

School Reading Intervention Program and Reading Ability of Learners

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Abstract

This study evaluated the impact of the School Reading Intervention Program (SRIP) on the reading abilities of Grade 5 learners at Siruma Central School, Siruma District, during the 2023-2024 school year. Employing a descriptive-comparative and Research and Development (R&D) methodology, the research involved 70 respondents, consisting of 55 Grade 5 learners and 15 validators. Data were collected using teacher-made tests and evaluation sheets, and analyzed via Mean, Standard Deviation, Proficiency Level, Pearson Product-Moment Correlation, and T-test. Findings revealed that pre-test results fell under the Did Not Meet Expectations (DNME) category, indicating that standards were not initially attained. The developed SRIP was validated as highly aligned with curriculum competencies and effectively targeted the intended audience. Post-intervention results showed a significant difference between pre-test and post-test scores in word recognition, sentence reading, and reading comprehension. The study concluded that the SRIP had a large effect on improving the reading proficiency of the experimental group. While the control group showed only a small effect in word recognition and comprehension, the intervention group demonstrated substantial growth across all domains. Overall, the program proved to be a statistically significant tool in enhancing foundational literacy. Despite the persistent challenge of reaching full proficiency levels, the SRIP is a validated intervention that effectively narrows the achievement gap for Grade 5 learners.

Keywords: Reading Ability, Intervention Program, Learners

1. INTRODUCTION

Students' reading skills are a fundamental aspect of the learning process of every child. As children enter formal education, their ability to read sets the basis for a lot of competencies they must possess to progress as they grow older. However, due to a number of reasons, children do not develop the appropriate competency for their level. The need for an intervention is essential. There was the need to craft learning tool appropriately to deliver effective learning materials that they can use both in classroom and even bring at home. Therefore, early development interventions must be an essential first step.

SDG 4 which is one of the 17 goals established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. SDG 4 focuses on quality education. Its primary aim is to ensure



that all people, regardless of background, have access to education and lifelong learning opportunities. The goal has several specific targets, including. Ensuring free, equitable, and quality primary and secondary education for all. Improving access to affordable and quality technical, vocational, and higher education. Eliminating gender disparities in education. Ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy (The Global Goal, 2025).

Two international assessments were performed to examine each country's performance in reading competency– the Progress in International Reading Literacy Study (PIRLS) which determines the performance of the 4th-grade students, and the Program for International Student Assessment (PISA) which notes the performance of 15-year-old (Shea & Ceprano, 2019). In 2009 alone, about 19.6 percent of PISA takers across 27 EU Countries scored low in reading. The United Nations International Children's Emergency Fund (UNICEF) had noted that only more than half of ten-year-old children in low and middle-income countries can read simple texts well. After the pandemic, it was noted to have ballooned to 70 percent.

In the study between self-esteem and secondary school students' academic performance by Bhagat (2017), respondents studying in government and private schools show a positive but not significant relationship found between negative self-males and females with their academic performance. Self – efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any tasks given could be accomplished through a person's capabilities.

In a different local study by Alvarez and Atienza, it was found that this problem presents itself in both English and Filipino reading. The study also concludes that the main cause of this is the clear lack of quality reading instructional materials, literacy programs, and interventions (Alvarez & Atienza, 2017).

Moreover, Kelleher (2020), a senior writer and editor at Education Post, stated that parents must also play their part for these intervention programs or tactics to fully take effect. Parents may do things as simple as encouraging their children to read and watching over them as they read to establish a reading habit. She also mentions that parents reading aloud to children or having children read aloud to parents may help parents correct pronunciation or grammatical mistakes easily and more efficiently than their instructors can.

The assessment administered to Grade 5 learners in Siruma Central School, Siruma District revealed that learners lacked the essential competencies for their level. Mastery of the subject is sometimes missed because the emphasis is mostly on helping learners improved numeracy and reading skills. This situation encountered by teachers and students inspired the researchers to perform the current study. Recognizing this need, the researcher aimed to assess learners' reading abilities and determine the validity of reading intervention program. It was this idea that brought the researcher to the study.

Research Questions

This study analyzed the effects of the Reading Intervention Program on the reading abilities of Grade 5 learners of Siruma District, School Year 2024-2025.

1. To determine the reading ability of the grade 5 learners in terms of: Word Recognition, Sentence Reading; and Reading Comprehension.
2. To develop a Reading Intervention Program for Grade 5 learners based on the reading ability pre-test.
3. To identify the level of reading proficiency of the experimental and control groups after using the reading intervention program.
4. To determine a significant difference in the learners' reading performance before and after using the reading intervention program.
5. To assess the reading intervention program in improving the reading proficiency of grade 5 learners.

2. LITERATURE REVIEW

School Reading Intervention and Reading Ability

Children who come from lower socioeconomic backgrounds are often having reduced access to literary resources, or even basic education, that affects their development of reading abilities entirely. Another one would be the educational setting available to them. Countries who have a well-established educational setting with access to good literary resources, reading programs, interventions, and effective reading instructional materials produce better outcomes in their students' reading proficiency (National Institute of Child Health and Human Development, 2020).

Research has indicated that a large percentage of primary-grade students who struggle in reading have not achieved full competency in the foundational reading competencies (word recognition and fluency in letter naming and sounding). More on intensive instruction of the foundational competencies should be done and a simple lesson approach should be prepared to help improve the reading outcomes of students who struggle (Rasinski, 2017).

The United Nations International Children's Emergency Fund (UNICEF) noted that more than half of ten-year-old children belonging to low and middle-income countries can only read simple texts. After the pandemic, it was noted to have reached 70 percent. Learning poverty in the Philippines, according to the World Bank, has been at 69.5 percent in 2019. This percentage has just gotten higher since the pandemic hit – hitting a score of more than 85 percent. As such, the development of reading competency in the students of the Philippines becomes highly prioritized (De Vera, 2022).

Estremera, et al. (2018) revealed that there were 5% or 125% out of 2503 pupils on the frustration level of comprehension, 30% were on instructional, and only 302 or 12% were classified as independent readers. In oral reading, 71% or 1789 out of 2503 fell on frustration level, 594 turned out instructional readers while the remaining percentages were categorized as independent readers. This is only 5% or 120 of the pupils tested. Further, it revealed that there were factors affecting the reading comprehension of the pupils.

In line with the study of Casin (2021), children learn to use symbols, combine their oral language, print, and pictures, play into a transparent mixed medium and create and communicate meanings in various ways. Young learners begin to read words, process letter-sound relations and obtain substantial

knowledge of the alphabetic system from their primary skills, experiences, and interactions with adults. As they continuously learn, pupils increasingly consolidate this information into patterns that allow automaticity and reading fluency.

According to Hawthorne (2021) using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area; they can also see the demonstrable impact of their practice and share it with the child and their parents. Challenging behavior in the classroom is one of the greatest barriers to learning. Behavioral interventions can help to address low-level behavior; and, as a result, build relationships in the classroom, therefore improving the teaching and learning experience for the teacher and pupils.

Moreover, teachers use this reading strategy primarily to increase the fluency on their pupils. Repeated reading benefits whose reading is accurate but choppy by helping them develop automaticity or the ability to read quickly and accurately. With this automaticity comes increased comprehension and higher success in reading in general as Cox (2019) stated.

Case, et. al (2023) designed to validate a short-term supplemental reading intervention for at-risk first-grade children. Although substantial research on long-term supplemental reading interventions exists, less is known about short-term interventions. Analyses of pre- and posttest data and growth measures suggest that short-term supplemental reading intervention had a significant effect on children's reading skills; however, effects were not consistent across measures. Parent and teacher ratings moderated significant effects.

A relevant study was also conducted by Marasigan (2019) which revealed that the developed and validated self-instructional material in her investigation seemed to yield better learning output than the usual lecture instruction since the use of material improved the performance of the students, facilitated their interest, and developed in the students a more favorable attitude towards mathematics.

According to Llego (2022), one popular intervention strategy is called individualized reading instruction (IRI). This approach involves providing students with targeted instruction that is specifically tailored to their needs. IRI can be very effective for students struggling with reading and help them quickly improve their skills. Reading Intervention Strategies can be very beneficial for struggling readers. It is important to find the right approach for each individual student, and then provide lots of support to help them improve. Teachers and parents should work together to choose an intervention strategy that works best, and then continue to offer encouragement as the student makes progress.

3. RESEARCH METHODOLOGY

Research Design

This study used a descriptive-comparative research and development method to answer to the research questions. The descriptive method was used to determine the level of the reading performance of the Grade 5 learners along word recognition, sentence reading and comprehension through a pre-test and post-test. Moreover, the comparative method was utilized to determine the significant difference of the learners' reading performance along Word Recognition, Sentence Reading, and Reading Comprehension

before and after using the Fifth Grade Reading Intervention Program both in experimental and controlled group. A similar descriptive-comparative design was implemented in studies investigating the effect on the phonemic awareness of kindergarten pupils using the Kindergarten Developmental Sheets (KIDS) on the reading ability of young learners before and after implementing the intervention (Reñon, 2024).

Respondent /Participants

The respondents of the study were the grade 5 learners enrolled in Siruma Central School, Siruma, Camarines Sur. The researcher invited fifteen validators composed of grade 5 teachers from Siruma Central School, 5 master teachers from different schools within Siruma District, and another 5 English teachers from Tinambac North District. A total of 55 grade 5 pupils served as the respondents of the study.

Distribution of Respondents

Respondents	Number of respondents	Percentage
Teachers	15	21.43%
Learners	29 (Experimental)	41.43%
	26 (Controlled)	37.14%
Total	70	100.00%

Instruments of the Study

Teacher-made Reading Test. This study used two (2) data-gathering tools, such as the teacher-made reading assessment to assess the reading ability of the learners and the validation sheet for the reading intervention program validation. The teacher-made reading test is composed of 45 items.

Evaluation Checklist. A validation sheet was used to determine the validity of the Reading Intervention Program focused on the three (3) aspects such as Face validity, Content validity, and Construct validity. All the three (3) aspects had five (5) indicators each with a total of 15 indicators for the validation of materials. A 5-point likert scale was used to measure the validity of the intervention where 5 means highly valid, 4- moderately valid, 3- fairly valid, 2- less valid and 1 for least valid.

Procedure

The researcher then administers the pre-test that was designed based on the existing learning problem, which is the low reading ability level of the learners in a specific area in terms of reading ability abilities before the intervention. All the pre-test records from grade 5 learners and evaluation checklists from the teacher evaluators were then collected and organized for data analysis and interpretation. After the

request to conduct the study was approved, the researcher personally explained and distributed the questionnaire to the teacher handling grade 5 pupils and advised their students to answer the pre-assessment test truthfully and guarantee them of the confidentiality of their data. Finally, after the experimentation period, identical assessment tool was used during the pre-test was given during the post-test. The gathered data were tallied, tabulated, organized, analyzed, and interpreted according to the assigned statistical treatment and computations. The results from the post-test served as primary measure for evaluating the effectiveness of the contextualized reading intervention program.

Data Analysis

The data gathered on the pupils' performance and validation results were subjected to statistical treatment. The following statistical tools were used in the analysis of data: Mean, Proficiency Level Metrics, Standard Deviation, Weighted Mean, Pearson Product Moment of Correlations Coefficient, Pearson Product Moment of Correlations Coefficient, T-test and ADDIE Model.

Ethical Considerations

The investigation was conducted with full attention to ethical norms at all stages of the research procedure. The researcher followed all established principles of ethics to protect the rights, dignity, and well-being of all participants, particularly grade 5 students and instructors. To protect confidentiality and anonymity, all identifying information was removed from data records and reports. To safeguard the participants' identities as well as confidential information, codes and anonymous identities were used instead of actual names.

4. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the data gathered on the level of reading ability and on the Reading Intervention Program for Grade 5 learners. The presentation of the data follows the sequence of the statement of the problem.

Level of Reading Ability of the Grade 5 Learners before using the Intervention in the Experimental Group

The study assessed the learners' level of reading ability of Grade 5 learners of Siruma Central School. The reading ability was evaluated, focusing on the three competencies. Presented in Table 2 is the reading ability of the Grade 5 learners under the experimental group in terms of word recognition, vocabulary, and reading comprehension. Table 2 displays the learners' level of reading ability in these areas before conducting the intervention. The Grade 5 pupils are expected to demonstrate ability in identifying, reading, and analyzing the meaning attached to the word. This involves the capacity to detect and comprehend words rapidly and precisely, which is necessary for fluent reading.

Word Recognition. Table 4 reflects the result of the word recognition ability of the grade 5 learners. As shown, it has a mean score of 3.03, standard deviation of 2.33 and performance level of 30.34% and

considered as “Did not meet expectations”. The results indicate that learners did not meet the expected level of performance in word recognition.

This reveals that learners have difficulties in decoding of words, applying word meaning within the context, understanding vocabulary which leads to negative effect on reading fluency and comprehension skills of the learners within the subjects’ areas.

Table 2

Reading Ability of the Grade 5 Learners

Experimental	NI	Mean	SD	PL	Int
Sentence Reading	15	6.90	2.89	45.98	DNME
Word Recognition	10	3.03	2.33	30.34	DNME
Reading Comprehension	20	4.14	2.76	20.69	DNME
Total/Average	45	14.07	3.13	31.26	DNME

Note. M=mean; SD = standard deviation; PL = performance level. Interpretation values are based on the following ranges: 90-100 = Outstanding (O); 85-89 = Very Satisfactory (VS); 80-84 = Satisfactory (S); 75-79 = Fairly Satisfactory (FS); Below 74 = Did Not Meet Expectation (DNME).

The findings imply that most of grade 5 learners are struggling learners and possessed low mastery of the basic fundamental skill in reading. It demonstrates that the lack of mastery of the learner’s low performance in identifying and recognizing words in detecting families of words employed as sight words is crucial in learners’ progress. This difficulty can affect the learner’s ability to read smoothly and effectively comprehend the passage in the text, emphasizing the need to focus on enhancing the foundational word recognition skills by giving concrete interventions.

The result confirms the study of De Vera (2022) , he stated that the United Nations International Children's Emergency Fund (UNICEF) noted that more than half of ten-year-old children belonging to low and middle-income countries can only read simple texts. After the pandemic, it was noted to have reached 70 percent. Learning poverty in the Philippines, according to the World Bank, has been at 69.5 percent in 2019. This percentage has just gotten higher since the pandemic hit – hitting a score of more than 85 percent. As such, the development of reading competency in the students of the Philippines becomes highly prioritized.

Sentence Reading. The findings revealed that sentence reading ranked first with a mean score of 6.90 and a standard deviation of 2.39, and the computed sentence reading level was 45.98%, which was considered as “Did not meeting expectations”. These results in sentence reading of experimental group

showed very low performance suggesting that learners lacked the skill in reading fluently and accurately.

The findings imply that the grade 5 learners' weak performance level in sentence reading hinders the overall reading ability in fluency, vocabulary and even comprehension skills. In addition, the need for differentiated support is highly needed to widen learners' ability in reading sentences and ability in constructing meaning from the passages. Therefore, teachers shall deepen the giving of interventions such as practice oral reading and repeated reading with comprehension to help learners develop fluency and ultimately improve overall reading performance.

In line with the study of Casin (2021), children learn to use symbols, combine their oral language, print, and pictures, play into a transparent mixed medium and create and communicate meanings in various ways. Young learners begin to read words, process letter-sound relations and obtain substantial knowledge of the alphabetic system from their primary skills, experiences, and interactions with adults. As they continuously learn, pupils increasingly consolidate this information into patterns that allow automaticity and reading fluency. Consequently, reading acquisition is conceptualized as a developmental continuum rather than all-or-nothing phenomenon. Teaching beginning reading would be practical using various reading approaches that are suited to the five pillars of reading that include, phonemic awareness, phonemic knowledge, reading fluency, vocabulary, and comprehension.

Reading Comprehension. Reading with comprehension is one of the most important competencies to be developed at the primary stage. Table 2 displayed the result of the 20-item test given to the Grade 5 learners to determine their ability in reading comprehension. As seen in the table, it has a mean score of 4.14 with a performance level of 20.69 which was described as "Did Not Meet Expectations" or "failed". The standard deviation of 2.76 was considered low which indicated that the learners' scores were close to the mean.

Based on the mean score the numbers of corresponding items that the learners answered was a little bit small which shows a weak comprehension skills of the learners. It indicates a very low performance of understanding the content of the text. It shows that learners struggle not just in decoding the words but with having a meaningful connection from the text. The variation of scores reflects the widespread of reading difficulties and the challenges vary among learners. It highlights the immediate need for an intervention not just to improve their reading comprehension skill but to increase the development of higher order thinking skills of the learners.

The result is supported by the study of Gomez (2017) entitled Reading Comprehension Performance of the Grade 4 Pupils through the Sa Aklat Sisikat Reading Program Schoolyear 2004-2005, it was concluded that the Grade 4 pupils of Naga Central School II, Naga City Division had low reading comprehension levels before the pupils were exposed to the SAS Reading Program. On the other hand, after exposure to the SAS Reading Program, it was concluded that it is an effective tool to develop the reading comprehension skills of the pupils.

Level of Reading Ability of the Grade 5 Learners before using the Intervention in the Controlled Group

The Grade 5 pupils are expected to increase reading fluency, comprehension, and confidence as part of the literacy enhancement. Strengthening the fluency of the learners will allow learners to read with confidence and precision, to better understand the text. It helps students quickly recognize and understand words, lowering cognitive load and allowing them to focus on meaning rather than decoding, resulting in improved overall literacy development.

Word Recognition. Table 3 reveals the findings on word recognition. The respondents had a mean of 10.54 and a standard deviation of 2.61. The calculated reading ability level was 70.26%, which was interpreted as “Did not meet expectation” or failed. This demonstrates that the learners' reading ability in recognizing words must be improved. The ability to read and identify word families or sight words was below level.

Table 3

Reading Ability of the Grade 5 Learners

Controlled	NI	Mean	SD	PL	Int
Sentence Reading	10	7.88	1.60	78.85	DNME
Word Recognition	15	10.54	2.61	70.26	DNME
Reading Comprehension	20	11.00	3.34	55.00	DNME
Total/Average	45	29.42	2.95	65.38	DNME

Note. M=mean; SD = standard deviation; PL = performance level. Interpretation values are based on the following ranges: 90-100 = Outstanding (O); 85-59 = Very Satisfactory (VS); 80-84 = Satisfactory (S); 75-79 = Fairly Satisfactory (FS); Below 74 = Did Not Meet Expectation (DNME).

It emphasizes that learners have minimal experience with different word recognition tasks. Students must improve the reading abilities to detect and manipulate sounds in words. This can help with automatic recognition and increase exposure to commonly used terms. It promotes reading in meaningful circumstances to improve word recall using drills, flashcards, and repeated reading exercises. The low level of performance reveals that learners have inadequate experience to varied and organized word recognition exercises. These difficulties in distinguishing and manipulating sounds within words refers to inadequate phonological awareness, which is needed for automatic word identification.

This implies that learners lack proficiency and reading accuracy in word recognition. This weakness affects learners' ability to read smoothly and may significantly influence the way they comprehend and

overall reading development. It is thus suggested that the fact learners do not have adequate control of word families and sight words may render unable to recognize words by context during reading. The results also imply that learners have difficulty to recall and acquire language competently, increasing cognitive load in reading and slowing down development of advanced reading skills.

Chi (2023) shared that in the Philippines, at least nine out of 10 children aged 10 struggle to read and write simple text, according to the World Bank's latest statistics on learning poverty in 2021. The country also ranked lowest among 79 countries that participated in a 2018 international reading literacy assessment. In January, Education Secretary Sara Duterte, acknowledged the severity of the country's growing number of frustrated readers in the department's first Basic Education Report. Likewise, teachers and other local education officials have highlighted how students' inability to grasp complex material affects their performance in almost every other subject area, like history and the social sciences. To address illiteracy, the report recommended that governments around the world implement adult and parental literacy programs.

Similarly, Ludewig, et al., (2022) showed a substantial decline in mean reading achievement. The decline corresponds to one-third of a year of learning, even after controlling for changes in student composition. There are no statistically significant changes in achievement gaps between student subgroups, despite numerical tendencies toward a widening of achievement gaps between students with and without immigration background. It is likely that this sharp achievement decline was related to the pandemic. The findings were discussed in terms of further research needs, practical implications for educating current student cohorts, and educational policy decisions regarding actions in educational crises.

This study was supported by Vygotsky; scaffolding helps learners achieve independence as a tool for growth. Vygotsky stated that working in collaboration with skilled instructor or more well-structured environment among peers and guidance from adults. Therefore, if the level of support given to the struggling readers is too low the deep processing of an information cannot take place. Knowledgeable peers help students make connections between concepts. As a learner grow within their zone of proximal development (ZPD) and become more confident and practice new tasks with the social support that surrounds them. Vygotsky maintains that learning occurs through purposeful and meaningful interactions among others. Therefore, the Scaffolding theory asserted that learning takes place when the child interacts with peers and adults. Through the structure that the scaffolding theory provided, students spend less time searching and have more time in learning and discovering resulting to quicker learning development of a child.

Sentence Reading. Table 3 indicates that the learners in grade 5 scored in sentence reading with a mean of 7.88 and standard deviation of 1.60, and the computed sentence reading level was 78.85%, which was considered as did not meet expectations (DNME). The results demonstrate that most respondents did not meet the expected level for sentence reading. This suggests that the students had difficulty identifying the sentence readings which they were familiar with since the respondents performed poorly in sentence reading and understanding the content. It can be concluded that the students' sentence reading ability is inadequate for figuring out effectively.

The standard deviation indicates that the learners are relatively comparative in terms of the understanding of the story presented, displaying that they demonstrate a comparable level of comprehending in reading comprehension skills. This similarity reveals that the learners mostly complete the same level of comprehension, with slight difference in scores. However, results denote that learners experience trouble in performing the tasks individually. This further analysis has a need for direction and designed comprehension instruction to increase the level of understanding and process texts efficiently.

These results inferred that although learners are making progress in sentence reading, the skills remain insufficient to fully meet grade-level expectations. It can be inferred that learners demonstrate limited knowledge of sentence structure and meaning but had difficulty in sentences confidently, precisely, and vividly. These may limit the overall reading efficiently and academic performance in applying vocabulary knowledge within sentences and maintaining comprehension during continuous reading. Furthermore, it implies utilizing word know within sentences and continuing comprehension during constant reading activities.

The result confirms the study of Hawthorne (2021) using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area; they can also see the demonstrable impact of their practice and share it with the child and their parents. Challenging behavior in the classroom is one of the greatest barriers to learning. Behavioral interventions can help to address low-level behaviour; and, as a result, build relationships in the classroom, therefore improving the teaching and learning experience for the teacher and pupils. Classroom interventions can take on a variety of shapes. Perhaps some kids are having trouble understanding a certain idea. Before going on to the next lesson, the teaching assistant may choose to spend some time helping those specific kids solidify their understanding of form. To further enhance and fortify students' comprehension of a poet's methods and language use, a collaborative intervention might also be conducted in the classroom. Any learning problems can be stopped before they become more significant obstacles to education by a teacher's ability to spot early areas of need in the classroom.

Reading Comprehension. Based on the data presented in Table 3, the learners obtained a mean score of 11.00, a standard deviation of 3.34, and a proficiency level of 55.00%, indicating that the results did not meet expectations. These results reveal that comprehension level of the learners were below the expected standard, proposing that most of the learners still struggled to further grasp and process the text exhibited. This section of the test measured the student's ability to read the text with understanding, concentrating on the reading comprehension level. Students must be able to effectively comprehend, interpret, and analyze texts.

These results infer that the respondents demonstrated were low in reading comprehension It can be inferred that the learners had limited reading exercises to enhance their understanding of the story. The findings further suggest that learners lack the necessary skills required for effective comprehension. Overall, this result means the performance level of learners in reading comprehension was low and must focus on the need for prepared reading interventions.

Lastly, the result is related to the study of Estremera, et al. (2018) which revealed that there were 5% or 125% out of 2503 pupils on the frustration level of comprehension, 30% were on instructional, and only 302 or 12% were classified as independent readers. In oral reading, 71% or 1789 out of 2503 fell on frustration level, 594 turned out instructional readers while the remaining percentages were categorized as independent readers. This is only 5% or 120 of the pupils tested. Further, it revealed that there were factors affecting the reading comprehension of the pupils.

Design of the Developed Reading Intervention Program Using the ADDIE Model

The development and Implementation of the Reading Intervention Program for Grade 5 Learners were guided by ADDIE Model, a systematic framework consisting five phases: Analysis, Design, Development, Implementation, and Evaluation. Each phase ensured that the learning material effectively supported the reading abilities of grade 5 learners of Siruma Central School.

Analysis Phase. In this phase, the reading ability of the Grade 5 learners were assessed, identifying gaps in word recognition, sentence reading and comprehension skills. The results displayed that grade 5 learners were generally low in both experimental and controlled group falling to “Did Not Meet Expectations” category. Factors such as word recognition, sentence reading and comprehensions skills for effective reading ability skills lessons were measured to ensure that the intervention would be efficient and designed successfully.

Design Phase. The developed Reading Intervention Program for Grade 5 Learners was patterned from Robert Gagne’s Nine Levels of Instruction which emphasized the simple-complex design of instruction of learning contents. It followed the basic design comprising the following parts: objectives, content, activities and assessment. This intervention program craft by the researcher aims to improve the reading ability of the Grade 5 learners along sentence reading, word recognition and reading comprehension.

Objectives. The objectives of the reading intervention were derived from the Most Essential Learning Competencies (MELCs) mandated by the Department of Education. These competencies guided the identification of learners’ needs in reading, particularly in word recognition, sentence fluency, and comprehension of key story elements such as characters, settings, and events. Based on the identified needs, a Reading Intervention Program for Grade 5 learners was designed as a unified set of lessons. Each lesson began with clearly defined objectives that specified the expected learning outcomes aligned with the MELCs. Instructional materials and activities were developed to address the targeted competencies. These focused on helping learners recognize and read words, phrases, and sentences; improve sentence reading fluency through repeated readings; and identify important details related to characters, settings, and events in texts. The developed lessons were implemented systematically, following the planned sequence of objectives and activities. Learners engaged in guided and repeated reading activities to strengthen their reading accuracy, fluency, and comprehension. Learners’ progress was evaluated based on their ability to meet the specified objectives, particularly in reading sentences fluently and comprehending key details in texts. The results served as the basis for determining the effectiveness of the reading intervention program.

Content. The content of the reading intervention lessons was planned based on the learners' level and reading needs. Emphasis was placed on presenting only the essential concepts to support comprehension and avoid cognitive overload. Each lesson was designed to include a short discussion of the topic under the content section. The discussion was limited to three to five sentences to ensure clarity, focus, and ease of understanding for the target learners. The content was developed using simple, direct, and age-appropriate language. Concepts were presented in a clear and organized manner to ensure readability and to help learners easily grasp the main ideas of the lesson. During implementation, the concise content guided learners through the lesson efficiently. The straightforward presentation allowed learners to focus on key concepts without unnecessary distractions. The effectiveness of the content was evaluated based on learners' comprehension and engagement. Readability and clarity were assessed to determine whether the content successfully supported the intended learning objectives.

Activities. The assessment component of the reading intervention was planned to support continuous monitoring of learners' progress. Emphasis was placed on formative assessment to provide timely feedback and to enhance learners' understanding of the subject matter. Each topic was designed to include three sets of activities, namely Activity 1, Activity 2, and Activity 3. These activities were arranged in increasing levels of difficulty to gradually develop learners' skills within each unit. The activities were developed as formative assessments in nature, incorporating interactive tasks that allowed learners to demonstrate their understanding during the learning process. These activities were intended to elicit evidence of learning that could be used to improve instruction and support learners' development toward self-directed learning, consistent with the principles of formative assessment. During implementation, learners actively engaged in the activities as part of the lesson. The interactive nature of the tasks helped reinforce and enrich learners' skills in learning the subject matter while allowing teachers to provide immediate feedback. The effectiveness of the activities was evaluated based on learners' performance and participation. Evidence gathered from the formative assessments was used to determine learners' progress and the extent to which the activities supported the achievement of the intended learning outcomes.

Assessment. The need for a summative assessment was identified to determine the extent of learners' mastery of the reading skills after the completion of each unit. This assessment aimed to measure how much learners had learned and to identify their levels of understanding, strengths, and weaknesses. The summative assessment was designed to evaluate learners' performance at the end of the unit or course. It focused on collecting data that would provide clear evidence of learners' reading proficiency and areas that require further improvement. Assessment tools were developed to measure reading skills comprehensively. These included an actual reading test, a table-completion task based on the number of words read per minute, and a fill-in-the-blanks activity to assess comprehension and word recognition. The summative assessment was administered after the completion of the unit or course. Learners completed the reading test and written tasks under guided conditions to ensure accurate measurement of their learning outcomes.

Results from the summative assessment were analyzed to determine learners' overall reading performance. The data gathered were used to assess learners' understanding, identify strengths and weaknesses, and inform necessary instructional improvements.

Overall Design Evaluation. The overall design evaluation of the Reading Intervention Program discovered effective validity. Though the overall results did not meet expectations yet there is a significant effect on the reading abilities of the grade 5 learners across the design aspects: objectives, activities, content, and assessment. Results indicates that the Reading Intervention Program was helpful and well-organized directions tool that aligns with Gagne’s instructional design principles, with a clear instruction, motivating and developmentally suitable source for nurturing effective literacy skills among the grade 5 learners.

Development Phase. In this phase, the intervention or instructional materials were completed based on the results of the evaluation and the suggestion given by the 15 teachers who evaluated the material. The effectiveness of the content was evaluated based on learners’ comprehension and engagement. Learning activities were intended to elicit evidence of learning that could be used to improve instruction and support learners’ development toward self-directed learning. Assessment tool was developed to measure reading skills comprehensively. These included actual reading test, table completion task based the number of words read per minute, and a fill in the blanks activity to assess comprehension and word recognition. The data gather was used to assess learners’ understanding, identify strength and weaknesses, and inform necessary instructional improvements.

Implementation Phase. The Reading Intervention Program for Grade 5 Learners was introduced to all target learners. Content and activities were implemented following the Gagne’s Nine Events of Instruction, ensuring that the activities will bring the support needed to improve their reading abilities.

Evaluation Phase. The overall evaluation of the Reading Intervention Program for Grade 5 Learners along with face, content and construct validation received high validity scores. The results confirms that it follows sequential order and relevant to provide opportunities for skill development. As reflected in the academic performance before and after utilization of the instruction, there is a large effect between the pre and post-test results in word recognition, sentence reading and reading comprehension for both experimental and control group.

Parejo, et al. (2023) presented research on reading promotion in socially disadvantaged contexts. The aim of this work was to adapt and validate a questionnaire on reading habits and preferences that is suitable for pupils in the first cycle of primary education who are at risk of social exclusion. To this end, a mixed qualitative and quantitative methodology was used to analyse the content validity and the construct validity, which obtained, as a result, a high correlation between the variables, an appropriate factor analysis, a high overall reliability of the instrument and, in general, an adequate model to correctly explain the data of the proposed structure. It was concluded that the 22-item questionnaire divided into five factors will be appropriate for determining the reading habits and tastes of disadvantaged pupils, as well as the influence of families and schools in the task of encouraging reading.

Dantic (2023) used descriptive - developmental education research design. Findings revealed the following: the level of competency of the students were satisfactory before the development of the material; the developed instructional material was a module entitled Solar: Module for Astronomy. It was composed of different parts. It contains 19 congruent worksheets; the instructional material was perceived as Very Useful.; and the instructional material was perceived as Not Difficult to utilize.

The study was supported by the theory of Robert Gagne cited by Bouchrika (2024) supported the development of the Remedial Intervention. Gagné theorized that an effective learning process consists of nine separate and distinct steps or events. These events build naturally upon each other and improve the communication supporting the learning process. The events facilitate learner engagement as well as retention of the content being presented. The Events of Instruction consists of the following: Event one: Gain attention, inform learners of objective, stimulate recall of prior learning, present the stimulus material, provide learner guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer. It is with these events that Gagne’s theory had been found relevant in the study.

Level of Reading Ability of Grade 5 Learners after using the Reading Intervention Program in Experimental group

The reading intervention program was introduced to the Grade 5 learners on September-November 2023 with the aim to increase the literacy performance. Four months have been consumed to complete the reading intervention. The 3-unit reading intervention was intended to increase the literacy focused on word recognition, sentence reading and reading comprehension. The post-test result determined the success of the tool.

Word Recognition. The post-test result shown in Table 4 revealed that among the three competencies, word recognition ranked first with a mean score of 8.58, with a standard deviation 1.50 with performance rating of 85.77% which regarded as “Very satisfactory”. It shows an increase of 15.51% in word recognition after the 3-month implementation using the reading intervention program.

The learners’ very satisfactory performance in word recognition in experimental group can be inferred to have developed a strong impact to their ability to read words with accuracy. However, even it showed good impact, continued practice at home and additional reading reinforcement or classroom based interactive strategies such as visual aids, manipulatives may have supported the mastery. Therefore, it is deemed necessary to enhance and sustain their ability to surpass more complicated task in reading.

Table 4

Reading Ability of the Grade 5 Learners after Using the Intervention

Experimental	NI	Mean	SD	PL	Int
Word Recognition	10	8.58	1.50	85.77	VS
Sentence Reading	15	12.73	2.01	84.87	VS
Reading Comprehension	20	12.35	3.90	61.73	DNME
Total/Average	45	33.65	3.27	74.79	DNME

Note. M=mean; SD = standard deviation; PL = performance level. Interpretation values are based on the following ranges: 90-100 = Outstanding (O); 85-89 = Very Satisfactory (VS); 80-84 = Satisfactory (S); 75-79 = Fairly Satisfactory (FS); Below 74 = Did Not Meet Expectation (DNME).

This confirms the study that two international assessments were performed to examine each country's performance in reading competency– the Progress in International Reading Literacy Study (PIRLS) which determines the performance of the 4th-grade students, and the Program for International Student Assessment (PISA) which notes the performance of 15-year-old (Shea & Ceprano, 2017). In 2009 alone, about 19.6 percent of PISA takers across 27 EU Countries scored low in reading. The United Nations International Children's Emergency Fund (UNICEF) had noted that only more than half of ten-year-old children in low and middle-income countries can read simple texts well. After the pandemic, it was noted to have ballooned to 70 percent.

Sentence Reading. The result of sentence reading during the post-test in experimental group is shown in Table 4. It has a mean score of 12.73, a standard deviation of 2.01 and a performance level of 84.87. The proficiency level interpreted as “Very satisfactory” after implementing the school intervention program. These results indicate that learners are now proficient at reading and understanding sentences. The learners generally capable of understanding the sentence accurately and enable to process text and can comprehend ideas read in the text.

Overall, learners presented an effective intellectual capacity of the initiatives delivered in the content, displaying a significant progress in the reading skills and cognitive understanding. The results reveal that the learners developed more competently in understanding and reading the sentence after using the intervention presented. The learners shown the ability to decode sentences precisely, word recognition, upgrading in pronunciation and reading fluency, which allowed learners to extract meaning after the sentences read. The high-performance level suggests that the reading intervention program is effective in improving their ability to read sentences smoothly and with comprehension.

Likewise, Iheakanwa (2021) investigated the reading ability, study habits and students' academic performance. The results indicate that a significant relationship exist between reading ability and students' performance, study habit and student's performance; no significant statistical relationship exist between sex and students' performance. It was suggested that students' reading interest be strengthened by providing and equipping school libraries; reading should be given adequate attention in classroom activity and not left to students' choice or discretion.

Reading Comprehension. The increase in performance of the Grade 5 learners in Siruma Central School in reading comprehension after using the school intervention program is presented in Table 4. To specify, it has a mean score of 12.35, standard deviation of 3.90 and with a performance level of 61.73 described as “Did not meet expectations”. Reading comprehension remains the weakest area for the learners which needs further support to improve the level of performance.

Overall, these figures indicate that learners performed well in reading skills with an average performance of 74.79% and described as did not meet expectations. This is significantly higher than the 65.38% performance level also of controlled group during their pre-test. In general, it has a mean score of 33.65, standard deviation of 3.27, a performance level of 74.79. Its greatest achievement shows that

after three months of using the reading intervention program, the learners' level of performance in word recognition and sentence reading are very satisfactory. This implies that the activities in the crafted reading intervention on word recognition and sentence reading are effective to raise the level for a period of three months time frame.

This study was supported by Anggraeni et al. (2020) cited that the teacher's effort to realize the desired learning achievement was in the form of student activity sheets which can be one way and can be done to help students and facilitate students in learning. Student activity sheet that creates an effective relationship between student and teacher can increase student activity and will give impact increasing learning outcomes. Students' activity sheets served as structures, learner-centered tools designed to guide students step by step through a lesson or concept, encourage participation rather than passive learning and foster critical and independent thinking skills.

Level of Reading Ability of Grade 5 Learners after using the Reading Intervention Program in Controlled Group

The goal of the reading intervention program was to improve the literacy performance of Grade 5 students, and it was implemented from September to November 2023. To finish the reading intervention, four months were needed. Increased literacy in word recognition, sentence reading, and reading comprehension was the goal of the three-unit reading intervention. The outcome of the post-test assessed the tool's effectiveness.

Word Recognition. The post-test result in controlled group is shown in Table 5. Among the three competencies, word recognition ranked first with a mean score of 7.21, with performance rating of 72.07%. The result still regarded as "Did not meet expectations". This shows that the students were unable to recognize the words supplied to them. Although a significant increase in the score was noted, it did not meet the minimum criterion to a reasonably decent level. However, it shows an increase of 41.73% in word recognition after the 3-month intervention using the reading intervention program.

The results of the post-test in controlled group display that among the three competencies, word recognition had the highest mean score of 7.21, corresponding to a performance rating of 72.07%. regardless of being the highest score, the score was still considered as Did Not Meet expectations, which indicates that learners are struggling in recognizing the words presented accurately. This significant increase of 41.73% in word recognition after the three-month intervention period reveals that the intervention program had a positive impact on learner's capacities. Nevertheless, this progress was not appropriate to achieve a satisfactory performance level, emphasizing persistent gaps in the word recognition skills.

Table 5

Reading Ability of the Grade 5 Learners after Using the Intervention

Controlled

NI Mean SD PL Int

Word Recognition	10	7.21	1.52	72.07	VS
Sentence Reading	15	10.72	2.10	71.49	VS
Reading Comprehension	20	10.28	3.79	51.38	DNME
Total/Average	45	28.21	3.08	62.68	DNME

Note. M=mean; SD = standard deviation; PL = performance level. Interpretation values are based on the following ranges: 90-100 = Outstanding (O); 85-59 = Very Satisfactory (VS); 80-84 = Satisfactory (S); 75-79 = Fairly Satisfactory (FS); Below 74 = Did Not Meet Expectation (DNME)

The result is supported by the study of Pagcaliwagan (2019) it stated that family can be of help to motivate the child to achieve their goal to read, One should learn to read and read to learn and discover new things and widen his horizon. x Moreover, Reading Intervention material is effective through intensive reading remediation programs. Reading is so complex that it requires the synthesis of factors such as skills, abilities, experiences, and many types of knowledge. Difficulties in any of these areas can impede reading development. Among the popular approaches was the Marungko Approach in reading where letters were taught according to the most common and familiar letter for the children.

Sentence Reading. Sentence reading in this post-test refers to the ability of Grade 5 learners to read and understand sentences fluently. The result is also shown in Table 4a. The result revealed that sentence reading ranked second among the 3 competencies. It has a mean score of 10.72, a standard deviation of 2.10 and a performance level of 71.49. The proficiency level interpreted as “Did not meet expectations” after implementing the school intervention program.

This means that the grade 5 students were unable to read the sentences in the right manner. The performance suggest that learners could not utilize the proper pacing, pronunciation and reading comprehension with sentences. However, this indicates a significant increase from the pre-test scores and yet it did not meet the fairly satisfactory level in the post-test. Despite this significant increase, the post-test performance still fell short of reaching the fairly satisfactory level, showing the need for further instructional support and practice

Reading Comprehension. The increase in performance of the Grade 5 learners in Siruma Central School in reading comprehension after using the school intervention program is presented in Table 5. As seen in the table, reading comprehension has mean of 10.28, standard deviation of 3.79 and performance level of 51.38%. It also showed a 30.69% of increase after the use of the intervention.

It can be inferred that the use of the reading intervention to grade 5 learners is effective in improving the reading comprehension skill. However, it should be extended to achieve a higher percentage of progress. Training for teachers for implementing a reading intervention program is also suggested in order to have uniformity of guidelines, procedures, validated materials and reliable results for the developments after the implementation.

The summary of the learners' development in controlled group along word recognition, sentence reading and reading comprehension is seen in table 5. It has a mean score of 28.21, standard deviation of 3.08, and a performance level of 62.68. This indicates a moderate level of reading across the three areas, with word recognition being the strongest and reading comprehension being the weakest. This implies that students performed well in recognizing words and reading sentence but struggled more with comprehension. It can be inferred that an extension of implementing the intervention shall be observed and focus more on enhancing comprehension skills.

The study of Raspin, et al. (2019) confirms the finding of this study that the interventive program called ARROW can successfully help its subjects develop reading abilities. The ending results showed that children under the program made significant progress in not just their reading fluency but also their spelling skills. The authors stated that children who participated in the program demonstrated significant gains in reading fluency as well as in spelling accuracy by the end of the intervention. Additionally, it emphasized that the progress observed was not limited to isolated reading tasks but reflected broader improvements in literacy performance.

Difference in the Learners' Reading Performance Before and After Using the Reading Intervention Program

The data reveal that the intervention had a significant impact to learners on their reading performances in the three measured dimensions. Overall, the experimental group demonstrated significantly greater improvement than the control group in word recognition, sentence reading, reading comprehension, and overall reading performance. The reading performance of controlled and experimental groups before the intervention was indicated by the negative value which highlights that the two groups were not in the same pace before conducting the intervention. Furthermore, the experimental group started from a lower pre-test but statistically improved in their post-test after the intervention. Lastly, the experimental group scored significantly higher than the controlled group in the post-test. The *t* and *F* values revealed that the application of the intervention to the experimental group was effective in improving their reading performance.

The study of Davarera, et al. (2017) confirm the finding of this study that metacognitive instruction was found to be effective in increasing metacognitive awareness and was linked to small but statistically significant reading comprehension gain. They emphasized that explicit training in metacognitive strategies enabled learners to better plan, monitor, and evaluate their reading processes, which contributed to improved comprehension performance. The authors further noted that even modest gains in comprehension are educationally meaningful, particularly when they stem from structured and intentional instructional approaches.

Table 6

Difference in the Learners' Reading Performance Before and After Using the Reading Intervention Program

Dimensions		t-value	P value	Int
Word Recognition	Pre-test (C) vs Pre-test (E)	-8.74	<.001	S
	Pre-test (C) vs Post-test (C)	-1.58	.0604	NS
	Pre-test (E) vs Post-test (E)	-7.95	<.001	S
	Post-test (C) vs Post-test (E)	3.301	.0008	S
Sentence Reading	Pre-test (C) vs Pre-test (E)	-4.795	<.001	S
	Pre-test (C) vs Post-test (C)	3.331	.0008	S
	Pre-test (E) vs Post-test (E)	-5.667	<.001	S
	Post-test (C) vs Post-test (E)	3.544	.0004	S
Reading Comprehension	Pre-test (C) vs Pre-test (E)	-8.179	<.001	S
	Pre-test (C) vs Post-test (C)	1.31	<.0980	NS
	Pre-test (E) vs Post-test (E)	-6.93	<.001	S
	Post-test (C) vs Post-test (E)	1.96	.0278	S
Reading Performance	Pre-test (C) vs Pre-test (E)	-8.993	<.001	S
	Pre-test (C) vs Post-test (C)	-8.736	<.001	S
	Pre-test (E) vs Post-test (E)	2.473	.0084	S
	Post-test (C) vs Post-test (E)	3.358	.0007	S

Influence of the School Reading Intervention Program on the Reading Ability of Grade 5 Learners

The learners' performance under experimental group in word recognition, sentence reading and reading comprehension obtained a Cohen's d value equal to 2.124, 1.514, 1.851 respectively and with an overall value of 4.553 which revealed large effect between pre-test and post-test. Moreover, for the control

group, word recognition and reading comprehension obtained a Cohen’s d value equal to 0.44 6 and 0.370. The results signify small effect for word recognition and reading comprehension. On the other hand, a large effect was observed in sentence reading, with a value of 0.942.

Table 6

The extent of influence of the Reading Intervention Program to the reading ability of Grade 5 learners

Dimensions		Cohen’s d	Int
Experimental	Word Recognition	2.124443	Large Effect
	Sentence Reading	1.514448	Large Effect
	Reading Comprehension	1.851757	Large Effect
	Overall	4.553798	Large Effect
Control	Word Recognition	0.446525	Small Effect
	Sentence Reading	0.942113	Large Effect
	Reading Comprehension	0.370655	Small Effect
	Overall	1.358324	Large Effect

Note: $d = 0.20$ indicates a small effect; $d = 0.50$ indicates a medium effect and; $d = 0.80$ indicates a large effect Overall, the control group obtained a value of 1.358 which signify a large effect. It can be analyzed that experimental group obtained very high cohen’s d value in word recognition, sentence reading and reading comprehension, all interpreted with large effects. These results suggest that the School Intervention Program for grade 5 learners significantly enhanced learners’ decoding fluency and comprehension skills compared to what is achieved in the regular classroom instruction. However, since 2 aspects in the controlled group have shown small effect, this means that an extension of the program is contributory and relevant. It can also suggest even in a form of home tasks with the help of the parents and family members to gain a large effect in the remaining aspects.

The study of Davarera, et al. (2017) confirm the finding of this study that metacognitive and was linked to small but statistically significant reading comprehension gain. Similarly, the study of Case, et al. (2023) did not confirm the finding of this study that short-term supplemental reading intervention had a significant effect on children’s reading skills; however, effects were not consistent across measures.

5. CONCLUSION

The overall performance of Grade 5 learners’ reading ability in word recognition, sentence reading, and reading comprehension did not meet expectation. After using the School Reading Intervention Program, learners in the experimental group improved in word recognition and sentence reading with very

satisfactory results, whereas reading comprehension improved but did not meet expectations. The post-test classifies the Grade 5 learners' performance revealed in the overall results in the reading skill test of the two groups regarded as did not meet expectations signifying that the standards have not attained.

The experimental and control groups' pre-test and post-test outcomes in word recognition, sentence reading, and reading comprehension differ significantly. The overall reading performance showed a considerable improvement after implementing the school reading intervention program. There is a large effect between the pre-test and the post-test results in word recognition, sentence reading, and reading comprehension of the experimental group. It has small effect for control group in word recognition and reading comprehension but with large effect to sentence reading. Overall, both regarded with large effect after using the school reading intervention program.

Appendices

Appendix A

Permit to Undertake the Study

Letter to the Public School District Supervisor



NAGA COLLEGE FOUNDATION
City of Naga
GRADUATE STUDIES



September 5, 2024

AGAPITO S. TOGÑI JR.
Public School District Supervisor
Siruma District

Sir:

Good day!

The undersigned is a Graduate student of Naga College Foundation, Inc. and currently pursuing her thesis entitled **School Reading Intervention Program: It's Effect on the Academic Performance of Grade 5 Learners**. All Grade 5 pupils in Siruma Central School for the school year 2024-2025 will be the respondents of the study.

In this regard, the undersigned is asking for your consent to conduct a pre/post assessment to determine the reading ability level of grade 5 pupils. The result of this study will be the basis of crafting reading intervention program as the main output of the research.

As in any academic-based, confidentiality is highly applied and will be used only for the purpose of the research. Thank you very much in advance for any positive response to this request.

Respectfully ours,

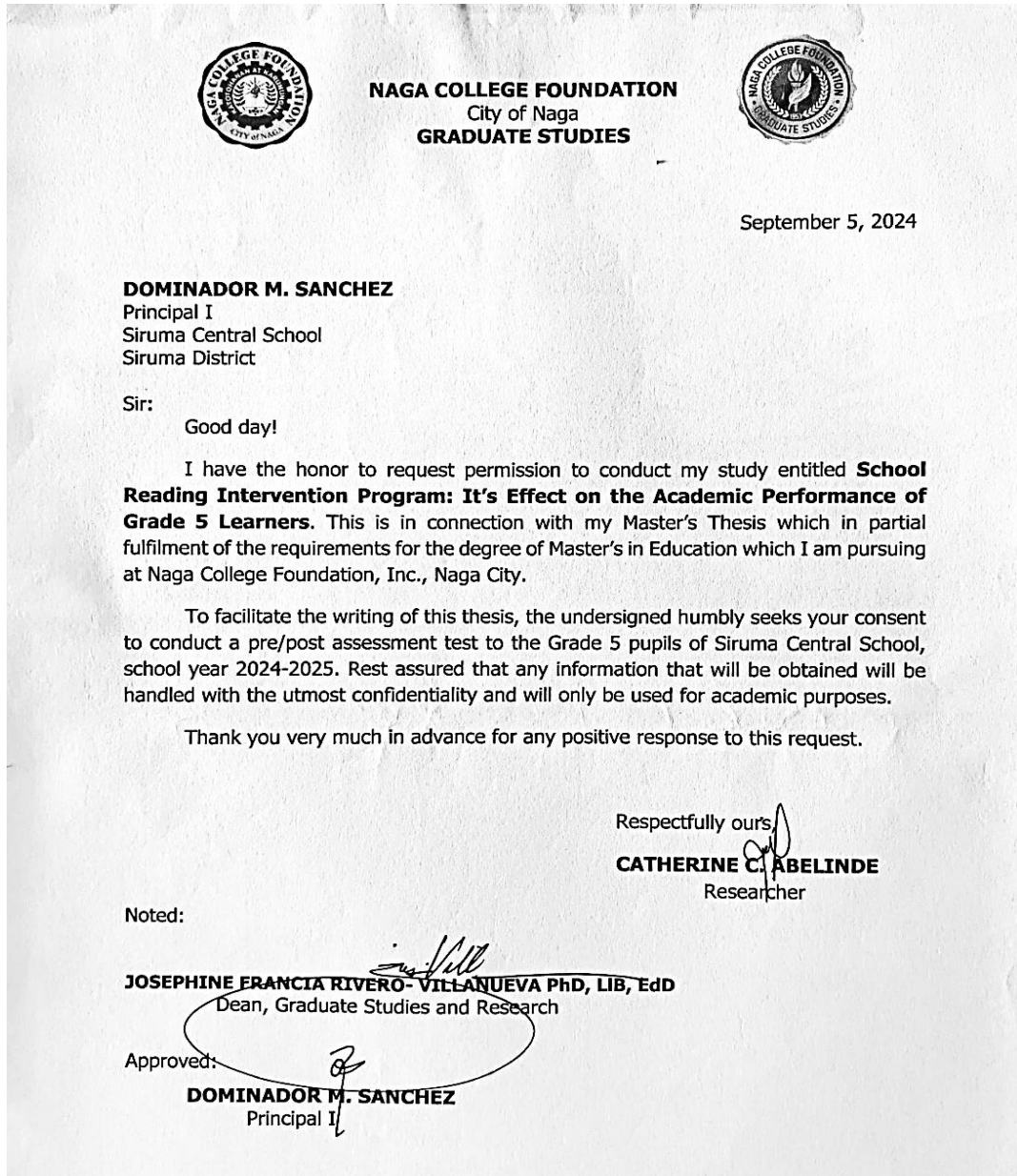

CATHERINE C. ABELINDE
Researcher



Noted:


JOSEPHINE FRANCIA RIVERO-VILLANUEVA PhD, LIB, EdD
Dean, Graduate Studies and Research

Permit to Undertake the Study

Letter to the Principal



 **NAGA COLLEGE FOUNDATION**
City of Naga
GRADUATE STUDIES 

September 5, 2024

DOMINADOR M. SANCHEZ
Principal I
Siruma Central School
Siruma District

Sir:

Good day!

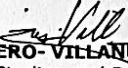
I have the honor to request permission to conduct my study entitled **School Reading Intervention Program: It's Effect on the Academic Performance of Grade 5 Learners**. This is in connection with my Master's Thesis which in partial fulfilment of the requirements for the degree of Master's in Education which I am pursuing at Naga College Foundation, Inc., Naga City.


To facilitate the writing of this thesis, the undersigned humbly seeks your consent to conduct a pre/post assessment test to the Grade 5 pupils of Siruma Central School, school year 2024-2025. Rest assured that any information that will be obtained will be handled with the utmost confidentiality and will only be used for academic purposes.

Thank you very much in advance for any positive response to this request.

Respectfully ours,
CATHERINE C. ABELINDE
Researcher

Noted:


JOSEPHINE FRANCIA RIVERO-VILLANUEVA PhD, LIB, EdD
Dean, Graduate Studies and Research

Approved: 
DOMINADOR M. SANCHEZ
Principal I



APPENDIX B

Consent Form



NAGA COLLEGE FOUNDATION

M.T. Villanueva Avenue, Naga City, Philippines 4400



GRADUATE STUDIES

Informed Consent Form for (Participants Group)

Name of Principal Investigator: Catherine C. Abelinde

Name of Organization: Naga College Foundation

Name of Sponsor (if any):

Name of Project: School Reading Intervention Program and Reading Abilities of Learners

PART I. INFORMATION SHEET

INTRODUCTION

Good day! I am Catherine C. Abelinde, of Tinambac, Camarines Sur. I would like to invite you to participate in my study entitled “School Reading Intervention Program and Reading Abilities of Learners”. Your participation in this study is not obligatory; however, your support will greatly contribute to the success of this endeavor. You may also ask clarification from other experts in the field before deciding to answer this survey.

PURPOSE OF THIS RESEARCH

The main objective of this study is to assess the reading ability of Grade 5 learners in Siruma Central School year 2024-2025.

BACKGROUND

To address reading difficulties, schools implement several reading intervention programs intended to enhance literacy skills and improve reading comprehension to assess reading challenges and achieve a zero-non-reader rate particularly in Siruma Central School. To provide an inclusive and effective



learning environment, schools and educators must prioritize these programs. Therefore, reading intervention programs are essential because it helps meet learners' challenges and provide them with the support they need.

TYPE OF RESEARCH INTERVENTION

As part of the research methodology, the data will be gathered using a teacher made test and a validation questionnaire.

VOLUNTARY PARTICIPATION

Your participation in this research is not obligatory. Your decision will not have any bearing on your training evaluations or reports.

PROCEDURES

(state all related data gathering procedures where they will be involved)

DURATION

The survey will only take 45 minutes to answer.

RISKS

Respondents' confidentiality and anonymity shall be protected at all costs. Should there be an unprecedented breach, proper investigation will be done, and legal consult and actions will ensue should it be proven.

BENEFITS

No direct benefit will be given to you, but your participation would likely help us in improving reading competencies of target participants and improve academic achievement.

REIMBURSEMENTS

Taking part in this research will not entitle you to any incentive or compensation

CONFIDENTIALITY

Each questionnaire will only bear a randomly generated ID number as identifier. Records will be stored in my personal filer which I am the only one who has access. The electronic data shall be password-protected and shall be removed from the system once found obsolete for the study's purpose.

SHARING THE RESULTS

Results of this study may be shared through fora/conferences/colloquia or publications. No personal information of the respondents will be shared.



RIGHT TO REFUSE OR WITHDRAW

Participation is not obligatory; thus, you may wish to withdraw from this study. It is assured that your withdrawal will not affect your profession or performance evaluation.

WHO TO CONTACT

For queries and clarification, you may contact me at _____(phone) or through my email at _____.

This proposal has been reviewed and approved by the _____-, which is a committee whose task is to make sure that research participants are protected from harm. You may also wish to check its reliability by contacting my adviser _____ at _____.

PART II. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read to me, and I have fully understood its content. I have had the opportunity to ask questions about it and any questions I have asked to have been answered to my satisfaction. I voluntarily consent to be a participant of this study.

Printed Name of Participant: _____

Signature of Participant: _____

Date: _____

STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately laid out or read out the information sheet to the potential respondent to the best of my ability. I made sure that the participant understands that he/she will be answering _____-page survey, including consent forms.

I confirm that the participant was given an opportunity to ask questions about the study and all questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been forced/coerced into giving consent and that it has been given freely and voluntarily.

A copy of this Information Consent Form has been provided to the participant.



Printed Name of Researcher/Person Taking Consent: _____

Signature of Researcher/Person Taking Consent: _____

Date: _____

Appendix C

Table of Specifications



Republika ng Pilipinas

Kagawaran ng Edukasyon

Rehiyon V

TANGGAPAN NG MGA PAARALANG PANSANGAY NG CAMARINES SUR

PUROK NG SIRUMA DISTRICT

Table of Specification

Learning Competencies	No. of Days	% of Test Items	No. of Items	Item Placement
Word Recognition (Sight Words)	3	0.25	10	1-10
Sentence Reading	4	0.33	15	11-25
Reading Comprehension	5	0.42	20	26-45
TOTAL	12	100%	45	

Appendix D



Pre-Test/ Post- Test



Republika ng Pilipinas

Kagawaran ng Edukasyon

Rehiyon V

TANGGAPAN NG MGA PAARALANG PANSANGAY NG CAMARINES SUR

PUROK NG TINAMBAC NORTH DISTRICT

PRE/POST-ASSESSMENT TEST

Name: _____ Grade: _____

School: _____ Score: _____

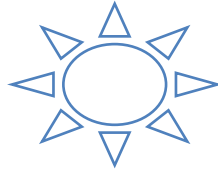
I. WORD RECOGNITION.

Instruction. Write exactly how the child read the word under “Reading”. Under “Remarks”, the teacher will put a/ if the child’s reading is correct and x if it is wrong.

Word	Reading	Remarks
1. the		
2. when		
3. because		



- 4. know
- 5. from
- 6. could
- 7. after
- 8. make
- 9. put
- 10. into




Total Score:








I. Sentence Reading

A. Read the sentence below. Put a check that matches the picture.

11. 	<input type="radio"/> The pan is black. <input type="radio"/> A man has a pan.
12. 	<input type="radio"/> I can see a rat on the mat. <input type="radio"/> I can see a kid on the mat.

<p>13.</p> 	<p><input type="radio"/> The hen lays eggs.</p> <p><input type="radio"/> A man has a gum.</p>
<p>14.</p> 	<p><input type="radio"/> The man rans fast.</p> <p><input type="radio"/> The sun is bright.</p>
<p>15.</p> 	<p><input type="radio"/> She likes to be tan under the sun.</p> <p><input type="radio"/> The guy likes to sing.</p>

C. Match each sentence with the corresponding picture

16. The man is my dad.	<input type="radio"/>	<input type="radio"/>	
17. Bob is our pet dog.	<input type="radio"/>	<input type="radio"/>	
18. The dog is in the van.	<input type="radio"/>	<input type="radio"/>	
19. The lad writes on a pad.	<input type="radio"/>	<input type="radio"/>	
20. There is a red car.	<input type="radio"/>	<input type="radio"/>	

C. Complete the sentences below using these words

hot	carry	myself
start	drink	better

21. Ron took his medicine and then he felt _____.
22. He is upset because his car will not _____.
23. When the stove is on high it gets really _____.
24. Please _____ all that wood to the garage.
25. Do you want something cold to _____ ?

III. Reading Comprehension:

A. Read each sentence. Note important details based on the question below. Write your answer on the space provided.

26. Romeo turned off the light before going to bed.
Who turned off the light?

27. Six kids sit on the hill
Where did the six kids sit?

28. The ring is in the box.
What is in the box?

29. He dips the tin into the pit
Where did he dip the tin?

B. Read the passage below and answer the questions that follow.

BEN'S STORE
Ben has his own store.
"Do you sell eggs?" asks Mel.
"Yes, come in", says Ben.
"Do you sell milk?" asks Dante.
"Yes, come in", says Ben.
"Do you sell hats?" asks Lala.
"No we do not sell hats". Says Ben.
But you can come in and have a look."
Lala goes in. She gets a banana.

30. Who is the main character in the story?

A. Lala C. Fay
B. Ben D. Mel

31. What does he have?

A. a school C. a store
B. a hat D. a pet

32. What is the store for?

A. a place used for fixing things C. a place use for keeping things
B. a place used for selling things D. a place used for playing

33. What do you think does it sells?
A. Ben's store sells hats.
B. Ben's store sells toys
C. Ben's store sells food.
D. Ben's store sells school supplies
34. What does Lala get?
A. Tomato
B. banana
C. carrots
D. apple

AMY'S GOOD DEED

Amy loves walking home from school to see the colors of the leaves and listen to the birds sing. But one day, she heard a soft cry. It came from under a bush. "Should I go near?" Amy wondered. As it grew louder, Amy decided she must help the poor thing.

Amy crept closer and help her arm out. Just when she was about to reach out, she saw a pair of eyes and heard a loud "Hisss!!!" she felt a sharp pain. "Ouch!" Amy cried. Her arm had four long scratch marks. Amy was upset. She really thought she was doing a good deed.

35. What does Amy love to do?
A. Catching animals
B. Listening to the trees
C. Walking home from school
D. Seeing the colors of the birds
36. What did she find unusual?
A. The thorny bush
B. The cry of an animal
C. The colors of the leaves
D. the singing of the birds
37. What did Amy want to do?
A. She wanted to save the animal.
B. She wanted to scare the animal.
C. She wanted to hurt the animal.
D. She wanted to keep the animal.
38. What happened when she tried to help?
A. She was yelled at.
B. She was scratched.
C. She was bitten.
D. She was pulled forward.

THE GREAT RUNNER

Atalanta is a lovely princess and a great runner.

One day, her father told her, "It's time you get married."

"I will marry a man who will beat me in a race," replied Atalanta.

Many young men tried their luck. But they all lost. Hippomenes asked the goddess of love for help.

"Here are three golden apples," she said. "During the race, throw one apple in front of Atalanta. She will stop to pick it up. That should slow her down."

Hippomenes heeded her advice and won the race. Thus, Atalanta became

39. Which sentence says something about Atalanta?
- A. She did not want to get married.
 - B. She was an obedient daughter.
 - C. She was a great runner.
 - D. She loved Hippomenes.
40. What kind of man would she marry?
- A. a kind prince
 - B. a clever ruler
 - C. a great runner
 - D. a handsome man
41. Hippomenes became Atalanta's _____.
- A. friend
 - B. enemy
 - C. adviser
 - D. husband
42. Many tried their luck. When one tries his luck, he _____.
- A. always wins.
 - B. is sure to win.
 - C. really wants to win.
 - D. attempts to win.
43. Hippomenes heeded Aphrodite's advice. The synonym of heeded is
- A. followed
 - B. disobeyed
 - C. laughed at
 - D. disregarded
44. Who was Aphrodite?
- A. the godmother of Hippomenes
 - B. the mother of Atalanta
 - C. the goddess of love
 - D. the great teacher
45. How did the golden apples help Hippomenes win?
- A. They had magic powers.
 - B. They made Atalanta sleepy.
 - C. They delayed Atalanta during the race.

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