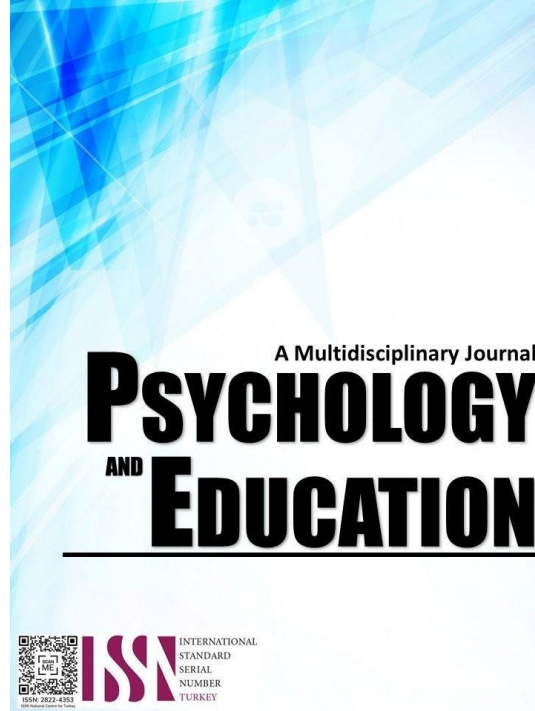


READTHEORY.ORG APPROACH AND READING COMPREHENSION AMONG GRADE IV LEARNERS



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Readtheory.Org Approach and Reading Comprehension among Grade IV Learners

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Abstract

This quasi-experimental study had explored the two groups of approach, the control group or the traditional printed approach, and the readtheory.org approach, which positively enhanced the reading comprehension of the Grade IV learners at Maria Cristina Falls Elementary School. A total of 70 respondents had participated in the study, with 35 learners assigned to the experimental group, which utilized the readtheory.org platform, and 35 learners in the control group, who received traditional reading comprehension instruction. The pretest scores of the learners have no significant differences, which means there is an equal between the two groups. However, the posttest result has indicated that there were significant differences in the posttest scores between the two groups. Posttest results showed a significant improvement in the reading comprehension of the readtheory.org group compared to the control group. This study may serve as a basis and benchmark for further similar studies to be undertaken along the lines of strategies in teaching English specifically for reading comprehension.

Keywords: *reading comprehension, readtheory, Phil-IRI, intervention, grade IV learners*

Introduction

ReadTheory.org has emerged as a promising tool to enhance reading comprehension. It offers an adaptive learning platform that personalizes reading passages and comprehension questions based on a student's skill level, providing immediate feedback and tracking progress. Despite its potential, there remains a gap in understanding the effectiveness of ReadTheory.org in addressing the specific challenges faced by students in reading comprehension, particularly in real-world classroom settings.

In the School Year 2024-2025, Maria Cristina Falls Elementary School (MCFES), according to the Guidance records with regards to Phil-IRI pretest scores, out of 115 grade IV learners, there are 73 learners belong in the frustration which means these learners are readers but cannot understand what they have read, while 32 learners for instructional meaning they can comprehend with assistance, and 10 independent learners.

The inability to comprehend text has a long-lasting impact on learners' academic performance and future success. Struggles with reading comprehension directly affect performance across other subjects, as learners rely heavily on reading to grasp concepts in mathematics, science, and social studies. DepEd Order No. 42, s. 2022 has far-reaching implications for improving reading comprehension in the Philippines. By focusing on early intervention, differentiated instruction, continuous assessment, and teacher development, the order addresses the key factors that contribute to reading proficiency. Its emphasis on inclusive and culturally relevant practices makes sure that all learners, regardless of their background or ability, can enhance their reading comprehension skills.

Additionally, poor reading comprehension skills can lead to a lack of confidence, disengagement in school, and increased dropout rates. If not addressed early, reading comprehension difficulties in Grade IV learners can contribute to the country's broader educational challenges, including low literacy rates, poor academic performance, and the widening achievement gap between learners. Studies have shown that educational technology can increase student engagement and enhance literacy skills when used appropriately (Kim & Quinn, 2020).

ReadTheory.org, in particular, offers a unique approach by utilizing an extensive library of reading passages tailored to students' current reading levels, with comprehension questions that assess both literal and inferential understanding. According to Sari and Putri (2022), students using ReadTheory.org experienced improved comprehension skills due to the platform's engaging, interactive format and its ability to offer immediate feedback. Moreover, the adaptive nature of the platform allowed learners to progress at their own pace, which can be especially beneficial for students who struggle with traditional reading instruction (Wang & Lee, 2022).

In addition, research also highlights the positive impact of ReadTheory.org in fostering student motivation and independence. Through its gamified elements—such as earning points and tracking progress—students are encouraged to take ownership of their learning and remain engaged with reading activities (Gonzalez & Perez, 2022). This increased motivation is critical, as it can help overcome one of the major barriers to improving reading comprehension: a lack of student interest or enthusiasm for reading tasks.

The primary objective of this study was to discover the influence of Readtheory.org application approach, which utilizes selected gadgets in enhancing the oral reading fluency and comprehension skills of Grade IV learners. The study was conducted at Maria Cristina Falls Elementary School (MCFES) during the third quarter of School Year 2024-2025.

The researcher was one of the subject teachers of the said school and was handling reading intervention classes for the grade IV learners. The researcher wanted to discover how effective the readtheory.org reading intervention is so that the researcher may be able to share with her co-teachers and also have an impact on the academic performance of the grade four learners in particular.

Research Objectives

This study assessed the reading comprehension among Grade IV learners with a pretest and a posttest that utilized the readtheory.org approach gadget application compared to the control group with printed reading materials. Specifically, the study sought to achieve the following objectives:

1. To determine the level of reading comprehension ability in the pretest of the Control Group and the ReadTheory Group.
2. To find out whether there is a significant difference in the reading comprehension ability level in the pretest scores between the Control Group and the ReadTheory Group.
3. To determine the level of reading comprehension ability in the posttest scores of the Control Group and the ReadTheory Group.
4. To find out whether there is a significant difference in the reading comprehension ability level in the posttest scores between the Control Group and the Reading Theory Group.
5. To determine the significant differences with increment scores in the pretest and posttest of both the Control Group and the ReadTheory Group.
6. To formulate an Action Plan or LAC following National Learning Competencies (NLC) in utilizing the readtheory.org approach in enhancing reading comprehension among Grade IV learners and present the result of the study during the LAC session of Maria Cristina Falls Elementary School.

Methodology

Research Design

This study utilized a quasi-experimental research design, specifically a two-group design, to assess the reading comprehension among Grade 4 learners in Maria Christina Elementary School (MCFES). Quasi-experimental designs were suitable when the research was conducted in natural settings, like a school. The Readtheory.org Group had utilized the Readtheory.org gadget application as an intervention. The Control Group, on the other hand, had the traditional printed materials reading intervention. The printed reading materials for comprehension were all from readtheory.org, the same stories from the readtheory.org group. The pretest and posttest comparison measured the positive contribution of the intervention on the Control Group and Readtheory.org Group. In addition, by the increment scores with pretest and posttest results of readtheory.org and control groups, the study aimed to emphasize an intervention approach that had helped more in enhancing reading comprehension.

Participants

The participants of the study were seventy (70) Grade four learners from the two sections of Maria Christina Falls Elementary School during the third quarter of the School Year 2024-2025. In the two sections of Grade IV involved in this study, there were 35 participants in the Control Group and 35 participants in the Readtheory.org Group, chosen from the two sections, all of whom were officially enrolled and classified into a particular group based on the participants' second-quarter English grades. On the other hand, the excess number of learners who belong to both sections are still involved in the Reading Time during the implementation of the intervention, but it serves as the learners' activity to master reading comprehension.

In this study, stratified sampling was employed to ensure equal footing at the start of the experiment for the two groups. Stratified sampling was particularly suitable for this research, as it allows for the division of the population into distinct subgroups or "strata" based on key characteristics such as reading proficiency. By using stratified sampling, the study can account for the variability in learners' abilities and ensure that both higher-performing and lower-performing comprehension readers are included in both the control and readtheory intervention groups. Through the records of the Phil-IRI Coordinator, the learners in frustration and instructional reading level were the participants of this study. The respondents were paired according to their second-grade grades in English. Those paired participants are distributed equally to the two groups, such as the control and Readtheory.org groups. In the control group, there were 15 male learners and 20 female learners, a total of 35 participants. While Readtheory.org group had 10 male learners and 25 female learners, a total of 35 participants. This approach was crucial in evaluating the effectiveness of the gadget application on enhancing reading comprehension, as it ensures that the findings are generalized across diverse learner profiles.

Procedure

The instrument used in this study was the Philippine Informal Reading Inventory (Phil-IRI). PHIL-IRI has three reading comprehension proficiency levels such as Independent (80%-100%), Instructional (59%-79%), and Frustration levels (1-58%). After the pretest and the posttest of the participants in the study, the reading comprehension proficiency level was identified based on the scores from the control and the readtheory groups. For comprehension pretest and posttest, there are 8 selections of short stories with 5 comprehension questions each, a total of 40 comprehension questions in all from PHIL-IRI to determine the reading comprehension proficiency level. The researcher had personally conducted the study, including the retrieval of the seventy (70) copies of pretest and posttest questionnaires. In gathering the information needed, the researcher had asked permission from the Schools Division Superintendent (SDS) to conduct the study by addressing the concern in the form of a formal letter. As soon as permission is granted by SDS, the researcher approached the Public Schools District Supervisor (PSDS) and the School Principal for courtesy regarding the conduct of

the study.

The study is conducted over two months in the third quarter, with the following key phases: Phase 1 (Week 1): Selection of participating Grade 4 learners, orientation, and baseline assessment of reading comprehension. Phase 2 (Week 2): Pretest in reading comprehension. Phase 3 (Week 3-7): Implementation of the Readtheory.org and control group interventions during the Reading Time. Phase 4 (Last week): Posttest assessment to measure changes in reading comprehension, followed by data analysis.

Administration of the Pretest. For reading comprehension, the learner participants in the study had forty-five minutes or whole time of English subject to read the short stories given and answer the corresponding questions, a total of 8 selected short stories and 40 questions. The answered pretest papers were checked and recorded. After the pretest, the researcher had secured the data and prepared for data analysis interpretation.

Conduct of the Two Approaches. For the Readtheory.org group, the intervention was conducted from Monday to Thursday, four days a week. Every individual learner had engaged with the ReadTheory.org site with the use of their preferred gadgets. Approximately 10-15 minutes a day, the participants were using the site during our English class, 1 story with corresponding questions to answer. Each participant had consent from their parents to bring their gadgets to the school.

In the Orientation phase, first week, the researcher had given to the participants the created account of readtheory.org, and the participants' username and password were provided for them to directly log in to the site. Once logged in, the participants utilized the site. The reading resources to comprehend were available when the participants had logged in to their accounts. During the English time, the participants had read a passage and then answered multiple-choice comprehension questions based on the text provided. The system had adjusted the difficulty of the reading material to be comprehended based on the learner's performance, ensuring that they were constantly being challenged at an appropriate level.

Learners were encouraged to complete at least one passage each day. When they achieved a high level of comprehension, they were presented with more challenging texts. On the other hand, when the learner struggles, the program provides easier material and offers explanations to help them improve their reading comprehension skills. The reading passages had covered a variety of genres, including fiction, nonfiction, and informational texts. This variety had helped ensure that learners were exposed to different types of content, thus broadening their reading experience.

Throughout the intervention, the learners' progress are tracked through the ReadTheory.org dashboard of the researcher, which provides data on their reading comprehension accuracy, progress over time, and improvements in reading levels. Weekly reports were generated for each learner, showing the number of passages completed, the average score, and the overall reading comprehension level.

While in the conduct of the control group, each week, learners received four printed reading passages per week, each of which had approximately 4 pages in length every week. The passages were the same in both groups, and learners' answers to comprehension questions are based on the passages.

ReadTheory Process: Teacher Utilization. The teacher begins by creating an educator account and setting up virtual classrooms. They add or invite learners using class codes, which enables the teacher to organize learners by group, grade, or reading level. This structured setup simplifies class management and allows for seamless oversight of learner engagement.

One of the core functions the teacher used was the teacher dashboard, which provides real-time analytics and student performance data. This includes several quizzes completed, average accuracy, time spent on tasks, and progress in reading levels. Teachers review these metrics regularly to identify strengths.

ReadTheory functioned as a formative assessment tool. The teacher monitored how well students comprehend different types of texts and identify common areas of misunderstanding. The insights help the teacher adjust instruction in real time and provide immediate feedback to students during one-on-one conferences or group discussions.

While ReadTheory automatically assigns passages, the teacher uses the approach to hold students accountable for independent practice. This approach could establish routines for using ReadTheory during daily homework or enrichment periods. The teacher also uses the platform's built-in reward system, such as points and performance tracking, as part of their classroom motivation strategies.

The teacher utilized ReadTheory.org as a powerful instructional aid to personalize learning, monitor student growth, and support data-informed teaching practices. Its adaptive technology, real-time analytics, and ease of classroom integration make it a valuable asset in the development of reading comprehension skills.

Learners begin using ReadTheory.org by joining a teacher's class code or a teacher's teacher-created account in ReadTheory for each learner. Upon their first login, learners are prompted to take a diagnostic pre-test, which evaluates their current reading level. This step was crucial as it determined the difficulty of the reading passages they will receive going forward.

After completing the diagnostic test, learners were automatically given reading passages that matched their assessed reading level. These passages were followed by multiple-choice comprehension questions designed to assess their understanding of key reading skills, such as main idea, inference, vocabulary in context, author's purpose, and supporting details. As learners progress, the system adjusts

in real time, assigning more challenging or easier texts based on their performance. This adaptive learning model ensures that each learner is continuously working at the appropriate level.

After each quiz, learners received immediate feedback on their answers. Explanations were provided, which helped learners understand why an answer was correct or incorrect. This feature promotes reflection and deeper learning, allowing students to learn from mistakes, identify areas they need to improve, and develop a growth mindset toward reading.

Administration of the Posttest. In the reading comprehension posttest for the control and readtheory groups, the order of the selected stories in the pretest was shuffled along with the corresponding order of the question items. The time duration was still forty-five minutes or the whole time of the English class to read the short stories given and answer the corresponding questions, a total of 8 selected short stories and 40 questions.

After the posttest, the researcher had analyzed the data to determine whether the Readtheory.org group or the traditional print-based intervention from the control group led to measurable improvements in reading comprehension skills among the participants. The findings are compared to evaluate the effectiveness of the intervention.

Data Analysis

The following statistical techniques were used to analyze the data, except for problem 6. The data were tabulated and interpreted to acquire the actual information needed. The following were the statistical tools used in the treatment and analysis of data.

For problem 1, Frequency count and Percentage were used to determine the Grade IV pretest scores in the Control and Readtheory.org Groups.

For problem 2, an Independent T-test was used to determine the significant differences between the Grade IV pretest scores in the Control and Readtheory.org Groups.

For problem 3, Frequency count and Percentage were utilized in determining the Grade IV posttest scores in the Control and Readtheory.org Groups.

For problem 4, an Independent T-test was used to determine the significant differences between the Grade IV posttest scores in the Control and Readtheory.org Groups.

For problem 5, a Paired T-test was used to determine the significant differences between the Grade IV pretest and posttest scores in the Control and Readtheory.org Groups.

Ethical Considerations

Informed consent was obtained from each participant beforehand to ensure the study complied with ethical standards. Throughout the research, participants' confidentiality was strictly protected. All collected data were carefully handled and used only for the purpose of the study. These measures were implemented to maintain ethical integrity in research involving human subjects.

Results and Discussion

This section presents, analyzes, interprets, and discusses the data obtained.

Pretest Scores of the Control & ReadTheory Groups

Table 1 (Figure 1) presents that the control group had 30 participants and the readtheory group had 29 participants with pretest scores of 1% to 58% or “frustration” proficiency level in reading comprehension. This meant that participants in the two groups were struggling to understand and decode text, as it is difficult for them to comprehend independently.

This data further implied that all respondents were in the same intellectual capacities at the start of the experiment. In the study Impact of Related Activities on Reading Comprehension of EFL Students (2020), the participants initially exhibited low scores in the pretest, indicating that their reading comprehension skills were underdeveloped. This experimental study investigated the use of pre-related reading activities designed to improve the reading comprehension of English as a Foreign Language (EFL) students.

According to Bishop (2023), in the 2022 PISA assessment, the Philippines ranked 77th out of 81 countries, with Filipino students scoring below the global average in reading, mathematics, and science. These results underscore the need for effective interventions to enhance reading.

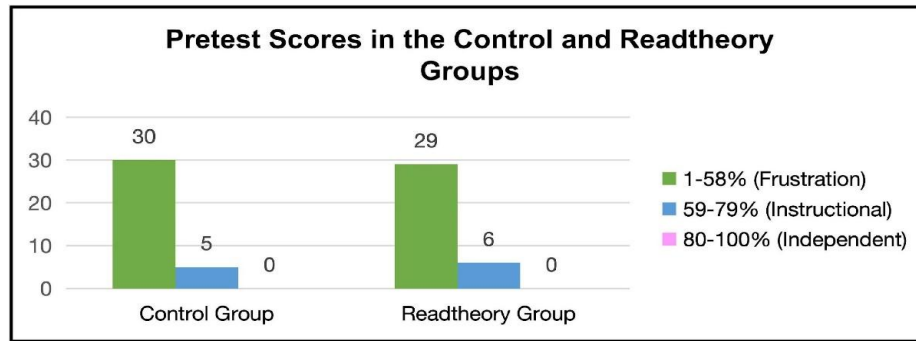
Comprehension among students. The need for reading comprehension interventions is well-documented in educational research, highlighting the importance of targeted strategies to enhance students' reading abilities.

Regarding ReadTheory, a digital platform designed to improve reading comprehension, studies present mixed results. A 2016 survey involving over 1,100 educators found that more than 80% reported improvements in student scores, and nearly 70% observed increased confidence in taking reading comprehension tests (Sulayman & Suryadi, 2023).

Table 1. *Pretest Scores of the Control and ReadTheory Groups*

CMSS	Description	Control Group		Readtheory Group	
		F	%	F	%
80% -100%	Independent	0	0%	0	0%
59%-79%	Instructional	5	14%	6	17%
1% - 58%	Frustration	30	86%	29	83%
Total		35	100%	35	100%

Note: Control Group: Pretest Mean (SD) = 17.65 (4.45) Readtheory Group: Pretest Mean (SD)= 17.45 (4.87)

Figure 1. *Graph of the Pretest Scores in the Control and ReadTheory Groups*

Comparison of Pretest Scores

Table 2 is a comparison of the pretest scores of the two groups before the start of the treatment. This result is necessary to determine whether the two groups are comparable in terms of the participants' skill in reading comprehension.

Table 2. *Differences in the Pretest Scores Between the Control and ReadTheory Groups*

Group	Pretest Scores			t-value	P-value	Remark
	Mean	SD	Mean Difference			
Control Group	17.65	4.45	0.20	0.17	0.85	Not significant
Readtheory Group	17.45	4.87				

Note: Analysis is based on Independent T-test SD- standard Deviation ns- not significant at 0.05 level

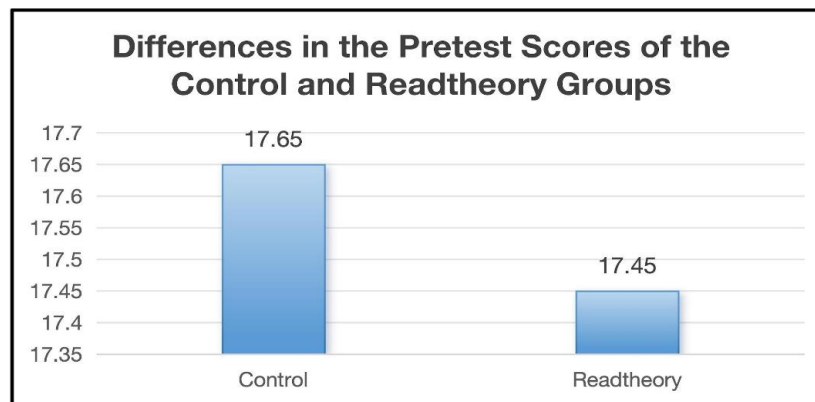
Figure 2. *Graph on the Differences in the Pretest Scores of the Control and ReadTheory Groups*

Table 2 (Figure 2) presents the comparison of pretest scores of the Control and ReadTheory groups. This Table revealed that the p-value of 0.85 exceeded the 0.05 level of significance (2-tailed), which meant that the null hypothesis 1 was not rejected. It also revealed that there were no significant differences in the mean pretest scores of the learners in the Control and ReadTheory groups. These differences implied that at the beginning of the experiment, the two groups had no comparable mean score differences in their pretest performance.

Furthermore, it was an indication of good comparison since the two groups showed insignificant performances before the intervention as cited by Physiopedia (2022), repeated practice and engagement in activities strengthen new neural connections, demonstrating the brain's capacity to adapt and enhance cognitive functions.

Reading comprehension interventions have been shown to significantly benefit learners by enhancing their understanding and retention of texts. Research supports the effectiveness of various strategies aimed at improving reading comprehension skills. A study by the Institute of Education Sciences (n.d.) reviewed 20 reading interventions and found that 19 were effective in improving student outcomes. Notably, most of these interventions included ongoing support for the educators delivering them, highlighting the importance

of teacher development in successful implementation. Further research by Vaughn and Fletcher (2020) indicated that comprehension interventions yield higher mean effect sizes compared to fluency or multi-component interventions. Additionally, vocabulary-focused interventions have shown particularly positive outcomes, underscoring the role of vocabulary development in reading comprehension.

Posttest Scores of the Control and Readtheory Groups

The control group was given traditional printed materials as reading comprehension intervention and the Readtheory group had utilized the readtheory.org gadget application as reading comprehension intervention. After the third quarter, the posttest results were recorded.

Table 3 (Figure 3) displays the results of the posttest scores of the Control and ReadTheory Groups. The data showed that the participants' posttest scores in Control group had increased to "instructional" level and Readtheory Groups increased to "independent" reading comprehension level. It was evident that with the use of reading comprehension intervention provides improvement and highlighted the importance of tailored strategies to meet diverse learner needs (Ucar et. al., 2021).

In a study entitled, Improving Reading Comprehension through Question-and-Answer Relationship (QAR) (2023), a pre-experimental study explored the use of the QAR strategy to enhance students' reading comprehension. The results demonstrated that implementing QAR led to improved posttest scores, highlighting its effectiveness as a teaching method. Moreover, Wanzek and Vaughn's (2020) study indicated that reading interventions can lead to greater gains in reading comprehension for both English learners and non-English learners. Reading comprehension interventions were the solution to enhance the reading ability of the learners, which helps them build the foundation for a brighter future.

Table 3. Posttest Scores in the Control and ReadTheory Groups

CMSS	Description	Control Group		Readtheory Group	
		F	%	F	%
80% -100%	Independent	8	23%	20	57%
59%-79%	Instructional	21	60%	14	40%
1% - 58%	Frustration	6	17%	1	3%
Total		35	100%	35	100%

Note: Control Group: Posttest Mean (SD) = 27.77 (5.43) Readtheory Group: Posttest Mean (SD)= 31.80 (4.25)

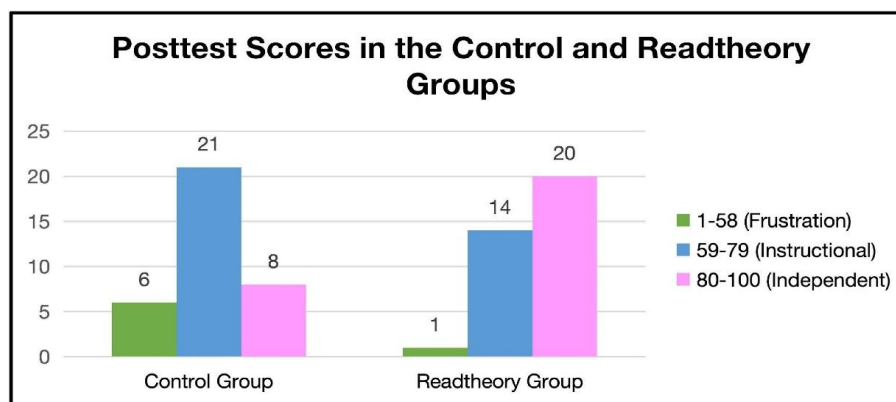


Figure 3. Graph on the Posttest Scores in the Control and Readtheory Groups

Comparison of Posttest Scores

The table 4 is a comparison of the posttest scores of the two groups, the Control and Readtheory groups. The result determined the differences between the two groups after using the traditional printed reading comprehension materials and gadget application reading comprehension interventions.

Table 4 (Figure 4) presents the comparison of paired differences in the posttest scores of the participants in the control and readtheory groups. This table showed a p-value of 0.001 which was lower than the 0.05 level of significance. It meant that null hypothesis 2 was rejected and revealed that there were significant differences in the mean posttest scores of the learners in the control and the readtheory groups.

This result further implied that the performance of the reading comprehension in the ReadTheory group was better than the participants in the control group. This performance showed that the readtheory group contributed more to the fulfillment of the aim, to enhance reading comprehension. Therefore, the intervention resources from ReadTheory increased and enhanced learners' reading comprehension skills to another proficiency level.

This result was supported by Paivio (1978) that the integration of immediate feedback (a form of visual or interactive learning) alongside the textual reading material reinforces the dual channels, helping learners process and retain the material more effectively, which ReadTheory has.

The study of Lee and Park (2023), had compared the efficacy of two computer-based interventions with traditional classroom instruction, concluding that the computer-based interventions were more effective in improving the monitoring skills of low-skilled comprehenders.

Furthermore, Green and Allen's (2019) research on assistive technology suggests that such tools can have transfer effects on reading ability, especially for students with severe reading difficulties, supporting their use in enhancing reading comprehension.

Table 4. *Differences in the Posttest Scores of the Control and ReadTheory.org Groups*

Group	Posttest Scores					Remark
	Mean	SD	Mean Difference	t-value	P-value	
Control Group	27.77	5.43	-4.02	-3.45	0.001	Significant
Readtheory Group	31.80	4.25				

Note: Analysis is based on Independent T-test SD-standard deviation, ns-not significant at .05 level

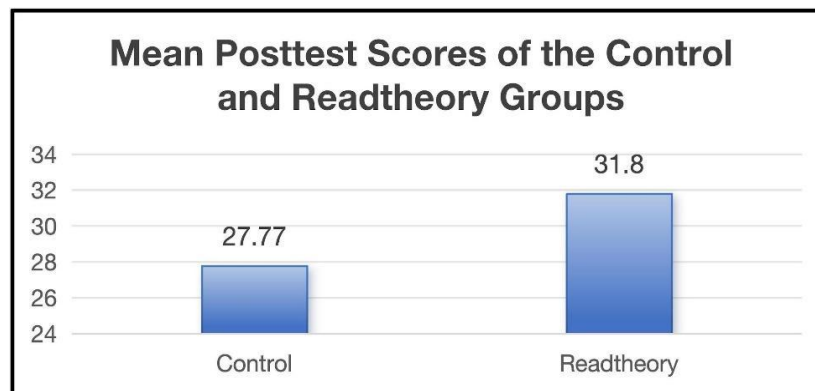


Figure 4. *Graph on the Mean Posttest Scores of the Control and ReadTheory Groups*

Increment Differences In Gain Scores

The gain scores focus on the difference between measurements taken at the Control and ReadTheory groups. The result determines the better reading comprehension intervention between the two groups, control and ReadTheory.

Table 5. *Paired Differences on the Pretest and Posttest Scores of the Control and ReadTheory Groups*

Group	Mean	SD	Mean	SD	Mean Difference	t-value	P-value	Remark
Control Group	17.65	4.45	27.77	5.43	-10.11	-8.61	<0.00	Significant
Readtheory Group	17.45	4.87	31.80	4.25	-14.34	-17.03	<0.00	Significant

Note: Analysis is based on Paired T-test, SD- standard deviation *-significant at 0.05 level

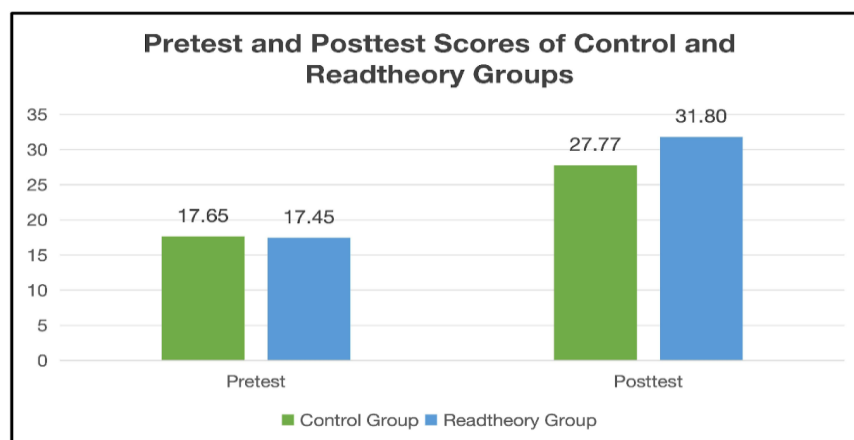


Figure 5. *Graph on the Pretest and Posttest Scores of the Control and ReadTheory Groups*

Table 5 (Figure 5) presents the performances of the participants under the control and readtheory groups in the pretest and posttest. Both groups indicate an improvement in the scores as seen in the mean. This implied that the performances of the participants in the posttest seemed better than those in the pretest.

As shown in the table, the level of significance (2-tailed) using the paired sample test was <0.00, which was less than the accepted value of 0.05; this meant that the null hypothesis 3 was rejected. This implied that the learners had improved their reading comprehension using traditional printed materials. Similarly, in the readtheory group, the level of significance (2-tailed) using a paired

sample test was <0.00 , which was again less than the accepted value; null hypothesis 3 was rejected.

This further implied that using a [readtheory.org](https://www.readtheory.org) gadget application for reading comprehension as an intervention has a positive contribution. As cited by Education Endowment Foundation (n.d.), reading comprehension interventions involve tailoring activities to learners' reading capabilities and providing appropriately challenging texts, with such instruction can lead to significant improvements in reading comprehension skills.

The study of Ciampa (2020) noted that students participating in technology-enhanced reading interventions demonstrated significant improvements in reading achievement across various effective reading instruction areas. In addition, Sari and Smith (2021) stated based on their study that technology-based interventions have been shown to benefit students with learning disabilities, with studies reporting moderate effect sizes, indicating potential advantages over traditional methods.

Conclusions

Based on the findings drawn, the study wraps up:

There were no significant differences between the pretest scores of learners in the Control and ReadTheory groups. The majority of the learners' pretest scores in both groups belonged to the "Frustration" proficiency level of reading comprehension. These implied that the learners in the two groups can comprehend and decode text with some support or guidance. At this level, the learners may struggle with some aspects of text like vocabulary, complex sentence structure or abstract ideas, but they are still able to comprehend the content with guidance and appropriate support.

There were significant differences in the mean posttest scores of the learners between the Control and ReadTheory groups. The majority of the learners in the ReadTheory group showed a higher percentage in the independent proficiency level of reading comprehension. However, the majority of the participants in the ReadTheory group increased their performance to the independent proficiency level of reading comprehension. Learners in the [readtheory](https://www.readtheory.org) group learned better than those in the control group through interactive platform, and challenging comprehension questions.

There were significant differences in the pretest and posttest scores of learners in the Control and ReadTheory groups. Most learners in the Control group belonged to the "Instructional" category in the pretest and some were promoted to Independent in the posttest. In the [Readtheory](https://www.readtheory.org) group, most of the learners also were in the "Frustration" category and promoted to the independent category in the posttest. Therefore, the use of reading comprehension intervention greatly contributed to the learning development of the learners.

Cognitive development by Jean Piaget (1952) provided valuable insight into how children's thinking evolves, which can guide interventions for enhancing reading comprehension. As children progress through Piaget's stages, their cognitive abilities develop from concrete to abstract thinking, allowing for increasingly complex comprehension tasks. Piaget's stages ensure that interventions are appropriately aligned with a child's cognitive development, allowing for more effective enhancement of reading comprehension.

The Constructivist Learning Theory by Vygotsky (1978) suggested that effective interventions should provide learners with appropriate scaffolding, where they are challenged just beyond their current abilities but still supported by a teacher. As students' progress, the support is gradually reduced, allowing them to independently apply reading strategies and enhance their Comprehension skills. By focusing on this guided interaction and gradually increasing complexity, interventions can promote deeper understanding and independent problem-solving in reading.

Based on the conclusions drawn from the study, the following recommendations were formulated for various stakeholders in the educational sector. Curriculum planners are encouraged to incorporate ReadTheory as a strategy in teaching English when designing seminars or conferences focused on enhancing reading comprehension. School administrators are advised to support teachers in both pedagogical and technical aspects, which are vital for nurturing learners' academic growth. English teachers may benefit from the findings of this study as it provides a foundation for adapting to curriculum changes and integrating effective strategies such as ReadTheory to improve students' academic performance. Likewise, learners may significantly enhance their reading talents and capabilities by engaging with ReadTheory.org as an intervention tool for reading comprehension.

Future researchers are encouraged to consider this study as a basis for further research on strategies in teaching English, specifically in reading comprehension intervention. It is also recommended that ReadTheory.org be utilized more broadly in English instruction to offer diverse reading interventions that can help improve learners' comprehension skills. Furthermore, the implementation of an action plan for integrating the ReadTheory.org platform into the Grade IV curriculum is proposed. This plan should include teacher training on the platform's effective use, regular student engagement in personalized reading exercises, and progress monitoring through assessments. Additionally, combining this digital tool with traditional teaching methods can create a blended learning environment that addresses diverse learning styles. Through this approach, Maria Cristina Falls Elementary School (MCFES) can cultivate a more individualized and engaging reading program, ultimately improving comprehension outcomes for Grade IV learners.

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