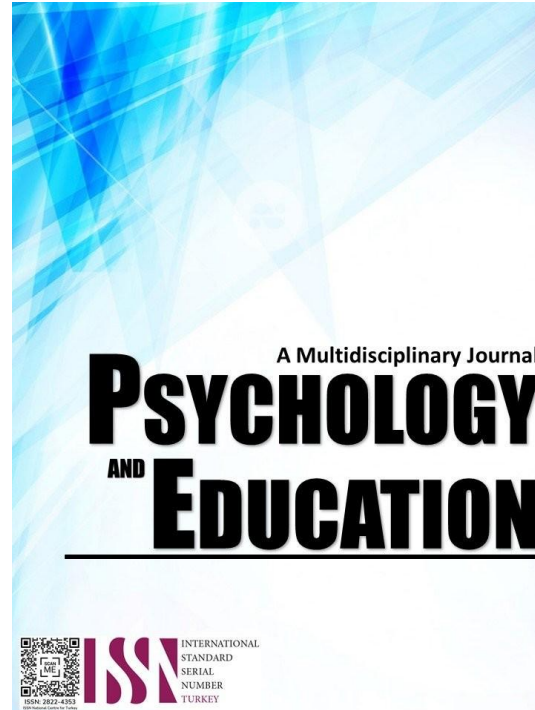


# INDIVIDUALIZED READING INSTRUCTION AND READING PERFORMANCE AMONG GRADE 2 LEARNERS



## PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 46

Issue 4

Pages: 460-468

Document ID: 2025PEMJ4472

DOI: 10.70838/pemj.460406

Manuscript Accepted: 07-08-2025

## Individualized Reading Instruction and Reading Performance among Grade 2 Learners

Mafaith Succor A. Zapanta,\* Vilma H. Arazo  
For affiliations and correspondence, see the last page.

### Abstract

The study employed a pretest-posttest one-group research design, which involved measuring the same group of participants before and after an intervention using an individualized scheme. This study was conducted at Juan B. Tabla Elementary School for SY 2024-2025. The participants were 30 Grade 2 learners who were classified as Full Refreshers in the CRLA assessment. The data were gathered during the first quarter of SY 2024-2025. The study used an adopted standardized questionnaire from the Comprehensive Rapid Literacy Assessment (CRLA) of the Department of Education. The pre-reading performance of the participants, as assessed by the Comprehensive Rapid Assessment Test, revealed that all participants (100%) scored within the "Full Refresher" category, while the post-reading performance demonstrated significant improvement compared to their pre-reading results. Notably, no participants remained in the "Full Refresher" category, which had previously encompassed the entire group. The majority of participants demonstrated a substantial improvement in their reading performance. Additionally, two-thirds recorded even higher gains, signifying exceptional progress. The calculated effect size signified a large practical impact, demonstrating that the intervention had a substantial effect on enhancing their reading performance. These findings underscored the efficacy of the reading program in improving comprehension and readiness levels among the participants, validating its continued implementation and potential adaptation for broader educational contexts. A collaborative expertise plan was formulated, which provided valuable information for developing interventions to support reading development for learners.

**Keywords:** *one-group research design, pretest, posttest, comprehensive rapid assessment test, full refresher*

### Introduction

The process of interpreting written symbols is called reading. It entails recognizing words, phrases, paragraphs, and letters to comprehend written language. The ability to read is a basic one that enables people to interact with their environment, communicate ideas, and obtain information. In addition to being an essential academic ability, reading opens doors to enjoyment, personal development, and lifetime learning. The researcher observed reading difficulties among Grade 2 learners, specifically in phonics and sound blending. A total of 30 learners participated in the complete refresher, out of 96 Grade 2 learners for the School Year 2024-2025. Full refresher learners have difficulty understanding the relationship between letters and sounds, as well as between printed and spoken words. They are unable to read simple text containing high-frequency words and phonically regular words, and often rely on skill and insight to "sound out" new one-syllable words (NLC, 2024). In other words, these learners were considered non-readers; as a result, they have poor learning performance in all learning areas in the quarterly examinations and are at risk of dropping out of school.

Similarly, applying phonics rules to decode unknown words while reading may be challenging for some Grade 2 learners. A multifaceted strategy that includes focused interventions, specialized instruction, family involvement, and assistance from educators and other experts is frequently needed to address these issues. Learning to read well in Grade 2 requires early detection and intervention in order to help learners overcome their reading challenges.

In the Philippines, the Department of Education (DepEd) issued Memorandum No. 001, s. 2024 known as the implementation of Catch-Up Fridays that focus on learners' academic performance, particularly the low proficiency levels in reading, and to enhance learners' knowledge and skills in and appreciation of reading that will be conducted every Friday. According to DepEd Memorandum 173, s. 2019, the initiatives mentioned are still insufficient based on the recent results of national assessments for student learning, which revealed that many early-grade learners are still struggling to meet the learning standards in early language, literacy, and numeracy. Low achievement levels in English appear to be caused by gaps in learners' reading comprehension, and learners are still deficient in literacy skills, both in languages, more so in reading.

To motivate these learners and develop their confidence in their reading performance in school, the researcher may be able to offer support and alternative options for individualized reading instruction for learners. Here, they will be assisted individually during remedial reading and treated for their reading difficulty. Low performer learners can have time to focus on reading during the remedial period. They will be monitored and provided with appropriate assistance. Since they are in their age group, the intervention materials and tools will be given is based on their level. The impact of this study is to improve the reading performance of non-readers to readers.

Moreover, DepEd Memorandum No. 173, series 2019 emphasized the Bawat Bata Bumabasa (3Bs) Initiative, schools nationwide are responsible for assisting students in improving their reading abilities and providing them with the necessary tools to become proficient and self-sufficient readers at their grade level. DepEd Order No. 45, series of 2002, further stipulated that a pupil cannot advance to the next grade unless they have demonstrated mastery of the fundamentals of literacy at the current grade level. It is the responsibility of schools all around the nation to assist students in improving their reading abilities. In spite of these attempts, many students struggle

with their learning activities.

Hence, the study aimed to assess the reading performance of learners through the Comprehensive Rapid Literacy Assessment (CRLA) assessment tool before and after individualized reading instruction among Grade 2 learners at Juan B. Tabla Elementary School. The study was conducted during the first quarter of the 2024-2025 school year.

Having taught reading for nine years, the researcher has discovered that students who perform poorly in class lack the motivation to keep studying and eventually quit school. To help learners who have become discouraged and are tempted to drop out of school, the researcher intensified advocacy for reading intervention and committed to making every learner a reader. In order to improve learners' performance, teachers should conduct remediation for those who are poor in reading, such as giving some rewards or appreciation for their active participation.

### Research Questions

This study aimed to determine the significant contribution of individualized reading instruction, as measured by the Comprehensive Rapid Assessment Test (CRLA), to improving learners' reading performance. Specifically, the study sought to answer the following questions:

1. What is the pre-reading performance of respondents based on their Comprehensive Rapid Assessment Test (CRLA)?
2. What is the post-reading performance of respondents in the CRLA after the reading intervention?
3. What is the gain score of the pre and post reading performance of the respondents?
4. Is there a significant difference between the pre and post-reading performance assessments of the respondents after the reading intervention?
5. What collaborative expertise plan can be formulated based on the findings of the study?

## Methodology

### Research Design

The study used a one-group pretest-posttest research design, which involved measuring the same group of participants before and after an intervention. This would determine if there are changes in the outcome variables. This design is suitable for assessing the effectiveness of an intervention or program. This study aimed to find out the pre-reading and post-reading performances of respondents based on their Comprehensive Rapid Assessment Test (CRLA). It also aimed to determine the gain score of both the pre- and post-reading assessments of the participants. Additionally, it determines the significant difference between the pre-reading performance and post-reading performance assessments of the respondents after the reading intervention. A collaborative expertise plan was formulated based on the findings of the study. This comprehensive approach provided valuable information for developing interventions to support reading development in Grade 2 participants.

### Respondents

The participants of the study were the 30 Grade 2 learners in an intervention class at Juan B. Tabla Elementary School. These learners were classified as Full Refreshers in CRLA assessment. The data were gathered during the first quarter of SY 2024-2025. These learners were the ones for whom the researcher served as the remedial teacher in reading. This ensured easy access to the Comprehensive Rapid Literacy Assessment (CRLA) results, which were likely to be used as part of the pretest-posttest assessment. A group pretest-posttest research design was used for the study. The group consisted of learners categorized as "full refreshers," who may have difficulty with specific phonics patterns but were generally focused on accuracy. This categorization helps narrow down the focus of the intervention or program being studied. The decision to have 30 learners in one group is based on the common class population and the manageability of conducting research with this number of subjects.

Moreover, this size allows for more personalized attention and easier data collection and analysis. Among the 30 learners, there were 19 males and 11 females.

### Instrument

This is an adopted standardized questionnaire from the Comprehensive Rapid Literacy Assessment (CRLA) of the Department of Education. It has 20 words that were used to assess the reading performance for the study. Therefore, no need to conduct pilot testing. This standardized assessment tool is likely designed to measure various aspects of reading and language skills. The Grade 2 full-refresher learners were provided with Grade 2 Filipino sheets, a blank piece of paper, and a pencil. These materials facilitated the administration of the assessment. The researcher instructed the child to point to the first word in the box on the learner sheet. The child was asked to read all items out loud, proceeding through the assessment at their own pace. The researcher did not assist the child during the evaluation, as this could skew the results. After the child completed each task, the researcher recorded the child's score on a blank piece of paper. This systematic recording ensured accurate documentation of the child's performance.

Based on the results of the assessment, each child was placed into one of four profiles. These profiles likely represented different levels of reading proficiency or specific reading challenges. The categorization process allowed for a more nuanced understanding of the

reading abilities and needs of each child. It informed the design and implementation of targeted interventions.

The respondents took turns in reading. One point was given if the respondents could identify the correct word mentioned by the researcher, and another point if they could read the word correctly. Each respondent was given a total of two points. No point was added if the learner could not read the word. A reading intervention proficiency activity was conducted for three (3) weeks as an intervention reading program for the participants. On the other hand, after the intervention class, the post-reading assessment performance was conducted.

Meanwhile, an adopted instrument was used in conducting this study. This Individualized Reading Instruction was composed of ten (10) items. This was conducted orally to the participants. The researcher took time to explain each item to Grade 2 learners in their vernacular.

By following this structured administration procedure and utilizing the CRLA, the researcher effectively assessed the reading abilities of Grade 2 full refresher learners and tailored interventions to address their specific needs.

Meanwhile, after the pretest, the teacher started to conduct interventions for the learners. These interventions are conducted through games, contests, drills, and other activities. Various materials were used for these learners who were pulled out from their classes to have these reading interventions. A group of ten learners was utilized during the teacher's vacant period.

### **Procedure**

The methods in conducting the individualized reading instruction follow the following procedures: First, ask the respondent how they are today, which helps shape their mindset until they feel at ease. Second, a preview of the text to determine whether the respondent's level of understanding corresponds with the words used. Third, knew the background knowledge of the respondents. Fourth, we gave the respondents time to think and read. Fifth, made a friendly response if the respondent wrongly or was unable to read the word. Lastly, evaluate and process the response.

Meanwhile, the constructive Individualized feedback procedures were the following: (1) Establish trust with the respondents that the researchers are ready to listen to their problems. (2.) Provided constructive feedback to the respondents without being rude or arrogant. (3.) Be mindful of the language used during the interaction of the respondents. (4.) Praise the respondents for the things they do well.

Before gathering the data, the researcher ensured compliance with all necessary protocols and obtained permission to conduct the study from relevant authorities, including the Division Office and school administration. The researcher personally facilitated and observed each Grade 2 learner individually within the one group. The observation was guided by the Comprehensive Rapid Literacy Assessment (CRLA) pretest results, which helped identify areas of need and tailor the intervention accordingly. Based on the pretest results, the researcher formed one group consisting of 30 non-reader learners from Grade 2. This group composition ensured a diverse representation of learners with similar reading difficulties.

Similarly, the reading intervention commenced approximately one month after the pretest was administered. The intervention used individualized reading instruction and constructive individualized feedback. There were four (4) learners to be called together and started the individualized reading, while the rest were seated and given reading materials to practice reading while waiting for their turn. The reading intervention focused on phonics, and the students were called together and intervened individually, while the others waited for their sound blending activities. This approach aimed to address the specific reading challenges identified during the pretest assessment.

By following this structured approach, the researcher can effectively gather data, implement the intervention, and assess its impact on the reading proficiency of Grade 2 learners. The use of individualized instruction and constructive individualized feedback enhanced the potential effectiveness of the intervention, ultimately contributing to the improvement of reading skills among the targeted group of learners.

There were 20 words taken from CRLA that were used during the pre-reading performance of the Grade 2 full refresher learners in the first quarter period of SY 2024-2025.

The respondents took turns in reading. One point was given if the respondents could identify the correct word mentioned by the researcher, and another point if they could read the word correctly. Each respondent was given a total of two points. No point was added if the learner could not read the word.

### **Data Analysis**

The following statistical techniques were employed to answer the different problems presented:

For problems 1 & 2, Frequency and Percentage were used to determine the distribution of pre- and post-reading performance using the CRLA assessment.

For problem 4, the Paired T-Test was used to determine the paired differences between the pre-reading performance and the post-reading performance of the respondents.

## Results and Discussion

This section discusses the data that are shown in the tables. The data are analyzed, interpreted, and supported by related literature or studies.

### **Problem 1: What is the pre-reading performance of respondents based on their Comprehensive Rapid Assessment Test (CRLA)**

Table 1. *Pre-Reading Performance*

<i>Pre-Reading Scores</i>	<i>Performance</i>	<i>Frequency</i>	<i>Percentage (%)</i>
17-20	Grade Ready	0	0.0
13-16	Moderate Refresher	0	0.0
8-12	Light Refresher	0	0.0
0-7	Full Refresher	30	100.0
Total		30	100.0

*Note: Mean (SD) = 6.40 (0.72)*

The pre-reading performance of the respondents, as assessed by the Comprehensive Rapid Assessment Test, revealed that all participants (100%) scored within the "Full Refresher" category, with scores ranging from 0 to 7. This result indicated that the respondents lacked proficiency in pre-reading skills, as no individual achieved scores in higher performance categories such as "Moderate Refresher," "Light Refresher," or "Grade Ready." The mean score of 6.40, coupled with a standard deviation of 0.72, reflected a narrow range of performance, emphasizing a consistent need for intervention across the cohort. These findings implied that significant instructional efforts were required to build foundational pre-reading competencies among the respondents. This baseline data served as a critical starting point for designing targeted literacy interventions aimed at addressing the identified gaps in pre-reading readiness.

The Department of Education issued a memorandum to address this reading crisis for all learners. Teachers, especially classroom advisers, should conduct a thorough evaluation of reading to assess who is at risk when it comes to reading ability. The "Every Child A Reader Program" aimed to attain zero non-readers, reduce the number of frustrated readers through systematic and targeted competency-based approaches, and provide meaningful literacy enhancement and interventions (DepEd, 2017).

This involved understanding the relationship between letters and sounds and between printed and spoken words, being able to read simple text containing high-frequency words and phonically regular words, and using skill and insight to "sound out" new one-syllable words (NLC, 2024). As a result, these learners perform poorly in all learning areas in the quarterly examinations and are at risk of dropping out of school.

### **Problem 2: What is the post-reading performance of respondents in the CRLA after the reading intervention**

Table 2. *Post-Reading Performance*

<i>Post Reading Scores</i>	<i>Performance</i>	<i>Frequency</i>	<i>Percentage (%)</i>
17-20	Grade Ready	0	0.0
13-16	Moderate Refresher	9	30.0
8-12	Light Refresher	21	70.0
0-7	Full Refresher	0	0.0
Total		30	100.0

*Note: Mean (SD) = 12.50 (1.94)*

The post-reading performance of the respondents, as measured by the Comprehensive Rapid Assessment Test, demonstrated significant improvement compared to their pre-reading results. Following the intervention, 70% of respondents achieved scores within the "Moderate Refresher" range (scores of 8-12), while the remaining 30% fell into the "Light Refresher" category (scores of 13-16). Notably, no participants remained in the "Full Refresher" category (scores of 0-7), which had previously encompassed the entire group. The mean score increased substantially to 12.50, with a standard deviation of 1.94, indicating improved comprehension and reading readiness across the cohort. These findings suggested that the instructional strategies implemented were effective in advancing the respondents' reading skills. However, the absence of individuals in the "Grade Ready" category underscored the need for ongoing reinforcement to elevate literacy levels further and ensure that all respondents reach full reading competency.

The results indicated a significant shift in the distribution of scores among participants. A substantial majority of respondents scored in the "Moderate Refresher". This suggested that most participants now have a moderate level of familiarity or competence with the material, requiring only a moderate level of review or reinforcement. The "Light Refresher" category indicates a higher degree of familiarity and requires less extensive review.

Notably, no participants scored in the "Full Refresher" range, a striking change from the previous data, where this category encompassed the entire group. This suggested a significant overall improvement in baseline knowledge or competence among participants. The absence of participants in the "Full Refresher" range may point to the success of prior interventions, such as training programs, study resources, or educational initiatives. These efforts appeared to have elevated the baseline competency of the group. This overall improvement is a positive development, reflecting both the efficacy of prior interventions and the growing proficiency of



the group.

According to DepEd Memorandum 173, s 2017, the initiatives mentioned are still not enough based on the recent results of national assessments for student learning, revealing that there are still many early-grade learners struggling to meet the learning standards in early language, literacy, and numeracy. Low achievement levels in English appear to be caused by gaps in learners' reading comprehension, and learners are still deficient in literacy skills, both in languages and in reading. A similar study by Alperto (2024) revealed that after the intervention was administered, frustration remained at 21.05% out of 100%. It means that the majority of the learners demonstrated improvement in their level of performance. Therefore, Project SIKAP proved to be an effective intervention for elevating pupils' reading comprehension levels.

**Problem 3: What is the gain score of the pre and post reading performance of the respondents?**

*Table 3. Gain Score of the Pre and Post-Reading Performance*

<i>Gain Scores</i>	<i>Frequency</i>	<i>Percentage (%)</i>
2-4	4	13.3
5-7	19	63.3
8-10	7	23.3
Total	30	100.0

The gain scores between the pre- and post-reading performance of the respondents revealed notable progress in their comprehension skills following the intervention. The majority of respondents (63.3%) achieved a gain score of 5-7, demonstrating a substantial improvement in their reading performance. Additionally, 23.3% of the respondents recorded even higher gains of 8-10, signifying exceptional progress, while 13.3% achieved gains within the range of 2-4. These results highlighted the overall effectiveness of the reading intervention program, with the majority of participants exhibiting meaningful improvements in their performance.

The results demonstrated encouraging progress in reading performance among respondents, with clear patterns of improvement across different levels. The majority achieved substantial gains of scores, indicating a significant improvement in their reading performance. This suggested that the majority benefited greatly from the intervention or program in place, reflecting its overall effectiveness. These individuals likely engaged deeply with the program or may have had factors that enabled them to excel, such as prior knowledge, motivation, or strong support systems.

On the other hand, moderate gains among respondents achieved gain scores, representing a more modest improvement. This group may require additional support or tailored interventions to accelerate their progress and achieve higher gain levels. The distribution of gain scores suggested varying levels of responsiveness to the intervention. While the majority showed significant or exceptional gains, the presence of a group with modest improvements highlights the need for differentiated strategies to support all learners. The findings suggested that the instructional strategies employed were well-targeted and impactful, although continued efforts were necessary to sustain and further enhance DepEd Memorandum No. 173, s. 2019 is known as the Hamon: Bawat Bata Bumabasa (3Bs). These initiatives mentioned that to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills and to equip learners with reading skills to make proficient and independent readers at their grade level.

Along with DepEd Order No. 45, s. 2002, it is stated that no student will be promoted to the next higher grade unless they demonstrate mastery of basic literacy skills at a specific grade level. Schools across the country are tasked with helping learners develop their reading skills. In spite of these attempts, many students struggle with their learning activities, particularly those with lower progress scores. Similarly, Balitar (2024) employed a one-group pretest-posttest design in studying an approach to reading remediation aimed at addressing and improving reading difficulties among Grade 3 learners. There were 37 grade 3 respondents, consisting of 22 males and 15 females, who belonged to the frustration level on the Phil-IRI Oral Reading Assessment. The Phonics Approach to reading remediation was proven to be beneficial among learner-participants.

Based on the study's findings, it can be concluded that the majority of learners were at the frustration level; therefore, improving their reading level should be considered in devising development plans for them. Additionally, the perceived causes, origins, and attendant variables of the students' reading level included non-mastery of reading elements, the presence of learners at risk, and a lack of a reading culture.

Individuals who are regarded as smart as their peers but have poor reading abilities may not be able to improve their reading abilities as much as their peers. As per the record, all students pass elementary education. Corollary: Even those with poor reading ability can pass their classes. They cannot perform reading at the level expected of their grade, resulting in anxiety and depression throughout their schooling. They are usually stereotyped as unsuccessful throughout their formal education. Such results in adoption problems in their classes (Bender, 2019).

**Problem 4: Is there a significant difference between the pre-reading performance and post-performance assessment of the respondents after the reading intervention?**

The paired t-test results indicated a significant difference between the pre-reading and post-reading performances of the respondents, with a mean increase from 6.40 (SD = 0.72) to 12.50 (SD = 1.94). The t-value of -16.112 (df = 29) and a p-value of <.001 confirmed

the statistical significance of this improvement. The calculated effect size of 0.900 signified a large practical impact, demonstrating that the intervention had a substantial effect on enhancing the reading performance of the respondents. These findings underscored the efficacy of the reading program in improving comprehension and readiness levels among the participants, validating its continued implementation and potential adaptation for broader educational contexts. The results suggested a promising approach for addressing reading challenges and fostering academic success.

Table 4. *Difference between the Pre-Reading and Post-Reading Performances of the Respondents*

<i>Paired Variable</i>	<i>Mean (SD)</i>	<i>t-value (df)</i>	<i>p-value</i>	<i>Remark</i>	<i>Effect size</i>
Pretest	6.40 (0.72)	-16.112** (29)	<.001	Significant	.900
Posttest	12.50 (1.94)				

Note: \*\* $p < .01$

Moreover, the results, including a  $t$ -value of  $<.001$  and a calculated effect size of 0.900, highlighted both the statistical and practical significance of the intervention in improving reading performance. A  $t$ -value of  $<.001$  indicated that the improvement in reading performance was highly unlikely to have occurred by chance. This level of significance suggested a robust relationship between the intervention and the observed improvements, providing strong evidence for the efficacy of the program.

An effect size of 0.900 corresponded to a large effect based on conventional benchmarks. This signified that the intervention had a substantial impact on reading performance, with practical implications beyond statistical validation. The combination of statistical significance and a large effect size confirmed that the intervention not only improved reading performance in measurable terms but also had a meaningful impact on participants' abilities. While statistical significance demonstrates reliability, the large effect size underscores the intervention's real-world value. This suggested that the program produced outcomes that were not just detectable but transformative for the respondents.

For the ideas of constructivism, behaviorism, and cognition to interact, teachers' roles in the classroom were essential. Instructors were essential in directing students' educational journeys and cultivating their comprehension of complex ideas. Teachers can create a dynamic and engaging learning environment that stimulates critical thinking and problem-solving skills by incorporating elements of these theories into their lesson plans.

Reading intervention entails intensive or targeted instruction on reading to accelerate those who are reading below grade level (Endo, 2024). Moreover, another study by Royo (2024) on Utilization of Reading Passport to Improve the Reading Skills of Grade 3 Learners, which focused on learners having difficulties in reading, to eliminate non-readers and increase their reading skills. Based on the findings, it was discovered that the Reading Passport can help learners improve their reading skills, as it engages them to attend the remedial program.

## Conclusions

This study aimed to analyze and present the relationship to determine the gain score of both the pre- and post-reading assessments of the participants. Also, it determined the significant difference between the pre-reading performance and post-reading performance assessment of the respondents after the reading intervention. Studies relating to these variables were included in this study. These findings concluded that significant instructional efforts were required to build foundational pre-reading competencies among the respondents. This baseline data served as a critical starting point for designing targeted literacy interventions aimed at addressing the identified gaps in pre-reading readiness.

These findings underscored the efficacy of the reading program in improving comprehension and readiness levels among the participants, validating its continued implementation and potential adaptation for broader educational contexts. The results suggested a promising approach for addressing reading challenges and fostering academic success.

One theory related to the efficacy of a reading program in improving comprehension and readiness levels is Vygotsky's constructivist theory, particularly the concept of the Zone of Proximal Development (ZPD). This theory provided a robust framework for understanding how instructional interventions, like a reading program, can facilitate significant learning gains. The ZPD represented the range between what learners can do independently and what they can achieve with guidance or support from a more knowledgeable other (e.g., a teacher, peer, or instructional tool).

Interventions within the ZPD enabled learners to acquire skills and knowledge that they would not have been able to achieve on their own. The reading program likely provided structured activities and materials that aligned with participants' ZPDs. By challenging them slightly beyond their independent capabilities, the program promoted significant cognitive engagement, leading to measurable improvements in comprehension and readiness.

Based on both the research findings and the theoretical framework, it could be argued that a one-group pretest-posttest experimental research design, which involves measuring the same group of participants before and after an intervention using an individualized scheme, would determine changes in the outcome variables.

In an attempt to give meaning to the study's efforts, the researcher offers the following suggestions for potential ramifications: (1)

Parents are urged to increase the amount of time they spend reading to their children at home because they are the children's primary teachers; (2) Parents reading aloud to their children would be beneficial because they might be able to connect what they read to real-life situations; (3) Considering that mother tongue is frequently used at home, parents are encouraged to create a print-rich environment to support their children's good reading habits; (4) Parents are encouraged to consider the importance of working with the children's teacher, with timely monitoring of assignments, especially the reading assignments of the children; (5) The school is encouraged to implement professional development programs for parents, wherein they can become more knowledgeable about their children's education, qualities, and other needs—thus increasing parents' involvement in their pupils' education and fostering a strong home-school-parent relationship; (6) Teachers should attend seminars, training, and workshops regularly, especially on teaching reading, to keep abreast with the latest trends in English language and teaching reading; (7) Develop collaboration with parents, schools, and other stakeholders (strengthening the parent-teachers association or PTA), shared goals, and missions concerning learners' academic achievements and development; (8) Learners are encouraged to indulge themselves in various reading materials, showing initiative to read and study without being told, and must be equipped with self-discipline, perseverance, and determination to read well and comprehend whatever they read; and (9) Future researchers may conduct further research about this study on a much larger sample, coming from different locales to strengthen or find a weakness in the result of this study.

## References

- Acut, M. (2023). Paired reading technique: A response to reading difficulties. St. Peter's College.
- Alayon J. (2023). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning Disabilities Research & Practice*, 29(1), 10-16. doi: 10.1111/ldrp.12025.
- Alber-Morgan K. (2022). Every teacher should know about words and vocabulary instruction.
- Alpuerto, R. (2024). Effectiveness of "project sikap in the enhancement of reading level of grade 2 pupils. Balubad Elementary School. Researchgate.
- Aracelo, C.N. (2018). Among five approaches, qualitative inquiry and research design are chosen (4th Edition). Thousand Oaks: SAGE Publications.
- Archer, A. & Hughes, C. (2019). Explicit instruction: Effective and efficient teaching. NY: Guilford Publications.
- Balitar, R., Abordo, A., & Barangan, G. (2024). Project PKES (promoting and kindling every learner's reading and comprehension skills) on the improvement of reading comprehension among grade 3 learners. Putting Kahoy Elementary School. Research gate.
- Basmo, R. (2020). Learner's reading and comprehension skills on the improvement of reading comprehension among learners. Dinator Elementary School. Research gate.
- Baydık, B. (2018). Reading comprehension. *Eğitim ve Bilim*, 36, 301-319.
- Bean. E. (2022). Teaching the process of reading comprehension. Bolt Beranek and Newman Inc.
- Bender, W. N. (2019). Reading perceptions of educators. (Çev. Edt: Hakan Sarı). Ankara: Nobel.
- Brau, B., N., & Robinson, E. (2022). Behaviorism. In R. Kimmons (Ed.), *Education Research*. EdTech Books. [https://edtechbooks.org/education\\_research/behaviorismt](https://edtechbooks.org/education_research/behaviorismt).
- Bromley, K. (2021). Nine things every teacher should know about words and vocabulary instruction. EdTech Books.
- Cadungog, J. & Rollo, C. (2024). Utilization of explicit instruction in Kindergarten. *European Journal of Education. Studies*. file:///C:/Users/Admin/Downloads/5241-20814-2-PB%20(1).pdf.
- Claessen, M., Dzidic, P., Boyes, M., Badcock, N., Nayton, M., & Leitaio, S. (2020). Educators' perceptions of the impact of reading difficulties for young people. *Australian Journal of Learning Difficulties*, 25, 51-64. <https://doi.org/10.1080/19404158.2020.1734952>.
- Crossland, J. (2019). Optimal learning in schools – theoretical evidence: Part 1 Piaget's theoretical background. *School Science Review*, 98(363) 115-122. <https://theeducationhub.org.nz/piagets-theory-of-education/>.
- Cruz, T. G. (2021). The use of reading laboratory approach as supplementary program and frustration readers' reading performance. Ateneo De Manila University, Loyola Schools. <https://www.ijasr.org/paper/IJASR0042485.pdf>.
- Department of Education (2024). DepEd Order no. 009, s. 2024, Implementing Guidelines on the School Calendar and Activities for School Year (SY) 2024-2025.
- Department of Education (2024). DepEd Memorandum no.001, on the Implementation Of Catch-Up Fridays.
- Department of Education (2019). DepEd Memorandum no.173, on the Hamon:Bawat Bata Bumasa (3Bs Initiative).
- Department of Education (2017). DepEd Order no.18, Guidelines on the Utilization of the 2017 Every Child A Reader Program Funds for the Early Language Literacy and Numeracy Program: Professional Development Component.



- Department of Education (2002). DepEd Order no.45, on the Reading Literacy Program In The Elementary Schools.
- Ditona, G., & Rico, F. (2021). Reading level of grade II pupils scaffolding for reading program of eastern schools in Botolan District, Philippines. Maguisguis Integrated School, Botolan Zambales, Philippines. American Journal of Humanities and Social Sciences Research (AJHSSR).
- Donegan, R., & Wanzek, J. (2021). Effects of reading interventions implemented for upper elementary struggling readers. Spring Link. <https://link.springer.com/article/10.1007/s11145-021-10123-y>.
- Dreambox Learning. (2021). Effective practices for developing reading comprehension. Journal of Education, 189(1–2), 107–122.doi: 10.1177/0022057409189001-208.
- Emmer, M. (2019). Interpreting reading performance in PISA: Taking account of reading performance. International Journal of Educational Research, 102. doi:10.1016/j.ijer.2020.101566.
- Endo, A. (2024). Reading intervention strategies for struggling readers. HMH. <https://www.ijams-bbp.net/wp-content/uploads/2021/07/FLORDILIZA-T.-SUA.pdf>.
- Johnston, R., & Watson, J. (2023). Accelerating reading and spelling with synthetic phonics.
- Jones, J. & Brown, C. (2022). Explicit instruction in reading. European Journal of Education. Studies.file:///C:/Users/Admin/Downloads/5241-20814-2- PB%20(1).pdf.
- Konza, D. (2021). Research into practice: Understanding the reading process.
- Lee, M., Ridic, P., Woes, M., Baddock, N., & Sitao, S. (2018). Teachers' perceptions of the impact of reading difficulties for young people. Journal of Learning Difficulties, 28, 51-94. <https://doi.org/10.1080/19404158.2020.1734952>.
- Lin, T., Hill, M. H., & Beers, G. K. (2019). Teachers as readers: Survey of teacher personal reading habits and literacy activities in the classroom. <https://files.eric.ed.gov/fulltext/ED364836.pdf>.
- Llego, M. A. (2022). Reading intervention strategies for teachers: Detailed guide. TeacherPH. <https://www.teacherph.com/reading-intervention-strategies/>.
- Luz, M. J. (2018). Literature and literacy: A nation of non-readers. <https://old.pcij.org/stories/a-nation-of-nonreaders/>.
- Makhambetova, A., Zhiyenbayeva, N., & Ergesheva, E., (2021). Personalized learning strategy as a tool to improve academic performance and motivation of students. International Journal of Web-Based Learning and Teaching Technologies 16(6):1-17.
- Maritha, E., & Dakhi, S. (2023). The effectiveness of comprehensive rapid literacy assessment (CRLA) in bridging the gap in reading level and academic performance of grade 1 pupils in the mother tongue. Global Scientific Journals. <https://www.globalscientificjournal.com/>.
- McIntyre, S. (2022). Overjustification and children's intrinsic motivation: Comparative effects of four rewards. Personal and Social Psychology Bulletin, 36, 1259-1269. doi: 10.1037/0022-3514.36.11.1259.
- OECD. (2019). Reading performance (PISA). <https://doi.org/10.1787/79913c69-en>.
- Opat, A. (2022). Intervention essentials individual instruction. Emporia State University Copyright 2024 Reading Recovery
- Panelo, R. O. (2018). Reading comprehension skills of Gubat South Central School. Unpublished Undergraduate Thesis, Bicol University Campus.
- Panerio, L. B. (2018). Getting students hooked on the reading habit. The Reading Teacher, 69(3),259-263. doi: 10.1002/trtr.1423.
- Park, R., & Lombardino, D. (2022). Children's literature in the classroom: Insights for the primary and early years educator. McGraw-Hill Education.
- Pavlov, I. (1924). Exploring the Mysteries of Behavior. Berkeley Heights, Nj.Enslow Publishera, 2006.
- Perez, L, & Masongsong, M. (2024). Addressing literacy among grade 2 pupils of Bigo Elementary School through wopss (words, phrases,sentences and story) method. Bigo Elementary School. Researchgate.
- Philippine Star (2018). How do Filipino students rate in reading? <https://philstar.com/lifestyle/health-and-family/2010/03/02/553720/how-do-filipino-students-rate-reading>.
- Piaget (1950). Piaget's Theory of Cognitive Development. An Introduction for Students of Psychology and Education, New York, Mckay,1971.
- Pocan, J., Bailon, L., & Pocan, J. (2022). Strategic reading intervention for left- behind learners in the Philippines. LLT Journal a Journal on Language and Language Teaching. <https://www.researchgate.net/publication/363787049>.
- Pressley, T., Allington R., & Pressley, M. (2023). The role of reading volume. reading instruction that works. Copyright@ 2023 The

Guilford Press new York.

Programme for International Student Assessment (PISA). Results from PISA 2018. [https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_PHL.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_PHL.pdf).

Reese, E., Sparks, A., & Leyva, D. (2023). A review of parent interventions for preschool children's language and emergent literacy.

Royo, H. (2024). Utilization of reading passport to improve the reading skills of grade 3 learners. San Pedro Central Elementary School. Researchgate.

[https://www.researchgate.net/publication/381137517\\_Utilization\\_of\\_Reading\\_Passport\\_to\\_Improve\\_the\\_Reading\\_Skills\\_of\\_Grade\\_3\\_Learners](https://www.researchgate.net/publication/381137517_Utilization_of_Reading_Passport_to_Improve_the_Reading_Skills_of_Grade_3_Learners)

SIP, (2022). School Improvement Plan, Juan B. Tabla Elementary School. SY 2022 2024.

Son, A., Tinapay, A., Tirol, S., Samillano, J., & Cortez, J. (2022). Reading proficiency level of grade 2 learners in the case of modular distance learning. International Journal of Multidisciplinary Research and Publications. <https://www.researchgate.net/publication/363002334>.

Speechify. (2022). An analysis of the role of rewards and punishment in motivating school learning. Computing, Information Systems & Development Informatics, 4(1), 35-38.

Sua, F. T. (2021). Effectiveness of story books in improving the performance of grade ii pupils in reading. Copyright@ 2021 UAMS.

Tetzlaff, L., Hartmann, U., Dumont, H., & Brod, G. (2022). Assessing individualized instruction in the classroom: Comparing teacher, student, and observer perspectives. Science Direct.

Torgesen, J. K. (2019). Individual differences in response to early intervention in reading: The lingering problem of treatment resisters. Learning Disabilities Research and Practice, 15, 55-64. <https://www.tandfonline.com/doi/abs/10.1207/SLDRP1501>.

Umali, J. (2023). The profile of the skilled reader: An investigation into the role of reading enjoyment and student characteristics. International Journal of Educational Research.

Viray, E. (2023). Improving the reading performance of grade 3 learners using multimodal reading instruction (school level). Aplaya Elementary School. International Journal Of Research And Innovation In Social Science (Ijriiss). <https://www.academia.edu/104774838/Improving>.

Vygotsky, L. (1978). Mind in Society. The Development of Higher Psychological Processes. Cambridge, Harvard University Press, 15 Oct. 1978.

Wasik, B. A., & Slavin, R. E. (2023). Preventing early reading failure with one-on-one tutoring: A review of five programs.

Waugh, R., & Waugh, D. (2022). Integrating children's literature in the classroom: Insights for the primary and early years educator. McGraw-Hill Education.

Webb, L.D., Metha, A. & Jordan, K. (2020). Foundations of American Education, Prentice Hall, 2000.

Westwood, P. (2018). What teachers need to know about reading and writing difficulties. Australia: ACER.

Wiseman, E. (2023). No time for reading, addicted to scrolling: The relationship between smartphone addiction and reading attitudes of Turkish youth. Intermedia International E-journal, 4(7), 290-302. doi: 10.21645/intermedia.2017.37.

Zandstra, B. (2024). Factors affecting the difficulty of reading comprehension items for successful and unsuccessful readers. The Journal of Experimental Education, 56(2), 67-76. doi:10.1080/00220973.1988.10806468

## Affiliations and Corresponding Information

**Mafaith Succor A. Zapanta**

Department of Education  
Iligan City – Philippines

**Vilma H. Arazo, EdD.**

St. Peter's College – Philippines