1.399 | Instructional |
| rap | 1.00 | 9.00 | 5.800 | 2.174 | Instructional |
| classical | 4.00 | 10.00 | 7.050 | 1.867 | Instructional |

Table 2 includes the post-test scores of subjects. Based on the data, subjects had an average of 7.15 in their post-test with instrumental Jazz music as background to supplement reading. Based on the mean, the post-test reading comprehension of the subjects fell on *instructional level*. Subjects' raw scores include a minimum of 1 point and a maximum of 9 points with scores closely scattered to the mean by 1.994. Moreover, in their post-test with instrumental Pop music as background to supplement reading, subjects gained an average of 8.15 which fell on the *independent level* of reading comprehension. Subjects' raw scores include a minimum of 5 points and a maximum of 10 points with a standard deviation of 1.21 suggesting narrowly distributed scores from the mean. However, in their post-test with instrumental RNB music as background, subjects only attained an average of 5.875 which fell on the *instructional level*. Raw scores include a minimum of 3 points and a maximum of 9 points with a scores scattered by 1.399 points from the mean. In their post-test with Rap music, subjects only gained an average of 5.8 which fell under *instructional level*. Test scores include a minimum of 1 point and a maximum of 9 points with a standard deviation of 2,174. Hence, attaining the most dispersed score range from the mean out of all the test results. Finally, in their post-test with Classical music as instrumental background, subjects gained an average of 7.05 which fell under *instructional level*. Subjects' raw scores include a minimum of 4 points and a maximum of 10 points with score distribution of 1.867 points from the mean. There is an unmistakable positive increase in the mean score of subjects from pre-test to their post-test. Furthermore, after exposing the subjects to instrumental music while reading during the post-test; favorable outcomes were revealed for all genres, though, the genres of Jazz, Pop, and Classical attained a higher increase than the other two genres. The test results in the above-mentioned genres ascertain a positive and highly significant increase in scores. This result aligns to the findings of Khaghaninejad (2016) where the subjects who read passages with background music outperformed their peers who experienced learning passages without background music. This is apparent with the positive increase in the scores from pre-test to post-test.

Table 3. Paired t-test results of the pre-test and post-test of the subjects

| Variables | Paired Difference | | Sig. (2-tailed) | Description |
|-----------|-------------------|----------------|-----------------|-------------|
| | Mean | Std. Deviation | | |

| | | | | |
|---------------------------------|--------------|-------|---------|--------------------|
| pre_jazz vs post_jazz | -1.375 | 2.272 | 0.000** | highly significant |
| pre_pop vs post_pop | -2.325 | 2.141 | 0.000** | highly significant |
| pre_rnb vs post_rnb | -0.375 | 1.580 | 0.141 | not significant |
| pre_rap vs post_rap | -0.150 | 3.120 | 0.762 | not significant |
| pre_classical post_classical | vs -1.600 | 2.520 | 0.000** | highly significant |

Table 3 includes statistical results on the paired t-test of the pre-test and post-test scores of subjects. According to the data, the difference of post-test scores on pre-test scores in the genres of Jazz, Pop, and Classical are highly significant with p-value of 0.000 which was lower than the set alpha of 0.01 level of significance. It is also evident that the post-test garnered higher scores based on the negative mean scores in the paired difference. This implies that the three music genres had positive effect on reading comprehension, thus increasing scores significantly when used to supplement reading. However, the difference of post-test scores on pre-test scores with RNB and Rap instrumental music were classified not significant. Both post-test results on the aforementioned genres attained significance value of 0.141 and 0.762 respectively. Citing the results of the study, the hypothesis, *there is no significant difference in the pre-test and post-test scores of the subjects* was rejected. It was proven through the quasi experiments that instrumental popular music; particularly the genres of Jazz, Pop, and Classical have positive influence in the reading comprehension scores of students. In addition, despite the RNB and Rap genres' post-test results being not significant, with RNB at 0.141 level of significance and Rap at 0.762 significance level, both genres did not affect the mean scores negatively. Although post-test results in the two genres prove to have minuscule effect and did not attain a necessary level of significance, both outcomes convey positive, though very minimal, increase in the average score. Hence contrasting the claim of Vasiley, Kirkby, and Angele (2018) suggesting that background noise, and music all have a small but reliably detrimental effect on reading performance. Also, results of this study counters the proposition of Kumar (2016) who found out that fast track music were less effective than soft music in improving learners' test results. Although it may be true with the RNB and Rap genres being less effective evident in the subjects' post-test results. The Pop genre, on the contrary, which mostly consists of fast tract songs, had the highest post-test mean score of 8.15 points outpacing the soft music genres of classical with 7.05 average score and jazz with 7. 15 points. Therefore, outcomes of this study were parallel with the study of Szentgyorgyi (2015) where results suggested that playing pop music improved student scores better than playing classical music. Thus, the study considers the possibility of the involvement of other factors such as mood. The study cannot ignore the strong possibility of Issen (2002)'s theory that mood enhances reading since positive attitude highly generates good learning outcomes. It also aligns with Bird (2017)'s claim that familiarity and ease toward music affects students' reading comprehension, hence, the use and careful selection of music to supplement reading is a huge factor. The use of music to aid reading definitely invokes positive results; however, this field needs further research. Despite these outcomes, the body of research from a vast number of studies shows inconsistent and conflicting results. Further research should also be taken into consideration involving mood and learning.



IMPLICATIONS

Based on the result of the study, a reading remediation program was designed integrating the music genres (Jazz, Pop, and Classical) which gained highly significant statistical result and showed positive increase in subjects' scores during the post-test. These instrumental music genres were incorporated in an eight week reading remediation program to serve as a supplementary teaching tool during free reading sessions. The program was parallel with the Department of Education's remediation schedule. Its suggested instructional material, and its recommended teaching strategies and assessment methods. Hence, the program was designed to easily fit in the DepEd curriculum as it promotes reading through the aid of music provides across curriculum opportunities for both the teacher and the learners.

CONCLUSIONS AND RECOMMENDATIONS

In line with the results of the study, the researcher made the following conclusions: (1) students' reading comprehension scores barely reached the Phil IRI standard for *instructional comprehension level*, therefore, reading requires further intervention and remediation programs; (2) post-test scores of the subjects reflected significant improvement in their reading comprehension; (3) instrumental popular music improved reading comprehension and students utilized the music as a tool to assist their reading. This implies that the practical use of music to aid students' reading comprehension is a viable and practical approach that will provide equal support to learners; (4) a reading remediation program utilizing Jazz, Pop, and Classical music as reading supplement has a potential to aid struggling readers. Considering the pre-test results of the subjects, the researcher recommends: (1) the dilemma of reading must be addressed with appropriate reading intervention program; (2) Results of this study lay down promising means to improve students' poor reading comprehension skills. However, considering the number of music genres it covers, the researcher recommends further study on other music genres to broaden options for educators who plan on incorporating it with their methods; (3) the researcher recommends the use of the music genres of Jazz, Pop, and Classical to aid struggling readers. (4) Educators should utilize the Jazz, Pop, and Classical music genres in their remediation classes with struggling readers. Below is the proposed remediation program based on the results of the study.

Reading Remediation Program

| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> Department of Education Region III Division of City Schools ANGELES CITY NATIONAL HIGH SCHOOL </div>  </div> PROPOSED READING REMEDIATION PROGRAM | | | | | | | |
|---|---|---|---|-------------------------|---|----------------------------|--|
| Schedule/Time frame | Learning Competency | Reading Selection | Strategies and Activities | Background Music | Earning Materials/Resources | Assessment | Expected Output |
| Week 1 (1 hour, Friday) | EN9LT-IVa-17: Analyze literature as a means of understanding unchanging values in a changing world. EN9RC-IVa-2.18: Relate text Content to particular social issues, concerns, or dispositions in real life. | A Raisin in the Sun by Lorraine Hansberry | Socratic Dialogue: Interactive questioning for prior knowledge about the text. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Collaboration and Differentiated Activities: Differentiated activities and | Instrumental Pop Music | A Journey Through Anglo-American Literature (Pages 431 – 434) | Reading Comprehension Test | Reading Comprehension Test Results Students' Differentiated Outputs |

| | | | | | | | |
|----------------------------|---|---|---|------------------------------|--|----------------------------|--|
| | | | outputs geared on students' interests. | | | | |
| Week 2 (1 hour, Friday) | EN9LT-IVb-17.1: Explain how the elements specific to a full length play build its theme. EN9RC-IVb-2.18: Relate text Content to particular social issues, concerns, or dispositions in real life. | Death of a Salesman By Arthur Miller | Discovery Method: Inductive analysis of story structure to gauge students' understanding of the text. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. | Instrumental Jazz Music | Death of a Salesman Play Summary from: https://www.cliffanotes.com/literature-deaths-of-a-salesman/about-death-of-a-salesman | Reading Comprehension Test | Reading Comprehension Test Results |
| Week 3 (1 hour, Friday) | EN9LT-IVc-17: Analyze literature as a means of understanding unchanging values in a changing world. EN9RC-IVc-2.18: Relate text Content to particular social issues, concerns, or dispositions in real life. | The Worst Depression of Modern-Day History | Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. (This is where the teacher plays the background music.) Collaboration and Differentiated Activities: Differentiated activities and outputs geared on students' interests. | Instrumental Classical Music | A Journey Through Anglo-American Literature (Pages 511 – 513) | Reading Comprehension Test | Reading Comprehension Test Results Students' Differentiated Outputs |
| Week 4 (1 hour, Friday) | EN9RC-IVd-2.18: Relate text content to particular social issues, concerns, or dispositions in real life. | Obama; There were no Winners in this Government Shut Down | Localization: Solicitation of ideas in relation to current local issues. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Debate: Express arguments based on the text read | Instrumental Pop Music | A Journey Through Anglo-American Literature (Pages 528 – 529) | Reading Comprehension Test | Reading Comprehension Test Results |
| Week 5 (1 hour, Friday) | EN9LT-IVe-17: Analyze literature as a means of understanding unchanging values in a changing world. EN9RC-IVe-2.18: Relate text Content to particular social issues, concerns, or dispositions in real life. | The Four Desires Excerpt | Relating the text: relate the excerpt to previously read texts. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Collaboration and Differentiated Activities: Differentiated activities and outputs geared on students' interests. | Instrumental Jazz Music | A Journey Through Anglo-American Literature (Pages 594 – 597) | Reading Comprehension Test | Reading Comprehension Test Results Students' Differentiated Outputs |

| | | | | | | | |
|-------------------------------|---|---|--|------------------------------------|--|-----------------------------------|---|
| Week 6 (1 hour, Friday) | EN9RC-IVf- 2.22: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation. | Requiem (Death of a salesman) | Relating the text: relate the excerpt to previously read texts. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Collaboration and Differentiated Activities: Differentiated activities and outputs geared on students' interests. | Instrumental Classical Music | A Journey Through Anglo- American Literature (Pages 594 – 597) | Reading Comprehe nsion Test | Reading Comprehensio n Test Results Students' Differentiated Outputs |
| Week 7 (1 hour, Friday) | EN9RC-IVg - 2.22: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation | Medical Overtreatm ent: A Broken System | Localization: Solicitation of ideas in relation to current local issues. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Debate: Express arguments based on the text read | Instrumental Pop Music | A Journey Through Anglo- American Literature (Pages 618 – 621) | Reading Comprehe nsion Test | Reading Comprehensio n Test Results |
| Week 8 (1 hour, Friday) | EN9RC-IVh - 2.22: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation | Eric Cantor's Policy Speech on Shared vision | Localization: Solicitation of ideas in relation to current local issues. Free Reading: Open reading of the text while listening to instrumental music. Peer-Reading and Focal Group Discussion: Peer reading and group brainstorming on the text. Debate: Express arguments based on the text read | Instrumental Pop Music | A Journey Through Anglo- American Literature (Pages 632 – 643) | Reading Comprehe nsion Test | Reading Comprehensio n Test Results |

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