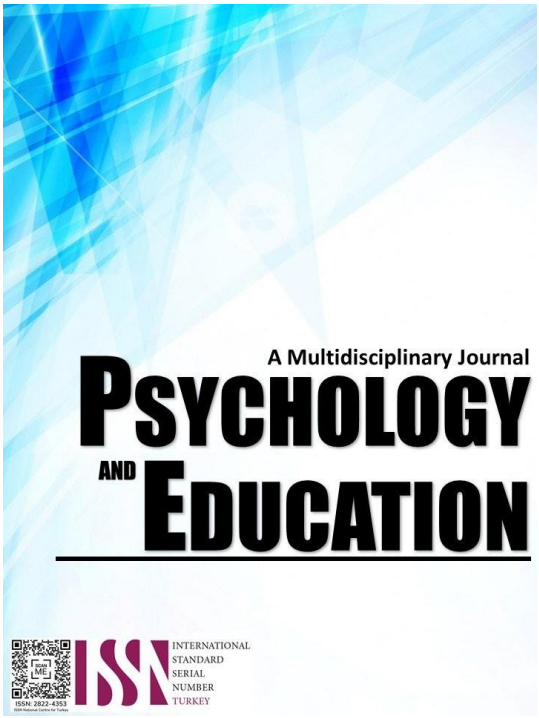
PROJECT TRACERS: ITS CONTRIBUTION IN TRACKING THE READING ABILITY OF GRADE 1 LEARNERS



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Research Article

Project Tracers: Its Contribution in Tracking the Reading Ability of Grade 1 Learners

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Abstract

This study generally examined the contribution of Project (TRACERS) Tracking the Reading Ability of Children to Enhance Reading Skills using the individualized Reading Log to track and enhance the reading ability among Grade 1 learners at Sta. Filomena Central School, Sta. Filomena, Iligan City. Data were obtained from thirty (30) Grade 1 learners in Section Tulips who were enrolled in the school year 2023-2024. It was investigated and described using a one-group pretest-posttest research design to determine the significant difference between the reading of the pretest score and the post-test score of the learners. The study revealed that there was a significant difference in the performance of the grade 1 learners before and after the implementation of Project TRACERS individualized reading log as an intervention strategy during the remediation process. Most of the learners got an outstanding result in assessment level during the posttest compared to the pretest assessment. The findings highlighted the effectiveness of using the Project TRACERS Individualized Reading Log as a tool for reading intervention in facilitating comprehensive skill development and knowledge acquisition among the learners, with significant enhancements observed across various aspects of literacy.

Keywords: *contribution, Project TRACERS, individualized reading log, one-group research design*

Introduction

Reading is the foundation of education. It is the gateway to acquiring knowledge in various subjects and disciplines. Without the ability to read, students would struggle to comprehend textbooks, instructional materials, and other educational resources. Reading enables students to access information, engage with complex ideas, and develop critical thinking skills. Learning to read is essential for communication. Being able to read allows individuals to effectively communicate their thoughts, ideas, and experiences with others (Keyser, 2021).

However, despite the DepEd's initiative to strengthen reading among pupils, Abalorio (2019) reported that the result of the national assessment indicates that early-grade learners struggle to meet the learning standards in Early Language, Literary, and Numeracy (ELLN), many low performing learners who could not comprehend (read and understand) Math and Science word problems that are written in English. Elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading (Astillero & Balaguer, 2023).

In the Philippine basic education institution, before the child is admitted to Grade 1, the Grade 1 teachers, where the child is to be enrolled, are tested as to his/her reading ability to read words and phrases as a major requirement to be accepted in the said level. The result from the pre-assessment was very alarming because 63% of the Grade 1 enrollees of Sta. Filomena Central School in the School Year 2023-2024 were identified as non-readers. The teachers were challenged to make an innovation to help learners become readers and come up with an idea to make a reading log to track learners' reading performance in school. Hence, project TRACERS in this case is being applied.

Numerous DepEd initiatives purposed to develop and strengthen Filipino children's capacity to read in the early grades. These include "Every Child A Reader Program (ECARP)," "Project D.E.A.R (Drop Everything and Read), "Brigada Pagbasa", "National Learning Camp" every end of the school year, "National Reading Month" every November, "DepEd 3Bs Initiatives (Hamon: Bawat Bata Bumabasa), Catch-Up Friday, and other school-based reading activities. The general objective of these numerous initiatives in reading is to make each pupil a reader as an intervention to attain quality education.

Some of the mentioned DepEd programs are relevant to this study. The DepEd 3Bs Initiatives (Hamon: Bawat Bata Bumabasa) is a program issued by the DepEd Memorandum No. 173 s 2019 which advised schools to respond by intensifying their advocacy for reading. In this initiative, different projects, programs, and activities such as DEAR (Drop Everything and Read) and Readathon activities will be implemented in communities, schools, and DepEd offices which set aside 10 minutes every day for reading chosen materials. In the program Catch-up Friday, which is implemented every Friday, the National Reading Program will be prioritized in the morning while topics of values, peace education, and health will be covered in the afternoon. On the other hand, the Comprehensive Rapid Literacy Assessment is a reading assessment designed to identify the learners who need support in reading. The assessment is done by focusing on words, sounds of letters, and sentences in reading in Mother Tongue (Grade 1 learners), Filipino (Grade 1 to Grade 2 learners), and English (Grade 1 to Grade 3 learners).

The significant impact of this study is to track learners' reading ability through the use of individualized reading logs as a tool for reading intervention for Grade 1 learners. By tracking the learner's reading ability, there is a big probability of improving the learners' reading performance in terms of comprehension, reading accuracy, and fluency which targets the goal of having 0% non-readers of

Sta. Filomena Central School Grade 1 learners.

Teachers have a significant role in fostering children's learning and literacy because they are the ones who provide the children with the knowledge and skills they need to be successful. Teachers create a learning environment that is conducive to literacy development, provide children with opportunities to practice their literacy skills in a variety of ways, and develop a love of reading. According to Molloy et al. (2019), teachers share a common objective: to integrate literacy into every student's life. Aligning with the "No Child Left Behind" policy of the Department of Education, educators should enhance their teaching methods and techniques to foster young learners' reading skills.

In the study of Crowe (2022) and Cruz (2018) on the strategies to improve reading comprehension among students. Using individualized reading logs has proven effective in enhancing reading comprehension across various subjects. The impact of this study is to simply track how the learners are progressing in terms of reading ability using different platforms. These logs encourage students to engage with the text, allowing them to track the progress of their knowledge. Moreover, reading logs provide accountability for students and help them stay on track with their reading goals. Through this, learners may find motivation to read more and improve their reading skills.

Primary school has a great role in the acquisition and development of reading and writing (Akyol et al., 2021). As Moore (2020) pointed out, the first years of school, particularly in kindergarten and 1st grade, play a critical role in developing the essential reading skills that serve as the foundation for later literacy. However, challenges with reading tend to emerge during primary school.

As reflected in the 2018 Programme for International Student Assessment (PISA) the Philippines scored the lowest among the 79 participating countries. There is a noticeable decline in reading proficiency, particularly in the primary grades and even in grade 8 learners. This decline in reading efficiency can have a significant impact because a student who struggles with reading may also encounter difficulties in all other subjects. This is because, as the students progress to higher grade levels, the complexity of subjects like Science and Math increases, and reading becomes even more important for comprehension (Misanes and Pascual, 2023).

Verma (2019) emphasized the importance of a strong educational foundation and how difficulties in the early stages can make it increasingly challenging to catch up in later grade levels. Additionally, a study by Wilhelm (2021) points out that by the 4th grade, approximately one-third of children are reading below their expected grade level, which can hinder their ability to grasp content knowledge in various subject areas.

The Grade 1 teachers of Sta. Filomena Central School has noticed that many students struggle with recognizing letters of the alphabet and identifying the sounds of each letter during the pre-assessment at enrolment. In response to this issue, this study aimed to (1) determine the contribution of individualized reading logs as a reading intervention tool in enhancing the reading abilities of Grade 1 learners; and (2) assess whether there is a significant difference between their pre-and post-test scores after using individualized logs.

This study was conducted in Sta. Filomena Central School during the School Year 2023 – 2024. It aimed to help the Grade 1 learners increase their reading abilities appropriate to the grade level in terms of comprehension, reading accuracy, and fluency; to identify learners' reading difficulties and specific reading problems and; to eliminate the non-readers of Grade 1. Each learner has a printed individualized reading log.

The researcher was motivated to pursue the study of tracking learners' reading ability through the use of an individualized reading log because the researcher is also a Grade 1 teacher who teaches reading in the classroom. She also believes that it is an effective way of improving student outcomes in gaining a deeper understanding teaching profession. The researcher also wanted fulfillment in her career in which she can contribute to the educational system because she believes that reading is the key that unlocks the door to limitless knowledge, enjoyment, and even adventures in this society.

Research Questions

This study aimed to determine the contributions of using an individualized reading log to track and enhance the reading ability of Grade 1 learners at Sta. Filomena Central School during School Year 2023- 2024. Specifically, the study sought to answer the following questions:

1. What is the pre-reading assessment of the respondents?
2. What is the post-reading assessment of the respondents?
3. What is the gain score between the pre-reading assessment and post-reading assessment test?
4. Is there a significant difference between the pre and post-reading assessment test?
5. What reading guide matrix can be formulated based on the results of the study?

Methodology

Research Design

This study aimed to determine the significant contribution of individualized reading logs to enhance the reading skills of Grade 1 learners of Sta. Filomena Central School, Sta. Filomena, Iligan City. The study is a one-group pretest-posttest research design to

determine the significant difference between the reading pretest score and posttest score of the students.

Respondents

The respondents of the study were the 30 learners from the Grade 1 section Tulip of Sta. Filomena Central School, enrolled during this School Year 2023 - 2024.

There were 13 males and 17 females, to make a total of 30 learners as participants. In selecting the learners to be the respondents, the whole class of Grade 1-Tulip learners was asked to participate in this research study since this section has 98% non-readers from the very start of the school year. The advantage when it comes to accessibility is easier and more convenient to implement since the researcher teaches Reading in the same grade level and is also an adviser.

Instrument

The questionnaire was a modified standardized Pre and Post-Reading Assessment adapted from the EGRA (Early Grade Reading Assessment) toolkit of the Department of Education (DepEd). It was modified by the researcher because the reason that EGRA toolkit is too long to administer for the grade 1 learner. Component 1 which is Orientation to Print and Component 5 which is Invented Word Reading from the EGRA toolkit were not included in this questionnaire because some of the questions were the same as the other components.

The reading assessment test comprises six (6) components related to reading. Component 1: Letter Name Knowledge; Component 2a: Letter Sound Knowledge; Component 2b: Initial Sound Identification; Component 3: Familiar Word Reading; Component 4a: Oral Passage Reading; Component 4b: Reading Comprehension; Component 5: Listening Comprehension; and Component 6: Dictation. The pre-reading assessment was conducted to assess the knowledge of the learners before the implementation of the reading log. Moreover, a post-reading assessment with similar contents but a reshuffle of questions from the pre-reading assessment was administered to the respondents to measure the applied strategy after the treatment application.

Procedure

In gathering the data needed in this study, the process was done in this manner.

First, the researcher sought approval from the Schools Division Superintendent to allow the conduct of the said study. After complying with the protocols in asking permission to conduct the study, the researcher has undergone pilot testing from the other school considering that the tool being used in this study was a modified standardized tool. The pilot testing was randomly implemented for some grade 1 learners of Kiwalan Elementary School. After the pilot test results had been gathered it was forwarded to the Statistician to measure the reliability and validity of the tool. The test questions were also validated by the Master Teachers of Sta. Filomena Central School.

Second, the researcher administered a Pre-Reading Assessment to the 30 Grade 1 learners of section Tulip to assess their initial reading skills. Following the pre-reading assessment test, the individualized reading log was introduced to each student as a reading intervention tool every week. The tool included specific reading strategies, and the dates for implementing each strategy were noted. These were the following reading strategies from the reading log tool used: first, students focused on recognizing vowel sounds and consonant letter sounds. Once they grasp these fundamental sounds, they will progress to learning CVC words (consonant-vowel-consonant), which are simple single-syllable words. These words served as a foundation for reading more complex words. The next step involved the "word slide" technique, where students learn to blend letter sounds smoothly. Additionally, there were regular reviews and daily practice of CVC words to reinforce their learning. Lastly, flashcards were used to help students associate sounds with phonics patterns, aiding in memory retention.

The individualized reading log tool was consistently utilized every week for six months. Following this period, a post-reading assessment of reading skills was conducted on the respondents. During the Post-reading assessment, another teacher from the grade 1 level facilitated the gathering of data to avoid biases. The results were collected and submitted to the accredited Statistician.

Data Analysis

The data was tabulated and interpreted to acquire the actual information needed. The statistical tool was employed to answer the different problems presented:

For problems 1, 2, and 3, Mean, Frequency, and Percentage Distribution were used to determine the pre-post assessment results and gain scores between the pre-assessment and post-assessment tests of the respondents.

For problem 4, Paired T-test was used to determine the significant difference between the pretest and post-test scores of the learners.

Results and Discussion

This section presents the data gathered to answer the problems of the study. It also analyzes and interprets the data collected by the researchers to solve the issues in the study. The presentation, interpretation, and analysis were supported by tables and arranged in the

same manner as the questions presented in the statement of the problem in Chapter 1.

Problem 1: What is the pre-reading assessment of the respondents?

Table 1. *Distribution of the Pre-Reading Assessment of the Respondents (Overall Result)*

Actual Score	*Assessment Level*	*Frequency*	*Percentage (%)*	*Mean (SD)*
64-76	Outstanding	0	0.0	
48-63	Very Satisfactory	3	10.0	
32-47	Satisfactory	20	66.7	35.73 (8.94)
16-31	Less Satisfactory	6	20.0	
0-15	Did Not Meet Expectations	1	3.3	
Total		30	100.0	

Table 1 presents the distribution of the Pre-reading assessment of the respondents (overall result). It indicates a varied distribution across different assessment levels among respondents before the implementation of Project Tracking Reading Ability of Children to Enhance Reading Skills (TRACERS). Notably, the majority of respondents fell within the "Satisfactory" assessment level, comprising 66.7% of the total sample. This suggests a moderate baseline competency among the participants.

Additionally, a smaller proportion of respondents were classified as "Very Satisfactory" (10.0%), while a notable portion fell into the "Less Satisfactory" category (20.0%). Interestingly, none of the respondents achieved an "Outstanding" assessment level, indicating room for improvement in overall performance. Furthermore, a single respondent (3.3%) did not meet the expected level, suggesting areas where targeted intervention may be necessary. The mean score of 35.73 with a standard deviation of 8.94 provides further insight into the overall performance trend, highlighting the average level of attainment among the respondents.

These results underscore the need for tailored interventions aimed at addressing specific areas of weakness and enhancing overall performance levels. Moving forward, interventions could focus on improving competencies across all levels, with particular attention paid to areas where performance was less satisfactory, ultimately aiming to elevate the overall proficiency of the respondents.

This implies that intervention activities be provided to the learners and varied, differentiated, and appropriate learning materials, activities, and reading passages be provided to them to achieve positive learning outcomes. Though the pre-test performance is satisfactory does not mean that these learners do not need intervention activities and materials. They need further learning, interactive activities, and proficient teachers where their expertise in teaching literacy be shown. This implies that the techniques, strategies, and approaches in teaching literacy taught during the training incorporated in the intervention project be implemented to help the pupils learn to read with fluency and understanding of the text read.

Many Filipino students lack the necessary reading habits to succeed in school. "The problem of non-reading is at the heart of why the Philippines is so uncompetitive in the global economy, and why so many of our people continue to live in poverty or barely escape it," (Luz, 2007 cited by Cruz et al., 2023).

Reading interventions have been widely recognized as essential for fostering the academic success of students, particularly those who face challenges in reading. Effective reading interventions play a crucial role in supporting struggling readers and helping them develop the necessary skills to become proficient readers (Auletto et al., 2018)

Problem 2: What is the post-reading assessment of the respondents?

Table 2 presents the distribution of the Post-reading assessment of the respondents. It displayed a significant improvement in the post-reading assessment results of Grade 1-Tulip learners after the implementation of Project Tracking Reading Ability of Children to Enhance Reading Skills (TRACERS) compared to the pre-reading assessment, indicating a commendable enhancement in the overall performance of the respondents. Notably, a vast majority of respondents, constituting 83.3%, achieved an "Outstanding" assessment level, demonstrating a remarkable advancement from the pre-reading assessment stage. This substantial increase in the number of respondents performing at an outstanding level reflects the efficacy of the intervention or learning process implemented between the pre and post-reading assessment stages.

Table 2. *Distribution of the Post-Reading Assessment of the Respondents (Overall Result)*

Actual Score	*Assessment Level*	*Frequency*	*Percentage (%)*	*Mean (SD)*
64-76	Outstanding	25	83.3	
48-63	Very Satisfactory	5	16.7	
32-47	Satisfactory	0	0.0	70.57 (6.11)
16-31	Less Satisfactory	0	0.0	
0-15	Did Not Meet Expectations	0	0.0	
Total		30	100.0	

Additionally, 16.7% of respondents attained a "Very Satisfactory" level, further underlining the positive shift in performance across the board. It's noteworthy that no respondents remained in the "Satisfactory," "Less Satisfactory," or "Did Not Meet Expectation" categories, indicating a complete elimination of lower performance levels post-intervention. The notable increase in the mean score

from 35.73 (pre-reading assessment) to 70.57 (post-reading assessment), with a reduced standard deviation of 6.11, underscores the collective improvement in performance among the respondents.

These results signified the effectiveness of the Project TRACERS intervention in significantly enhancing the competencies and skills of the respondents. Going forward, it is crucial to analyze the specific factors contributing to this improvement to replicate successful strategies and further elevate performance levels. The continued support and reinforcement of learning interventions can help sustain the achieved levels of proficiency and ensure ongoing professional development among the respondents.

This implied that the teacher can hit the target of making the respondents independent readers. The introduction and integration of differentiated teaching strategies, techniques, and approaches in teaching reading, the materials used, and the regular monitoring of the school administrators to the teaching-learning process have helped in achieving the goals in reading (Obaob, 2023). The performance of all Grade 1- Tulip learners has increased after the implementation of Project TRACERS.

Problem 3: What is the gain score between the pre-reading assessment and post-reading assessment test?

Table 3 presents the distribution of gain scores, showcasing the progression achieved by respondents between the pre-reading assessment and post-reading assessment stages. The majority of respondents experienced significant improvement, with 36.7% falling within the gain score range of 31-35. This indicates a substantial advancement in competencies and skills over the intervention period.

Table 3. *Distribution of the Gain Score between the Pre-Reading Assessment and Post-Reading Assessment of the Respondents (Overall Result)*

Actual Score	*Frequency*		*Gain Score*	*Frequency*	*Percentage*
	Pre	*Post*			
67 – 76	0	25	41 – 48	6	20.0
48 – 63	3	5	36 – 40	7	23.3
32 – 47	20	0	31 – 35	11	36.7
16 – 31	6	0	26 – 30	3	10.0
0 - 15	1	0	21 - 25	3	10.0
Total	30	30		30	100.0

Furthermore, 23.3% of respondents achieved a gain score between 36-40, and an additional 20.0% attained a gain score of 41-48, signifying considerable growth across a sizable portion of the sample. These findings suggest that the intervention implemented between the assessments effectively facilitated skill enhancement and knowledge acquisition among the respondents. Additionally, while a smaller proportion of respondents fell into the gain score ranges of 21-25 (10.0%) and 26-30 (10.0%), this still reflects a positive trend towards improvement.

The mean gain score of 34.83, with a standard deviation of 6.56, provides further insight into the overall progress achieved by the respondents, highlighting a notable increase in performance levels. These results underscored the effectiveness of the intervention in fostering skill development and knowledge acquisition among the participants. Moving forward, continued monitoring and support can ensure the sustainability of these gains, while further analysis can identify specific areas where additional interventions may be beneficial to optimize performance and promote continuous improvement.

This implied that the implementation of project tracking reading ability of children to enhance reading skills in teaching literacy is an effective tool in reading. The learning materials and activities provided to the learners equipped with the recent strategies, techniques, and approaches contributed much to the attainment of the goals in reading. Thus, making the interventions is an effective program in assisting the teachers in teaching literacy skills and in achieving an excellent reading performance among learners. When learners can read well, they can show good performance in other language skills. As previously stated, the attitudes and self-assurance of young children toward reading are proven to predict their reading performance (McGeown et al., 2015 cited by Kaban & Karadeniz, 2021). To be able to read helps in children's development of language skills (Dickinson et al., 2012 cited by Kaban & Karadeniz, 2021), this, in turn, promotes broader educational attainment. (Sullivan & Brown, 2013 cited by Kaban & Karadeniz, 2021).

Problem 4: Is there a significant difference between the pre and post-reading assessment test?

The results of the paired sample t-test, as presented in Table 4, reveal a statistically significant difference between the mean scores of the pre-reading assessment (M = 35.73, SD = 8.94) and post-reading assessment (M = 70.57, SD = 6.11) tests. The t-value of 29.105, with 29 degrees of freedom, indicates a substantial increase in scores from the pre-reading assessment to the post-reading assessment stage. The associated p-value being less than .001 underscores the significance of this difference, reinforcing the validity of the observed improvement. This outcome suggests that the intervention or learning process implemented between the two assessments effectively enhanced the competencies and skills of the respondents.

The considerable increase in the mean score from the pre-reading assessment to the post-reading assessment highlights the effectiveness of the intervention in fostering knowledge acquisition and skill development among the participants. Such a significant improvement is indicative of the intervention's success in facilitating learning outcomes and achieving the intended objectives.

Table 4. *Test of Paired Difference between the Pre and Post-Reading Assessment test (based on Total Score)*

Paired Variable	*Mean*	*SD*	*t-value (df)*	*p-value*	*Remarks*
Post-Reading assessment	70.57	6.11	29.105*** (29)	<.001	Significant
Pre-Reading assessment	70.57	6.11			

Note: Analysis is based on Paired Sample T-test ****Significant at .001 level*

The considerable increase in the mean score from the pre-reading assessment to the post-reading assessment highlights the effectiveness of the intervention in fostering knowledge acquisition and skill development among the participants. Such a significant improvement is indicative of the intervention's success in facilitating learning outcomes and achieving the intended objectives.

These findings have substantial implications for educational and training interventions, indicating the importance of targeted strategies in promoting meaningful learning experiences and enhancing overall performance levels. Moving forward, it is essential to sustain the momentum of improvement through continued support and reinforcement of learning initiatives, ensuring long-term retention and application of acquired knowledge and skills. Additionally, further analysis can delve into the specific components of the intervention that contributed most significantly to the observed improvements, thereby guiding future educational interventions toward greater efficacy and impact.

According to Hornbuckle (2022) by establishing a baseline with a pretest, educators can better track and measure student growth in each of the knowledge standards. While not all learners will show mastery by the end of a course, pretests show learners their growth too and that builds their confidence and motivation to succeed. Kuehn (2024) added that a pre/post-test by design covers all topics learners will study during a semester. While taking the pre-test at the beginning of a semester, learners are not expected to know the answers to all of the questions; however, they should be expected to utilize previous knowledge to predict rational answers. When taking the same test called a post-test at the end of a semester, learners should be expected to answer more questions correctly based on an increase in knowledge and understanding.

Therefore, Project TRACERS has a great contribution to tracking the reading ability of Grade 1 learners using the individualized reading log. Through these materials used in reading the performance of the Grade 1 learners has a big significance from the previous assessment result.

Table 5 presents the results of paired sample t-tests examining the differences in individual components between the pre-reading assessment and post-reading assessment stages. Across all components, there were significant improvements observed, as indicated by the t-values and associated p-values.

Table 5. *Test of Paired Difference between the Pre and Post-Reading Assessment test (based on Individual Components)*

Component	*Pre- Reading Assessment*		*Post- Reading Assessment*		*t-value (p-value)*	*Remarks*
	Mean	*SD*	*Mean*	*SD*		
Letter Name Knowledge	4.97	1.67	9.67	.80	-17.564 (.000)	Significant
Letter Sound Knowledge	9.47	3.00	18.53	1.81	-18.916 (.000)	Significant
Familiar Word Reading	4.70	1.66	8.77	1.14	-17.711 (.000)	Significant
Oral Passage Reading	9.33	2.81	20.77	1.87	-24.637 (.000)	Significant
Listening Comprehension	2.27	.83	3.67	.48	-8.968 (.000)	Significant
Dictation	5.00	1.31	9.17	1.12	-19.392 (.000)	Significant

Note: Analysis is based on Paired Sample T-test ****Significant at .001 level*

In terms of letter name knowledge, there was a substantial increase from a mean score of 4.97 (SD = 1.67) in the pre-reading assessment to 9.67 (SD = 0.80) in the post-reading assessment, with a t-value of -17.564, highlighting a significant enhancement in this area. Similarly, letter-sound knowledge, familiar word reading, oral passage reading, listening comprehension, and dictation all demonstrated significant improvements, with t-values ranging from -8.968 to -24.637, and p-values less than .001.

These findings indicated that the intervention implemented between the pre and post-reading assessment stages effectively targeted various aspects of literacy skills, leading to notable advancements across all assessed components. The significant improvements observed in letter name and sound knowledge suggest enhanced foundational literacy skills, while gains in familiar word and oral passage reading reflect improved reading fluency and comprehension abilities. Moreover, the notable progress in listening comprehension and dictation underscores the development of broader language skills essential for effective communication and literacy.

These results carry significant implications for literacy education and intervention programs, emphasizing the importance of targeted interventions tailored to specific skill areas. By addressing individual components comprehensively, educators can facilitate holistic skill development and foster a strong foundation for literacy acquisition.

Additionally, these findings highlight the effectiveness of the intervention in promoting meaningful learning outcomes and achieving desired educational objectives. Moving forward, continued emphasis on targeted instruction and assessment can further enhance literacy skills and contribute to overall academic success among learners.

Smith et al. (2019) conducted a randomized controlled trial evaluating the effectiveness of a phonics-based intervention on reading outcomes for Grade 1 students. Results showed substantial gains in letter name knowledge, letter-sound knowledge, and oral reading fluency among intervention participants compared to control groups.

Similarly, Jones and Brown (2020) implemented a multi-component reading intervention for Grade 1 students and observed significant improvements in letter-sound knowledge, word reading accuracy, and reading comprehension skills post-intervention. These findings support the efficacy of targeted interventions, such as the individualized reading log utilized in this study, in enhancing various components of early literacy development.

Problem 5: What reading guide matrix can be formulated based on the results of the study?

Based on the results of the study, a comprehensive reading guide can be formulated to enhance literacy skills among learners. The guide should incorporate targeted strategies aimed at improving various components of literacy, as identified in the study. Here's a suggested reading guide based on the findings:

Project TRACERS Reading Guide Matrix

Project Tracking Reading Ability of Children to Enhance Reading Skills (TRACERS) is designed to monitor learners' reading progress weekly. The reading log is composed of the following: Reading Skills, Rubric, and Observation Chart for monitoring. This is to help the grade 1 learners increase their reading abilities appropriate to their grade level in terms of comprehension, Reading Accuracy, and Fluency; and to identify learners' reading difficulties and specific reading problems.

Foundational Literacy Skills

Focus on developing letter names and sound knowledge through systematic and explicit instruction. Provide activities that help learners recognize and associate letters with their corresponding sounds. Utilize multisensory approaches such as letter-sound associations, phonics games, and interactive activities to reinforce letter knowledge.

Reading Fluency and Comprehension

Implement strategies to improve familiar word reading and oral passage reading. Encourage repeated readings of texts to enhance fluency and automaticity. Incorporate comprehension strategies such as predicting, questioning, summarizing, and visualizing to improve understanding and retention of written material.

Listening Comprehension

Provide opportunities for listening to a variety of texts, including stories, informational texts, and poems. Engage learners in discussions and activities that promote active listening and comprehension, such as retelling stories, identifying main ideas, and making connections to personal experiences.

Dictation and Writing Skills

Integrate dictation exercises to reinforce spelling, grammar, and punctuation skills. Provide feedback and corrective guidance to help learners improve their writing mechanics. Encourage creative writing activities to develop expressive language skills and foster self-expression.

Individualized Instruction

Tailor instruction to meet the diverse needs and abilities of learners. Provide differentiated activities and scaffolding support as needed to accommodate varying skill levels. Monitor progress regularly through formative assessments and adjust instruction accordingly to address areas of weakness and build on strengths.

Parent and Community Involvement

Collaborate with parents and caregivers to reinforce literacy skills at home through shared reading, storytelling, and literacy-based activities. Engage with community resources such as libraries, literacy programs, and cultural institutions to provide additional support and enrichment opportunities for learners.

Conclusions

Based on the analysis and findings of the study, the following conclusions were formulated.

The study concluded significant improvements in learners' performance levels post-intervention. Pre-assessment results revealed moderate competency levels with room for improvement, emphasizing the need for tailored interventions. Post-assessment outcomes showcased a notable enhancement, with the majority achieving an outstanding level, indicating the effectiveness of targeted strategies. The distribution of gain scores demonstrated substantial progression, underscoring the intervention's success in facilitating skill enhancement and knowledge acquisition. These findings emphasize the importance of targeted interventions for meaningful learning outcomes and continuous improvement.

The study also concluded significant improvement in the competencies and skills of the respondents following the intervention. This improvement is underscored by the substantial increase in mean scores from the pre-assessment to the post-assessment. The findings suggest that the intervention effectively facilitated comprehensive skill development and knowledge acquisition among participants across various aspects of literacy. This insight highlights the effectiveness of targeted interventions in promoting overall academic achievement and skill enhancement among learners, emphasizing the importance of tailored strategies in educational interventions.

Based on the analysis, findings, and conclusions made on the study, the following recommendations are set forth.

School principals may allocate resources and support teachers in implementing evidence-based interventions, prioritizing ongoing assessment to adjust strategies for improvement.

Guidance counselors may collaborate with teachers and administrators, identifying students for targeted interventions and providing individualized support and guidance.

Teachers may provide differentiated instruction to meet diverse student needs, offer ongoing feedback and support for improvement, collaborate with colleagues, and pursue professional development opportunities.

Students may take ownership of their learning by fully participating in intervention activities, utilizing provided resources, setting realistic goals, monitoring progress, and communicating openly with teachers for assistance.

Parents may encourage their child to participate in intervention activities, provide a supportive home environment conducive to learning, reinforce literacy skills through reading and regular practice, and collaborate with educators for their child's academic success and overall development.

Future researchers may explore the efficacy of PROJECT TRACERS (IRL) and its significant role in tracking Grade 1 learners' reading ability through the utilization of the Individualized Reading Log.

Implementation of Project (TRACERS) Tracking Reading Ability of Children to Enhance Reading Skills in Teaching Literacy is effective so teachers must adopt the project.

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