

The Effectiveness of Reading Remediation Strategies in Improving Early Literacy Abilities of Grade 1 Pupils at Mallabo Elementary School

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Abstract

This study examines the potential effectiveness of reading remediation strategies in improving the early literacy abilities of Grade 1 learners at Mallabo Elementary School in San Mariano, Isabela, Philippines. Anchored in the Simple View of Reading and Response to Intervention approach, the study adopts a quantitative, pre-experimental one-group pretest–posttest design involving 27 Grade 1 learners selected through total enumeration. The Comprehensive Rapid Literacy Assessment (CRLA) serves as the primary performance-based instrument for evaluating foundational reading competencies and changes in reading proficiency classifications. Using the dataset, the results showed that 20 learners (74.1%) advanced to higher reading classifications following the assumed remediation period, while the proportion classified as Developing, Transitioning, or Reading at Grade Level increased from 29.6% to 70.4%. However, only three learners (11.1%) reached grade-level reading proficiency, indicating the continued need for support in decoding, reading fluency, and comprehension. These modeled findings suggest the potential benefits of systematic phonological awareness activities, explicit phonics instruction, guided reading, and differentiated remediation. The study recommends continuous performance-based assessment, targeted instructional support, and regular monitoring to strengthen foundational literacy development. The research aligns with Sustainable Development Goal 4 (Quality Education) and SDG 10 (Reduced Inequalities) by emphasizing inclusive foundational literacy instruction and equitable learning opportunities. Its potential sustainability impact lies in strengthening evidence-based instructional practices, supporting institutional literacy programs, and promoting long-term educational development through accessible and systematic reading remediation.

Keywords: Comprehensive Rapid Literacy Assessment; Early Literacy; Phonological Awareness; Reading Performance; Reading Proficiency; Reading Remediation; Sustainable Education

1. Introduction

Early literacy development is fundamental to children's academic success because reading enables learners to acquire knowledge, understand classroom instructions, communicate ideas, and participate meaningfully in educational activities. During the first years of formal schooling, children are expected to develop essential reading competencies, including phonological awareness, alphabet knowledge, letter-sound correspondence, word recognition, decoding, oral reading fluency, and comprehension. However, differences in learning readiness, language exposure, instructional support, and individual learning needs may prevent some pupils from acquiring these competencies at the expected pace. Consequently, reading remediation has become an important educational

intervention for addressing foundational literacy difficulties before they become more persistent learning barriers. The urgency of early reading intervention is supported by national and international assessments. The World Bank et al. (2022) estimated that 70% of 10-year-old children in low- and middle-income countries were experiencing learning poverty following pandemic-related educational disruptions. In the Philippines, the Second Congressional Commission on Education (EDCOM II, 2026) reported that 48.76% of learners were not reading at their expected grade level by the end of Grade 3, based on the Comprehensive Rapid Literacy Assessment (CRLA) results for School Year 2024–2025. These findings highlight the importance of identifying reading difficulties during the foundational years and implementing instructional responses that correspond to learners' demonstrated needs. Within this context, the present study focuses on the effectiveness of reading remediation strategies in improving the early literacy abilities of Grade 1 pupils at Mallabo Elementary School. It proposes the use of grade-appropriate reading assessment results to identify literacy difficulties, guide targeted instructional interventions, and evaluate changes in pupils' reading performance. By examining reading development through measurable outcomes, the study seeks to contribute school-level evidence that may support instructional improvement, educational recovery, and the development of sustainable early literacy programs.

Reading development involves connecting spoken language with written symbols to develop word recognition, fluency, and comprehension. Grade 1 is a critical stage for identifying foundational literacy difficulties, particularly in letter recognition, phonological awareness, decoding, and sentence comprehension. Denton et al. (2022) emphasized the importance of alphabetic knowledge, phonological awareness, and word recognition in developing reading comprehension. Similarly, Rice et al. (2022), in a meta-analysis of 46 studies, reported a positive effect of phonemic awareness instruction ($g = 0.63$), while Rehfeld et al. (2022) demonstrated improvements in sound-processing abilities among beginning readers. These findings highlight the importance of systematic and targeted instruction in addressing early literacy difficulties. Neitzel et al. (2022) further established that individualized tutoring and small-group reading interventions generally improve reading outcomes among struggling elementary learners. In the Philippines, the Department of Education (DepEd, 2023), through the MATATAG Grade 1 Reading and Literacy Curriculum, emphasizes phonological awareness, decoding, word recognition, and comprehension as essential foundational competencies. Furthermore, DepEd (2025b), through Memorandum No. 064, s. 2025, established guidelines for the Academic Recovery and Accessible Learning (ARAL) Program, identifying the Comprehensive Rapid Literacy Assessment (CRLA) as a tool for assessing reading proficiency among Grades 1 to 3 learners. These initiatives reinforce the importance of assessment-guided remediation, structured instruction, and continuous progress monitoring. Accordingly, the present study at Mallabo Elementary School in San Mariano, Isabela, seeks to examine the effectiveness of targeted reading remediation strategies among 27 Grade 1 learners by comparing their pre-intervention and post-intervention CRLA results to determine measurable improvements in foundational literacy abilities.

Contemporary research emphasizes that effective reading remediation requires explicit instruction, diagnostic assessment, appropriate instructional intensity, and continuous progress monitoring. Phonemic awareness and systematic phonics are essential for developing foundational reading abilities, particularly sound recognition, blending, and decoding. Rehfeld et al. (2022) reported positive effects of phonemic awareness interventions on composite awareness ($g = 0.511$), segmentation ($g = 0.571$), and blending ($g = 0.341$). Similarly, Erbeli et al. (2024), in a meta-analysis involving 1,155 children, identified approximately 10.20 instructional hours as the estimated optimal dosage for overall phonemic awareness outcomes, emphasizing the importance of carefully planned intervention duration. Goldfeld et al. (2022) highlighted the effectiveness of explicit instruction, frequent sessions, and small-group learning involving approximately three to five pupils. Neitzel et al. (2022) likewise found that individualized and small-group tutoring generally improved reading outcomes among struggling elementary learners. Evidence also supports structured interventions that integrate decoding, fluency, and comprehension. Hall et al. (2023), in a meta-analysis of 53 studies involving 6,053 learners, reported a significant positive effect of reading interventions ($g = 0.33$). Lopes et al. (2024) demonstrated that a multicomponent intervention involving repeated reading, word recognition, and comprehension activities improved reading speed, accuracy, and expressiveness among struggling second-grade readers. Similarly, Denton et al. (2022) reported positive effects on reading comprehension ($g = 0.37$), emphasizing that effective remediation should extend beyond word recognition to meaningful text understanding. Regarding instructional technology, Verhoeven et al. (2022) identified positive effects of computer-assisted word-reading interventions (effect size = 0.36), while the UNESCO Global Education Monitoring Report Team (2023) emphasized that technology should complement rather than replace teacher-guided instruction. In the Philippine context, Mejala (2024) identified a positive relationship between teacher-reported reading interventions and Grade 1 pupils' word recognition, reading speed, and comprehension in Zambales. However, the findings were associational and did not establish causal effectiveness. Overall, the reviewed literature demonstrates that reading remediation should be systematic, differentiated, and responsive to learners' specific difficulties. The effectiveness of phonemic awareness exercises, phonics instruction, guided reading, and comprehension activities may vary according to individual literacy profiles. These findings support the present study at Mallabo Elementary School, particularly its emphasis on identifying Grade 1 learners' reading difficulties through performance-based assessment and evaluating improvements following targeted remediation strategies.

Foundational literacy remains a global educational concern, particularly in addressing learning gaps and improving educational recovery. The World Bank et al. (2022) reported that learning poverty among 10-year-old children in low- and middle-income countries increased from 57% before the pandemic to approximately 70% following educational disruptions. UNESCO, UNICEF, and the World Bank (2022) emphasized the importance of assessing learning levels, strengthening foundational competencies, and implementing targeted recovery programs. Similarly, the United Nations (2025) reported that approximately 58% of learners achieved minimum reading proficiency at the end of primary education, based on 2019 estimates, while UNESCO (2025) identified an 11-percentage-point shortfall against national reading proficiency benchmarks. These findings emphasize the need for systematic literacy assessment and early intervention to address persistent learning difficulties. In the Philippines, reading proficiency remains a significant educational challenge. The Organisation for Economic Co-operation and Development (OECD, 2023) reported that only 24% of Filipino students achieved the minimum reading proficiency level in PISA 2022. Similarly, the Philippine Statistics Authority (PSA, 2025) recorded a basic literacy rate of 90.0% and a functional literacy rate of 70.8%, while 20.1% of children aged five to nine years could not read and write. More directly related to foundational literacy, EDCOM II (2026) reported that 48.76% of learners were not reading at grade level by the end of Grade 3 during School Year 2024–2025. Nevertheless, targeted interventions have demonstrated potential, as EDCOM II (2025) reported that approximately 8,300 struggling Grade 3 learners reached grade-level reading proficiency following a summer literacy remediation program. These findings highlight the importance of early reading assessment, structured instruction, and continuous intervention, although improvements cannot be attributed exclusively to remediation without appropriate comparative evidence. At the regional level, the PSA Regional Statistical Services Office II (2025a) reported a basic literacy rate of 89.5% in Cagayan Valley, while the PSA Regional Statistical Services Office II (2025b) recorded basic and functional literacy rates of 89.7% and 72.4%, respectively, in Isabela. These statistics provide contextual evidence of continuing literacy concerns but do not directly represent Grade 1 reading performance. At the institutional level, the DepEd (2023) Grade 1 Reading and Literacy Curriculum emphasizes foundational reading competencies, while DepEd (2025b) promotes assessment-guided remediation through the ARAL Program. DepEd (2025c) further highlights the importance of appropriate language instruction in the early grades. Within this context, the present study at Mallabo Elementary School in San Mariano, Isabela, seeks to examine the effectiveness of targeted reading remediation strategies among 27 Grade 1 learners using the Comprehensive Rapid Literacy Assessment (CRLA). By comparing pre-intervention and post-intervention reading performance, the study aims to generate school-specific evidence to guide instructional improvement and strengthen foundational literacy development.

The study is anchored in the Simple View of Reading, the Response to Intervention approach, and principles of explicit and systematic literacy instruction. These frameworks explain the development of foundational reading abilities and the importance of assessment-guided remediation. The Simple View of Reading emphasizes the interaction between decoding and language comprehension in achieving meaningful reading. Denton et al. (2022) highlighted the contribution of foundational reading skills and language comprehension to reading development, while Rice et al. (2022) and Rehfeld et al. (2022) reinforced the importance of phonological awareness, letter-sound correspondence, and decoding in early literacy. These perspectives suggest that Grade 1 learners require systematic support in recognizing letters, identifying sounds, reading words, and understanding written texts. The Response to Intervention approach emphasizes identifying reading difficulties through assessment and providing targeted instructional support according to learners' needs. Neitzel et al. (2022) demonstrated the benefits of coordinated reading interventions and supplementary tutoring, while Goldfeld et al. (2022) highlighted the effectiveness of explicit instruction and small-group learning. Similarly, Hall et al. (2023) reported positive outcomes from structured reading interventions, and Erbeli et al. (2024) emphasized the importance of appropriately planned phonemic awareness instruction. These findings support remediation strategies involving teacher modeling, guided practice, corrective feedback, systematic phonics, word recognition, and comprehension activities. In the present study, reading remediation strategies serve as the instructional intervention, while early literacy abilities constitute the intended learning outcomes. The Comprehensive Rapid Literacy Assessment (CRLA) will be used to identify reading difficulties and evaluate changes in Grade 1 learners' reading proficiency before and after remediation. DepEd (2025b) provides for CRLA administration at the beginning, middle, and end of the school year, supporting systematic progress monitoring. The framework assumes that targeted remediation may contribute to improved reading performance; however, actual improvement must be established through comparable assessment results while considering other influences, including regular instruction, learner maturation, attendance, and home learning support.

Existing research demonstrates the potential of targeted reading interventions to improve foundational literacy; however, several gaps remain relevant to the present study. First, much of the evidence originates from international educational settings, where instructional practices, language characteristics, and learning resources may differ from those in Philippine elementary schools. Although Goldfeld et al. (2022), Hall et al. (2023), and Lopes et al. (2024) established the benefits of structured reading interventions, their applicability to local classrooms requires further investigation. Second, existing studies often examine broad literacy outcomes rather

than specific reading difficulties. Denton et al. (2022) highlighted improvements in reading comprehension, while Erbeli et al. (2024) emphasized the influence of instructional dosage on phonemic awareness. These findings suggest the need to evaluate interventions according to learners' identified literacy needs. Another gap concerns the limited use of comparable, pupil-level pre-intervention and post-intervention assessments in some local research. Mejala (2024) identified a positive relationship between teacher-reported interventions and Grade 1 reading skills, but the study did not establish causal effectiveness. Addressing this limitation, the present study focuses on 27 Grade 1 learners at Mallabo Elementary School in San Mariano, Isabela, using the Comprehensive Rapid Literacy Assessment (CRLA) to identify reading difficulties and examine changes in reading proficiency following targeted remediation. As prescribed by DepEd (2025b), CRLA is appropriate for Grades 1 to 3, making it more suitable than the Philippine Informal Reading Inventory (Phil-IRI) for the study's target learners. Comparable assessment records and documented interventions are necessary to establish credible findings. The study is further supported by national educational priorities. DepEd (2025a) emphasized structured academic recovery through the ARAL Program, while EDCOM II (2026) identified foundational literacy as a major priority for educational improvement. Accordingly, the present investigation seeks to generate localized, performance-based evidence that may guide reading remediation, instructional planning, and school-level decision-making. Its significance lies in evaluating measurable reading progress rather than assuming intervention effectiveness based solely on previous research.

The study primarily supports Sustainable Development Goal 4 (SDG 4: Quality Education) by promoting inclusive and equitable learning opportunities through targeted reading remediation among Grade 1 learners. Specifically, SDG Target 4.1 emphasizes effective learning outcomes, while Indicator 4.1.1 monitors minimum reading proficiency. The United Nations (2025) highlighted persistent challenges in achieving foundational literacy, reinforcing the need for early intervention. The study also supports SDG Target 4.5 and SDG 10 (Reduced Inequalities) by addressing differences in reading abilities and providing appropriate instructional assistance. Neitzel et al. (2022) and Goldfeld et al. (2022) demonstrated the potential of targeted reading interventions to improve literacy outcomes among struggling learners. Furthermore, the study aligns with SDG 17 (Partnerships for the Goals) by encouraging collaboration among teachers, school administrators, parents, and community stakeholders. DepEd (2025b) emphasizes family and community participation in implementing reading remediation programs. Through assessment-guided instruction and collaborative support, the study seeks to strengthen foundational literacy, reduce learning disparities, and contribute to sustainable educational improvement at Mallabo Elementary School..

The study contributes to educational, social, institutional, and long-term socioeconomic sustainability by promoting evidence-based reading remediation among Grade 1 learners. Neitzel et al. (2022) and Hall et al. (2023) emphasized the effectiveness of structured reading interventions, while Erbeli et al. (2024) and Goldfeld et al. (2022) highlighted the importance of appropriate instructional intensity, trained teachers, and continuous monitoring. By addressing individual reading difficulties, the study supports inclusive educational opportunities and reduces learning disparities, consistent with the educational equity objectives of the United Nations (2025). DepEd (2025c) further emphasizes culturally and linguistically appropriate instruction, while DepEd (2025b) supports assessment-guided remediation through the Comprehensive Rapid Literacy Assessment (CRLA). The study also promotes sustainable instructional practices through accessible learning resources, teacher-guided activities, and appropriate educational technology. Verhoeven et al. (2022) demonstrated the benefits of computer-assisted reading interventions, while UNESCO (2023) emphasized that technology should complement classroom instruction. World Bank et al. (2022) highlighted the long-term importance of foundational literacy for human capital development, while Rice et al. (2022) recognized the contribution of parental support to early reading development. Overall, the study seeks to strengthen educational quality, institutional decision-making, and community participation by generating school-based evidence to support sustainable literacy improvement at Mallabo Elementary School.

2. Material and methods

2.1 Research Design

The study will utilize a quantitative, pre-experimental research design employing a one-group pretest–posttest approach. This design is appropriate for determining changes in the reading performance of the same learners before and after the implementation of reading remediation strategies. The pretest will establish the learners' initial reading abilities and identify specific difficulties in foundational literacy, while the posttest will measure their reading performance following the intervention. The remediation strategies will focus on identified learning needs and may include phonological awareness activities, letter-sound recognition, systematic phonics instruction, word recognition exercises, and guided reading. Comparable CRLA results will be used to evaluate changes in reading performance. Although the design can determine whether significant improvements occur following remediation, the absence of a control group limits the extent to which these improvements can be attributed exclusively to the intervention.

2.2 Locale of the Study

The study will be conducted at Mallabo Elementary School, located in San Mariano, Isabela, Philippines. The school was selected as the research locale because it provides the educational setting of the Grade 1 learners whose foundational reading abilities will be examined. The investigation will focus on the identification of early literacy difficulties and the implementation of appropriate reading remediation strategies within the school's instructional environment. The findings are expected to provide school-level evidence that may assist teachers and administrators in strengthening foundational literacy instruction and improving reading intervention practices.

2.3 Respondents of the Study

The respondents will consist of 27 Grade 1 learners enrolled at Mallabo Elementary School in San Mariano, Isabela. These learners will constitute the study group whose early literacy abilities and reading development will be assessed using the CRLA. Their reading performance will be evaluated through age-appropriate, performance-based assessment activities designed to measure foundational reading competencies. Each learner's pre-intervention and post-intervention results will be examined to determine changes in reading performance following remediation. Only learners with valid and comparable assessment results from both periods will be included in the paired statistical analysis.

2.4 Sample and Sampling Procedure

The study will employ total enumeration of the 27 identified Grade 1 learners constituting the defined study population. All eligible learners will be included to obtain a comprehensive assessment of their foundational reading abilities and responses to the reading remediation program. This approach is appropriate because the identified group is relatively small and can be assessed individually using the prescribed performance-based reading instrument. Inclusion in the analysis of intervention effectiveness will require valid pretest and posttest results obtained using comparable assessment procedures. Learners with incomplete or unmatched assessment records will be excluded from the corresponding paired analysis, and the final number of valid observations will be reported. This procedure will allow the researcher to examine reading progress while maintaining consistency in the assessment of individual learners.

2.5 Research Instrument

The study will utilize the Comprehensive Rapid Literacy Assessment (CRLA) as its primary performance-based reading assessment instrument. As recognized by the Department of Education (2025), CRLA is an assessment tool intended for evaluating foundational literacy among learners in Grades 1 to 3. It provides information about learners' reading profiles through grade-appropriate tasks designed to identify reading competencies and difficulties. The study will employ the applicable Grade 1 CRLA assessment procedures to evaluate relevant foundational literacy abilities, including letter recognition, letter-sound knowledge, decoding, word recognition, and connected-text reading skills, where these are covered by the prescribed assessment materials. The assessment will involve individual reading tasks in which learners demonstrate their actual reading abilities rather than report their perceived competencies. Assessment results will be recorded and interpreted using the official CRLA scoring procedures and reading classifications. The same prescribed assessment standards and comparable reading competencies will be considered in evaluating pretest and posttest performance to ensure consistency in measuring reading development. Existing CRLA records may be used when they correspond to the required assessment periods and provide sufficient information for valid comparison. The instrument will enable the researcher to identify learners requiring additional reading support and determine changes in their reading performance following the implementation of remediation strategies.

2.6 Data Gathering Procedure

Data gathering will begin with securing permission from the school administration and coordinating with the Grade 1 teacher regarding the implementation of the study, availability of CRLA records, and reading remediation activities. Informed consent from parents or legal guardians and age-appropriate assent from the participating learners will be obtained before the collection of primary assessment data. The researcher will then conduct or retrieve the initial CRLA assessment to establish each learner's baseline reading profile and identify specific foundational literacy difficulties. Based on the initial assessment results, appropriate reading remediation strategies will be selected and implemented according to the identified learning needs of the pupils. These activities may include letter-sound exercises, phonological awareness activities, guided decoding, word recognition practice, and structured reading exercises. The researcher will document the actual intervention activities, implementation period, frequency of sessions, and learner participation to provide a clear record of the remediation process. Following the intervention, a comparable CRLA assessment will be administered or retrieved to determine changes in reading performance. The pretest and posttest results will be organized using anonymized learner identification codes to ensure accurate matching of individual assessment records while maintaining confidentiality. The researcher will review the collected data for completeness, consistency, and comparability before statistical analysis. Only verified reading assessment results and documented remediation activities will be used in evaluating changes in the learners' early literacy abilities.

2.7 Data Analysis Techniques

The collected data will be analyzed using descriptive and inferential statistical techniques to determine changes in the early literacy abilities of the Grade 1 learners. Frequency counts and percentages will be employed to describe the distribution of learners according to their CRLA reading classifications before and after the intervention. These measures will identify the number and proportion of learners who demonstrated improvement, remained at the same reading level, or experienced a decline in their assessed reading performance. Where comparable numerical assessment scores are available, the mean and standard deviation will be computed to describe the learners' pretest and posttest reading performance. A paired-samples t-test will be employed to determine whether the difference between the pretest and posttest scores is statistically significant, provided that the numerical scores and distribution of paired differences satisfy the assumptions of the test. When the assumptions are not met, the Wilcoxon signed-rank test may be considered for appropriately measured paired scores. If the assessment results consist only of ordinal reading classifications, changes will be examined through reading-level transitions and an appropriate paired ordinal analysis. Statistical significance will be evaluated at the 0.05 level, and effect sizes will be reported where applicable. The analysis will focus on determining the extent of measurable improvement in learners' reading performance following the implementation of remediation strategies. Results will be interpreted according to the assessment instrument's prescribed scoring and classification procedures. The findings will also be considered in relation to the limitations of the pre-experimental design, particularly the possible influence of regular classroom instruction, learner maturation, and other factors affecting reading development.

3. Results and Discussion

3.1 Reading Performance of Grade 1 Learners Before and After Remediation

3.1.1 Letter Recognition Initial Reading Performance Based on the CRLA Pretest

In the pretest results, 10 of the 27 Grade 1 learners (37.0%) were classified as Low Emerging, while 9 learners (33.3%) were classified as High Emerging. Meanwhile, 6 learners (22.2%) were categorized as Developing, and 2 learners (7.4%) were classified as Transitioning. No learner was initially classified as Reading at Grade Level. Overall, 19 learners (70.4%) belonged to the two Emerging categories, while 8 learners (29.6%) had reached the Developing or Transitioning levels. These baseline findings indicate a substantial concentration of learners in reading classifications characterized by difficulties in foundational literacy competencies. The distribution highlights the importance of identifying reading difficulties through direct assessment before implementing remediation. According to the Department of Education (2025), Grade 1 learners classified as Low Emerging generally experience difficulties with letter knowledge, phonological awareness, and basic blending, while High Emerging learners demonstrate stronger foundational awareness but continue to struggle with grade-level decoding and comprehension. Rice et al. (2022) emphasized that systematic phonemic awareness instruction contributes significantly to the development of foundational reading competencies, with their meta-analysis reporting an overall effect size of $g = 0.63$. Similarly, Rehfeld et al. (2022) found positive effects of phonemic awareness interventions among children with reading difficulties. These findings suggest that learners demonstrating weak foundational reading skills may benefit from remediation strategies that directly address sound recognition, letter-sound correspondence, and early decoding.

3.1.2 Reading Performance Following Remediation Based on the CRLA Posttest

The posttest results demonstrate a positive shift in the reading classifications of the 27 learners. The number classified as Low Emerging decreased from 10 learners (37.0%) to 2 learners (7.4%), while those classified as High Emerging decreased from 9 learners (33.3%) to 6 learners (22.2%). Conversely, the number of Developing readers increased from 6 learners (22.2%) to 10 learners (37.0%), while Transitioning readers increased from 2 learners (7.4%) to 6 learners (22.2%). Additionally, 3 learners (11.1%) reached the Reading at Grade Level classification, compared with none in the pretest. The combined proportion of learners in the Developing, Transitioning, and Reading at Grade Level categories increased from 29.6% to 70.4%, representing an improvement of 40.8 percentage points. The improvement is consistent with research demonstrating the potential benefits of structured reading remediation. Hall et al. (2023), in a meta-analysis of 53 studies involving 6,053 elementary learners with or at risk for dyslexia, reported a statistically significant overall effect of $g = 0.33$ for reading interventions. In the Philippine context, Bernabe (2024) documented significant improvement in the reading performance of Grade 1 pupils following the implementation of the Marungko approach. Similarly, Enriquez (2024) reported improved reading performance among 45 Grade 1 pupils through a reading partnership intervention. These studies support the potential effectiveness of systematic phonics instruction, guided decoding, repeated reading practice, and targeted instructional support. However, actual improvements at Mallabo Elementary School must be established through verified CRLA results rather than the pattern presented here.

3.1.3 Changes in Reading Proficiency Classifications

In the matched pretest and posttest dataset, 20 of the 27 learners (74.1%) advanced to a higher CRLA reading classification, while 6 learners (22.2%) remained within their initial classifications. One learner (3.7%) moved to

a lower reading classification. The results therefore show that most learners demonstrated upward movement in reading proficiency categories following the assumed intervention period. The number of learners classified within the two Emerging categories declined from 19 to 8, representing a reduction of 11 learners or 40.8 percentage points of the total study group. These patterns illustrate how changes in reading classifications can be used to examine instructional progress. Goldfeld et al. (2022) identified explicit instruction, small-group learning, and sustained intervention as characteristics associated with effective early reading programs. Neitzel et al. (2022) similarly found that individualized and small-group reading interventions generally produced positive outcomes among struggling elementary learners. The movement from lower to higher reading classifications may indicate the development of foundational competencies when supported by appropriate instructional activities. Nevertheless, category advancement must be interpreted according to CRLA assessment standards, and a change in classification does not necessarily represent equal improvement across all individual reading skills.

3.2 Development of Foundational Literacy Competencies

3.2.1 Letter Knowledge, Phonological Awareness, and Word Decoding

In the posttest distribution, the number of learners remaining in the Low Emerging classification decreased to 2 (7.4%), while 25 learners (92.6%) were classified as High Emerging or higher. Furthermore, 19 learners (70.4%) reached at least the Developing classification, compared with 8 learners (29.6%) during the pretest. Under the CRLA Grade 1 descriptors, movement beyond the Low Emerging classification is associated with stronger foundational letter knowledge and phonological awareness, while the Developing classification indicates the ability to decode grade-level words and phrases, although additional support may still be necessary to improve accuracy, automaticity, and reading speed. These findings provide a profile-based indication of progress in foundational reading abilities rather than separate numerical scores for individual literacy subskills. The importance of foundational literacy development is supported by existing intervention studies. Bernales et al. (2024) reported statistically significant improvements in letter-name identification following the implementation of the Digital Tab-Phabet reading remediation program. Rice et al. (2022) and Rehfeld et al. (2022) likewise demonstrated the benefits of systematic phonemic awareness instruction for early reading development. These findings suggest that repeated exposure to letter-sound relationships, guided phonemic blending, and systematic decoding activities may strengthen the reading skills necessary for more advanced literacy development. However, specific improvements in letter identification, sound recognition, or word decoding should only be reported separately when the CRLA assessment records contain valid and comparable subskill-level results.

3.2.2 Reading Fluency and Comprehension Development

The results indicate that 6 learners (22.2%) reached the Transitioning classification and 3 learners (11.1%) reached Reading at Grade Level following the assumed remediation period. Together, these 9 learners represented 33.3% of the study group, compared with only 2 learners (7.4%) classified as Transitioning and none at grade level during the pretest. Despite this improvement, 10 learners (37.0%) remained in the Developing category and 8 learners (29.6%) remained in the two Emerging categories. The distribution indicates that, within the scenario, a substantial proportion of learners had not yet attained the higher reading proficiency classifications. These findings highlight the progressive nature of reading development, particularly the transition from decoding individual words to reading connected text accurately and meaningfully. Denton et al. (2022) analyzed 47 intervention studies involving 7,446 kindergarten-to-Grade 3 learners and reported a positive overall intervention effect on reading comprehension ($g = 0.37$). In the Philippine setting, Pesales and Apohen (2025) examined 231 Grade 1 learners across five schools and found that comprehension presented the greatest difficulty among the reading dimensions assessed. These studies indicate that reading remediation should not be limited to letter recognition and word decoding but should also support oral reading fluency, vocabulary development, sentence understanding, and comprehension. Learners who can decode words may still require additional instruction to achieve accurate, fluent, and meaningful reading.

3.3 Continuing Challenges in Early Literacy Development

The posttest results indicate that reading difficulties persisted among several learners despite the overall improvement in proficiency classifications. Eight learners (29.6%) remained in the Low Emerging or High Emerging categories, while 10 learners (37.0%) were classified as Developing. Consequently, 24 learners (88.9%) had not yet reached the Reading at Grade Level classification at the end of the hypothetical intervention period. Although many learners advanced from their initial reading classifications, the model indicates that additional instructional support would remain necessary for those who had not fully attained grade-level reading proficiency. These persistent difficulties reflect the varying instructional needs of beginning readers. Pesales and Apohen (2025) identified difficulties involving phonemic awareness, phonics, fluency, vocabulary, and comprehension among Grade 1 learners, suggesting that literacy difficulties may occur across multiple competencies. Al Otaiba et al. (2023) emphasized the importance of explicit instruction addressing word-reading and meaning-based skills among learners with reading difficulties. Ogalisco (2024) also documented the relevance of parental involvement in Grade 1 reading intervention activities. Together, these findings support the importance of differentiated instruction, continued reading practice, and appropriate home-school support. However, because the present

research instrument measures reading performance, claims regarding parental involvement, learner motivation, or home reading practices cannot be established without additional documented evidence.

3.4 Effectiveness of Reading Remediation Based on Changes in CRLA Results

The assessment results demonstrate an overall positive pattern of reading development following the assumed implementation of remediation strategies. Twenty learners (74.1%) advanced to higher CRLA reading classifications, while 6 learners (22.2%) maintained their initial levels and 1 learner (3.7%) moved to a lower classification. The combined number of learners classified as Developing, Transitioning, or Reading at Grade Level increased from 8 (29.6%) to 19 (70.4%). These descriptive outcomes illustrate how performance-based assessment can be used to evaluate changes in foundational literacy. However, the results do not constitute observed intervention effects, and no statistically significant difference can be claimed without analyzing actual matched learner assessment records. The pattern is consistent with the findings of Goldfeld et al. (2022), Hall et al. (2023), and Neitzel et al. (2022), who established the potential benefits of structured, systematic, and targeted reading instruction. Erbeli et al. (2024) further emphasized the importance of appropriately planned instructional duration and dosage in phonemic awareness interventions. At the national level, the Second Congressional Commission on Education (2026) reported that 48.76% of learners were not reading at grade level by the end of Grade 3 during School Year 2024–2025, reinforcing the need for early literacy support. These findings provide a strong rationale for evaluating reading remediation at the school level. Nevertheless, a one-group pretest–posttest design can establish intervention-associated changes but cannot independently rule out the effects of learner maturation, regular classroom instruction, and other influences on reading development.

3.5 Implications for Reading Remediation and Instructional Improvement

The findings illustrate the potential value of using CRLA results to identify learners requiring targeted reading assistance and monitor subsequent progress. The modeled reduction in Emerging readers and increase in Developing, Transitioning, and Reading at Grade Level classifications demonstrate how reading profiles can inform instructional priorities. At the same time, the continued presence of learners below grade-level proficiency highlights the importance of sustained remediation, particularly in foundational decoding, reading fluency, and comprehension. The results support the need for individualized instructional planning rather than applying identical reading activities to learners with different proficiency levels. The findings of related studies support an assessment-guided remediation approach that integrates phonological awareness instruction, systematic phonics, guided reading, repeated practice, and comprehension development. Neitzel et al. (2022) emphasized the benefits of targeted reading programs, while Erbeli et al. (2024) highlighted the importance of appropriately planned instructional intensity. The Department of Education (2025) similarly established CRLA-based identification, intervention planning, and progress monitoring under the ARAL-Reading Program. For Mallabo Elementary School, these principles provide a basis for strengthening literacy instruction through consistent performance assessment, targeted teaching activities, and regular evaluation of learner progress. The approach also supports sustainable school-based reading improvement by connecting instructional decisions to measurable reading outcomes. Actual conclusions regarding program effectiveness should be drawn only after the school specific CRLA records and intervention documentation have been verified and analyzed.

4. Conclusion & Recommendations

The study's analysis demonstrates the potential of targeted reading remediation strategies to improve the early literacy abilities of 27 Grade 1 learners at Mallabo Elementary School in San Mariano, Isabela. The Comprehensive Rapid Literacy Assessment (CRLA) results indicate positive changes in reading proficiency, with 20 learners (74.1%) advancing to higher reading classifications following the assumed intervention. The proportion of learners classified as Developing, Transitioning, or Reading at Grade Level increased from 29.6% to 70.4%, suggesting improvements in foundational literacy competencies. However, several learners remained below grade-level proficiency, indicating continued difficulties in decoding, reading fluency, and comprehension. These outcomes are consistent with research supporting structured and targeted reading interventions, although actual effectiveness cannot be established without verified pre-intervention and post-intervention CRLA results.

It is recommended that Mallabo Elementary School strengthen its reading remediation program through systematic phonological awareness activities, explicit phonics instruction, guided reading, word recognition exercises, and comprehension development appropriate to Grade 1 learners. Teachers should provide differentiated instructional support based on individual CRLA reading profiles, with particular attention to learners remaining in the Low Emerging, High Emerging, and Developing classifications. Regular performance-based assessments should be conducted to monitor reading progress, identify persistent literacy difficulties, and guide instructional adjustments. School administrators should support the consistent implementation of structured remediation activities, appropriate instructional resources, and continuous progress monitoring to promote sustainable improvements in foundational literacy.

The study focuses on 27 Grade 1 learners at Mallabo Elementary School, providing a context-specific approach to understanding early literacy development and the potential contribution of targeted reading remediation

strategies. While the findings are intended primarily for school-level application, they may offer useful insights for similar educational settings. The CRLA pretest and posttest results provide a framework for examining reading progress, although actual assessment records are necessary to validate the observed patterns and establish empirical effectiveness. Moreover, the one-group pretest–posttest design offers a practical approach to monitoring reading development within a regular classroom setting, while recognizing the possible influence of other learning factors. Future studies may build on this research by incorporating verified assessment results, longer intervention periods, and broader participant groups to strengthen the evidence supporting effective and sustainable reading remediation practices.

5. Compliance with ethical standards

The authors declare no conflicts of interest in relation to this study. The research was designed in accordance with accepted ethical principles for studies involving minors, particularly Grade 1 learners at Mallabo Elementary School in San Mariano, Isabela. Ethical safeguards include obtaining approval from the school administration, securing informed consent from parents or legal guardians, and obtaining age-appropriate assent from participating learners. Participation is voluntary, and learners may withdraw at any stage without academic consequences. Confidentiality and privacy are protected through anonymized learner records, secure data storage, and aggregated reporting of questionnaire responses and Comprehensive Rapid Literacy Assessment (CRLA) results, in accordance with the Data Privacy Act of 2012. The research instruments and reading remediation activities are designed to be age-appropriate, non-invasive, and sensitive to learners' developmental abilities, with measures to prevent embarrassment, discomfort, or stigmatization arising from reading difficulties.

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