

Literacy Monitoring and Evaluation Practices and Teachers' Perceptions of Learners' Reading Proficiency: A Basis for Enhancement Plan

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Publication history:

Received: September 8, 2026

Revised: October 7, 2026

Accepted: October 10, 2026

Published: October 11, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 330–337, October 2026.

Abstract

This study examined teachers' perceptions of elementary learners' reading proficiency, associated literacy factors, and challenges in literacy monitoring and evaluation at Banawa Elementary School, Cebu City, during School Year 2025–2026. Anchored in Chall's Stages of Reading Development, Bandura's Social Learning Theory, and Maslow's Hierarchy of Needs, the study employed a descriptive quantitative research design guided by the Input–Process–Output (IPO) framework. Thirty-six Grades 1–6 teachers were selected through purposive sampling, and data were collected using a structured questionnaire with a five-point Likert scale. Descriptive statistics and correlation analysis were used to examine the findings. Results revealed a High overall perceived reading proficiency ($M = 3.87$), with vocabulary skills receiving the highest rating ($M = 4.02$), followed by reading comprehension ($M = 3.93$) and word recognition ($M = 3.66$). Factors associated with reading proficiency were also rated High ($M = 3.96$), particularly reading habits, motivation, and access to reading materials. However, teachers reported High challenges in literacy monitoring and evaluation ($M = 3.58$), primarily involving inconsistent learner participation and limited professional development opportunities. Correlation analysis revealed a weak positive but statistically insignificant relationship between reading proficiency and its associated factors ($r = 0.223$, $p = 0.192$). The findings highlight the need for strengthened literacy monitoring, teacher training, instructional resources, and targeted reading interventions. A Reading Proficiency Enhancement Plan was proposed to address these needs. The study supports Sustainable Development Goal 4 (Quality Education) by promoting foundational literacy and responsive educational practices. Its institutional and social sustainability contributions include strengthening school-based literacy programs, continuous assessment, and collaboration among teachers, parents, and educational stakeholders to support learners' long-term reading development.

Keywords: Elementary Education; Literacy Monitoring; Reading Comprehension; Reading Habits; Reading Proficiency; Teacher Perceptions; Vocabulary Skills

1. Introduction

Reading proficiency is fundamental to academic achievement, effective communication, and lifelong learning. However, elementary learners continue to experience difficulties in word recognition, reading comprehension, and vocabulary development, affecting their performance across learning areas (Lagdaan & Sevilla, 2025; Acedillo & Saro, 2023). Addressing these challenges requires appropriate literacy interventions, consistent monitoring and evaluation, and an understanding of the factors influencing reading development. This study examines teachers' perceptions of reading literacy, the factors associated with learners' reading proficiency, and

the challenges of literacy monitoring and evaluation among Grades 1–6 teachers at Banawa Elementary School, Cebu City, during School Year 2025–2026. The findings will serve as the basis for developing a Reading Proficiency Enhancement Plan.

Reading proficiency enables learners to comprehend information, communicate effectively, and participate meaningfully in educational activities. Despite its importance, reading difficulties remain a concern internationally and in the Philippines, particularly in comprehension, vocabulary, fluency, and critical reading skills (Lagdaan & Sevilla, 2025; Acedillo & Saro, 2023). These challenges emphasize the need for effective literacy instruction and interventions that respond to learners' developmental needs. At Banawa Elementary School in the Cebu City Division, Grades 1–6 teachers play an essential role in identifying struggling readers, implementing literacy activities, and monitoring reading progress. However, differences in learners' abilities, limited instructional resources, and inconsistent monitoring practices may affect literacy development. Effective instructional support, appropriate reading materials, and systematic assessment are therefore necessary to strengthen reading proficiency (Quintano et al., 2025).

Existing literature identifies several approaches to improving elementary learners' reading proficiency, including repeated reading, vocabulary development, contextualized instructional materials, and comprehension-based activities (Magdale et al., 2024; Villarta-Mendoza et al., 2025). Teacher support, parental involvement, and appropriate classroom assessment practices also contribute to literacy development (Quintano et al., 2025). These findings emphasize the importance of combining instructional interventions with continuous monitoring to identify reading difficulties and evaluate learners' progress. Reading motivation, reading habits, vocabulary knowledge, and access to reading materials are additional factors associated with literacy performance. Reading comprehension requires learners to connect written information with prior knowledge and actively construct meaning (Woolley and Woolley (2011)). Meanwhile, limited vocabulary, insufficient background knowledge, and low engagement may contribute to reading difficulties (Nanda and Azmy (2020)). Poor reading proficiency may also affect learners' confidence, classroom participation, and academic achievement (Jumao-as et al., 2025; Villarta-Mendoza et al., 2025). Early identification and appropriate intervention are particularly important for learners experiencing persistent reading difficulties, including those associated with dyslexia, as emphasized by the International Dyslexia Association.

Globally, literacy development remains an educational priority because reading difficulties can restrict academic achievement and lifelong learning opportunities (Lagdaan & Sevilla, 2025). In the Philippines, learners continue to experience difficulties in reading comprehension, vocabulary, and fluency, affecting performance across academic subjects (Acedillo & Saro, 2023). These concerns highlight the importance of strengthening literacy programs and ensuring that interventions respond to learners' actual reading needs. Within the Cebu City Division, teachers are responsible for implementing reading interventions, assessing literacy development, and providing instructional support. However, large class sizes, limited reading materials, varied learner needs, and inconsistent monitoring procedures may influence program implementation. Research emphasizes that adequate instructional resources, teacher support, and appropriate assessment practices are essential to improving reading outcomes (Quintano et al., 2025). Accordingly, examining literacy monitoring and evaluation practices at Banawa Elementary School may provide school-specific evidence for strengthening reading interventions.

This study is anchored in Chall's Stages of Reading Development (Chall, J. S. (1983), which explains learners' progression from decoding and word recognition toward reading for comprehension and knowledge acquisition. This framework supports the importance of developmentally appropriate literacy instruction and continuous assessment among Grades 1–6 learners. Bandura's Social Learning Theory (Bandura, A. (1977) further emphasizes learning through observation, modeling, and social interaction, highlighting teachers' influence on learners' reading habits, motivation, and literacy development. Maslow's Hierarchy of Needs (A.Maslow, 1943) likewise recognizes the importance of supportive learning environments in encouraging academic engagement. The study is also supported by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which promotes literacy and language development within the K–12 curriculum, and Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program, which supports interventions for learners experiencing difficulties in foundational skills. Together, these theoretical and policy foundations emphasize the importance of instructional support, learner motivation, and systematic literacy monitoring in improving reading proficiency.

Previous studies have examined reading difficulties, instructional interventions, and factors influencing literacy development (Magdale et al., 2024; Villarta-Mendoza et al., 2025; Quintano et al., 2025). However, the reviewed literature provides limited school-specific evidence concerning teachers' perceptions of learners' reading proficiency, factors associated with reading development, and challenges in monitoring and evaluating literacy programs within the Cebu City Division. To address this gap, the study assesses teachers' perceptions of learners' word recognition, reading comprehension, and vocabulary skills alongside reading motivation, reading habits, and access to reading materials. It also examines the relationship between perceived reading proficiency and the

identified factors, while determining challenges encountered in literacy monitoring and evaluation. The study involves Grades 1–6 teachers at Banawa Elementary School during School Year 2025–2026, with the findings intended to guide the development of a Reading Proficiency Enhancement Plan. The null hypothesis states that no significant relationship exists between the identified reading proficiency indicators and associated literacy factors at the 0.05 level of significance.

This study aligns primarily with Sustainable Development Goal 4 (SDG 4), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. By examining reading proficiency, literacy-related factors, and teachers' monitoring and evaluation practices, the research addresses foundational learning needs among elementary learners. Its proposed Reading Proficiency Enhancement Plan may contribute to improving literacy instruction, supporting struggling readers, and strengthening educational opportunities through more responsive school-based interventions.

The study contributes to educational sustainability by providing a basis for improving literacy instruction, reading interventions, and continuous learner assessment. Its findings may help teachers identify reading difficulties, strengthen instructional practices, and develop appropriate learning support. School administrators and the Department of Education may also use the results to guide literacy program planning, instructional resource allocation, and monitoring procedures. From an institutional and community sustainability perspective, the study highlights the importance of collaboration among teachers, parents, school administrators, and educational stakeholders in supporting reading development. Strengthening home-based reading habits, access to learning materials, and school literacy initiatives may promote sustained improvements in learners' reading proficiency. The proposed enhancement plan may therefore serve as a practical framework for improving literacy support and maintaining responsive educational practices at Banawa Elementary School.

2. Material and methods

2.1 Research Design

The study utilized a descriptive quantitative research design to assess teachers' literacy monitoring and evaluation practices, reading intervention strategies, assessment methods, and implementation challenges. The IPO framework guided the research process, beginning with teacher profiles and literacy practices, followed by questionnaire administration and statistical analysis, and culminating in findings, conclusions, recommendations, and a proposed Reading Proficiency Enhancement Plan.

2.2 Locale of the Study

The study was conducted at Banawa Elementary School, located in Barangay Guadalupe, Banawa, Cebu City, Philippines, under the Department of Education, Schools Division of Cebu City, Region VII. The school offers kindergarten through Grade 6 education and has 39 classrooms, 45 teaching personnel, one school head, and two non-teaching staff. It was selected because of its implementation of literacy programs and reading interventions.

2.3 Respondents of the Study

The respondents consisted of 36 Grades 1–6 teachers at Banawa Elementary School who were directly involved in literacy instruction, reading assessments, and intervention programs. As presented in Table 1, Grades 1, 2, and 3 each had seven respondents (19.44%), followed by Grade 6 with six (16.67%), Grade 5 with five (13.89%), and Grade 4 with four (11.11%). Learners were not included as respondents because the study focused on teachers' practices, experiences, and perceptions regarding literacy monitoring and evaluation.

2.4 Sample and Sampling Procedure

Purposive sampling was employed to select 36 teachers actively handling Grades 1–6 classes and participating in literacy-related activities at Banawa Elementary School. Selection was based on their direct involvement in reading instruction, learner assessment, literacy monitoring, and intervention implementation, ensuring that respondents possessed relevant experiences concerning the study.

2.5 Research Instrument

A structured questionnaire consisting of three parts served as the primary research instrument. The first part gathered respondents' demographic profiles, including age, sex, grade level handled, teaching experience, and educational attainment. The second assessed literacy monitoring and evaluation practices, reading interventions, assessment methods, and implementation challenges. The third examined teachers' perceptions of the effectiveness of literacy programs and reading interventions. A five-point Likert scale was used to measure respondents' perceptions, practices, and experiences.

2.6 Data Gathering Procedure

The researcher sought approval from the Schools Division Superintendent and coordinated with the school principal before administering the questionnaires. Respondents were informed of the study's purpose, voluntary

participation, and confidentiality measures. Questionnaires were personally distributed, explained, collected, and checked for completeness. The responses were subsequently organized, tabulated, and analyzed using appropriate statistical techniques. All gathered information was treated confidentially and securely stored, while the findings served as the basis for the proposed Reading Proficiency Enhancement Plan.

2.7 Data Analysis Techniques

Frequency counts and percentages were used to describe respondents' demographic characteristics, while weighted means assessed literacy monitoring practices, intervention strategies, perceived effectiveness, and implementation challenges. Analysis of Variance (ANOVA) was used to determine significant differences in teachers' responses when grouped according to demographic characteristics. The five-point Likert scale employed numerical intervals of 4.21–5.00, 3.41–4.20, 2.61–3.40, 1.81–2.60, and 1.00–1.80. For reading literacy, these represented Very High, High, Moderate, Low, and Very Low, respectively. For factors affecting reading literacy, the corresponding interpretations were Strongly Agree, Agree, Moderate, Disagree, and Strongly Disagree. For literacy monitoring challenges, the classifications were Very High Challenge, High Challenge, Moderate Challenge, Low Challenge, and Very Low Challenge. These measures guided the interpretation of respondents' assessments and the identification of areas for literacy program improvement.

3. Results and Discussion

3.1 Demographic Profile of Teacher-Respondents

3.1.1 Age and Gender

Among the 36 respondents, the largest age groups were 35–39 years and 50 years and above, each comprising 22.22%. Teachers aged 30–34, 40–44, and 45–49 each represented 16.67%, while those aged 25–29 accounted for 5.56%. All respondents were female (100%).

The findings indicate varied age representation among the teachers, with an exclusively female respondent group. Age and gender provide relevant demographic information for understanding teachers' professional experiences and instructional practices, consistent with Gulam & Uy (2025) and Magtoltol & Oropa (2025).

3.1.2 Grade Level Taught

Grades 1, 2, and 3 each accounted for 19.44% of respondents, followed by Grades 5 and 6 at 13.89% each and Grade 4 at 11.11%. One respondent (2.78%) did not indicate a grade level.

The representation of different grade levels provides perspectives on literacy instruction across elementary education. The National Reading Panel (2000) emphasized the development of foundational reading skills, while the Institute of Education Sciences (2026) highlighted the importance of continuous reading assessment to guide instructional decisions.

3.1.3 Years of Teaching Experience

Teachers with 6–10 years of experience comprised the largest group (25.00%), followed by those with 11–15 years (19.44%). Respondents with 0–5, 16–20, 21–25, and 26 years or more of experience each represented 13.89%. These findings reflect varied professional experiences that may contribute different perspectives on literacy monitoring and instructional practices. Guarino et al. (2006) associated teacher background and preparation with instructional practices, while the Institute of Education Sciences (2024) emphasized developing teachers' competencies in assessment-based reading instruction.

3.1.4 Highest Educational Attainment

Most respondents had earned units toward a master's degree (55.56%), followed by bachelor's degree holders (25.00%), master's degree graduates (16.67%), and doctorate degree holders (2.78%). The findings indicate considerable participation in graduate education among respondents. The Institute of Education Sciences (2024) emphasized the relationship between professional development and literacy instruction, while the Institute of Education Sciences (2021) highlighted the importance of professional learning and coaching in strengthening teachers' instructional competencies.

3.2 Perceived Reading Literacy Levels of Elementary Learners

3.2.1 Word Recognition

Word recognition obtained an overall mean of 3.66 (SD = 0.37), interpreted as High. Recognizing common words, classroom reading activities, and improvement through regular practice received the highest means ($M = 3.81$), while recognizing grade-level words during oral reading received the lowest ($M = 3.44$). The findings suggest that teachers generally perceive learners' word recognition positively, although grade-level word identification requires continued support. The National Reading Panel (2000) identified word recognition as fundamental to reading proficiency, while Ehri (2020) emphasized repeated word exposure and consistent practice in developing reading accuracy and fluency.

3.2.2 Reading Comprehension

Reading comprehension recorded an overall mean of 3.93 (SD = 0.34), interpreted as High. Identifying important details received the highest rating (M = 4.06), followed by understanding main ideas (M = 4.03). Explaining texts using one's own words obtained the lowest mean (M = 3.81). These findings indicate favorable teacher perceptions of learners' comprehension abilities, with opportunities to strengthen independent explanations of texts. Snow (2002) emphasized meaning-making through reader-text interaction, while Duke and Cartwright (2021) highlighted guided instruction and meaningful reading experiences in developing comprehension.

3.2.3 Vocabulary Skills

Vocabulary skills obtained an overall mean of 4.02 (SD = 0.23), interpreted as High. The contribution of vocabulary to overall reading proficiency received the highest rating (M = 4.28), while understanding commonly used words and the effectiveness of vocabulary activities received the lowest ratings (M = 3.89). The findings suggest that teachers recognize vocabulary development as essential to reading proficiency. Beck et al. (2013) emphasized vocabulary knowledge in understanding written texts, while Stahl and Nagy (2006) highlighted explicit vocabulary instruction and meaningful reading exposure in improving comprehension and literacy.

3.2.4 Overall Reading Literacy Proficiency

The overall reading literacy rating was High (M = 3.87, SD = 0.25). Vocabulary skills obtained the highest mean (M = 4.02), followed by reading comprehension (M = 3.93) and word recognition (M = 3.66). These results suggest that teachers perceive learners as demonstrating favorable reading abilities, with word recognition requiring comparatively greater attention. The National Reading Panel (2000) emphasized the interconnected development of reading skills, while Hwang, Cabell, and Joyner (2021) highlighted the contribution of literacy and content-area instruction to vocabulary and comprehension development.

3.3 Factors Affecting Learners' Reading Literacy

3.3.1 Reading Motivation

Reading motivation obtained an overall mean of 3.94 (SD = 0.25), interpreted as High. Positive feedback received the highest rating (M = 4.19), while learners' enthusiasm during classroom reading opportunities received the lowest (M = 3.69). The findings emphasize teachers' perceptions of encouragement and positive reinforcement as important aspects of reading engagement. Guthrie and Wigfield (2000) associated reading motivation with engagement and achievement, while Schiefele et al. (2012) emphasized the relationship between reading interest, comprehension, and academic performance.

3.3.2 Reading Habits

Reading habits recorded an overall mean of 4.00 (SD = 0.24), interpreted as High. Teacher encouragement received the highest rating (M = 4.14), followed by the perceived benefits of regular reading (M = 4.11). Independent reading interest received the lowest rating (M = 3.81). These findings highlight the perceived importance of teacher encouragement and consistent reading routines. Clark and Rumbold (2006) emphasized the contribution of regular reading to literacy development, while Cunningham and Stanovich (1998) associated frequent reading with vocabulary growth and language proficiency.

3.3.3 Access to Reading Materials

Access to reading materials obtained an overall mean of 3.94 (SD = 0.19), interpreted as High. Availability of instructional materials and improved access to reading resources received the highest ratings (M = 4.17), while material variety and teachers' utilization of available resources received the lowest (M = 3.72). The findings indicate that teachers consider accessible reading resources important for literacy development. Krashen, S.D. (2004) emphasized that access to diverse reading materials encourages reading engagement, while Lindsay, J. (2010) highlighted the contribution of adequate reading resources to literacy development.

3.3.4 Overall Factors Associated with Reading Literacy

The identified literacy factors obtained an overall mean of 3.96 (SD = 0.14), interpreted as High. Reading habits received the highest mean (M = 4.00), followed by reading motivation (M = 3.94) and access to reading materials (M = 3.94). These findings indicate that teachers perceive reading habits, motivation, and instructional resources as relevant to literacy development. Wigfield, Gladstone, and Turci (2016) emphasized motivation in reading engagement, while the Institute of Education Sciences (2010) highlighted the importance of accessible reading materials in supporting literacy instruction.

3.4 Challenges in Literacy Monitoring and Evaluation

Teachers rated literacy monitoring and evaluation challenges as High (M = 3.58, SD = 0.20). Inconsistent learner participation received the highest rating (M = 3.78), followed by limited teacher training opportunities (M = 3.75). Insufficient reading assessment tools received the lowest rating (M = 3.39), interpreted as a Moderate Challenge. Other reported difficulties included limited instructional time, large class sizes, inconsistent attendance, inadequate resources, and documentation responsibilities. These findings suggest that learner participation,

professional development, and instructional demands create difficulties in maintaining consistent literacy monitoring. UNESCO (2022) emphasized the importance of teacher preparation, instructional resources, and institutional support, while DepEd (2023) highlighted professional development, appropriate assessment tools, and stakeholder collaboration in strengthening literacy programs.

3.5 Relationship Between Reading Literacy and Associated Factors

The correlation analysis revealed a low positive relationship between perceived reading literacy and its associated factors ($r = 0.223$). However, the relationship was not statistically significant ($p = 0.192$), exceeding the 0.05 significance level. Consequently, the null hypothesis was retained. The findings indicate that reading motivation, reading habits, and access to reading materials demonstrated a weak positive association with teachers' perceptions of learners' reading proficiency, but the evidence was insufficient to establish a statistically significant relationship. Although these factors received favorable descriptive ratings, their combined association with perceived reading literacy was limited. The findings therefore support considering additional influences when developing the proposed Reading Proficiency Enhancement Plan.

4. Conclusion & Recommendations

The study revealed that teachers at Banawa Elementary School perceived learners' reading proficiency as High in word recognition, reading comprehension, and vocabulary skills, with vocabulary receiving the highest rating. Reading motivation, reading habits, and access to reading materials were also rated High, with reading habits obtaining the highest assessment. However, teachers experienced substantial challenges in literacy monitoring and evaluation, particularly inconsistent learner participation, limited training opportunities, time constraints, and instructional responsibilities. The relationship between reading proficiency and its associated factors was weak and not statistically significant ($r = 0.223$, $p = 0.192$). These findings emphasize the need to strengthen literacy monitoring, instructional support, and reading interventions to sustain learners' reading development.

The Department of Education and school administrators should strengthen literacy monitoring and evaluation by providing adequate reading materials, assessment tools, and professional development opportunities for teachers. Teachers should conduct regular reading assessments, implement appropriate interventions, and promote positive reading habits and motivation. Parents should support reading activities at home and participate in school literacy programs. The proposed Reading Proficiency Enhancement Plan may be considered for implementation to strengthen reading instruction, progress monitoring, resource availability, and stakeholder collaboration. Future researchers may conduct similar studies in other schools and examine additional variables affecting reading proficiency.

The study was limited to Grades 1–6 teachers at Banawa Elementary School in the Cebu City Division during School Year 2025–2026. It relied on teachers' perceptions gathered through a structured questionnaire rather than direct assessments of learners' reading performance. The investigation focused on word recognition, reading comprehension, vocabulary skills, reading motivation, reading habits, access to reading materials, and literacy monitoring challenges. Consequently, the findings reflect the experiences of the participating teachers and may not represent other schools or account for additional factors influencing reading proficiency.

5. Compliance with ethical standards

The author acknowledges the participation of the Grades 1–6 teachers of Banawa Elementary School, Cebu City, and the cooperation of the school authorities. Participation was voluntary, and respondents were informed of the study's purpose before data were collected through a non-invasive survey questionnaire. Confidentiality was maintained through secure handling of research data and reporting of findings without disclosing personally identifiable information. Statements confirming informed consent, absence of conflicts of interest, and external funding status require verification by the authors before publication.

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