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Reading Strategies of Public Elementary School Teachers in Relation to the Reading Profile of Grade 3 Pupils Towards an Intensive Reading Intervention

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Abstract

This study examined Grade 3 pupils' reading proficiency, teachers' reading strategies, and the implementation of school reading programs to inform an intensive reading intervention in Bagabag I District, Nueva Vizcaya. Using a descriptive-comparative design, the study involved 440 Grade 3 pupils and 17 teachers purposively selected from 12 public elementary schools during the 2024–2025 school year. Pupils completed the Comprehensive Rapid Literacy Assessment, and teachers provided data through questionnaires and interviews. Pretest and posttest results were compared using t tests, while qualitative responses were analyzed through open coding. The number of pupils reading at grade level increased significantly in Ilocano (74 to 219) and English (163 to 301). Teachers rated program implementation as very high (weighted mean of 3.71), although high-interest books written at accessible reading levels received the lowest ratings. Teachers identified differences in pupils' readiness and motivation, insufficient materials, limited instructional time, gaps in teacher training, and limited parental involvement. The findings showed gains in reading proficiency alongside a continued need for targeted support among pupils below grade level. Schools should use assessment results to tailor guided reading, expand access to suitable texts, and strengthen teacher training and family participation. The sample limits generalizability. The pretest and posttest design cannot establish causation. Filipino posttest counts require verification against school records. The study provides a district-specific basis for planning an intensive reading intervention aligned with Sustainable Development Goal 4 (Quality Education). Linking assessment results to instructional planning, teacher development, and family involvement can help schools sustain foundational literacy support.

Keywords: Literacy Assessment, Program Implementation, Reading Intervention, Reading Proficiency, Reading Strategies

1. Introduction

Reading comprehension supports knowledge acquisition, critical thinking, and effective communication (Khalilova, 2023). A synthesis of interventions for kindergarten through Grade 3 pupils with or at risk for reading difficulties found that foundational skills and multicomponent interventions supported reading comprehension (Denton et al., 2022). A separate synthesis found that reading interventions improved reading outcomes on average

for elementary pupils with or at risk for dyslexia (Hall et al., 2023). The researchers also encountered challenges teaching comprehension to K–3 pupils during modular and virtual learning. The Comprehensive Rapid Literacy Assessment (CRLA) profiles early-grade reading skills and helps teachers group pupils for targeted support. The Grade 3 toolkit assesses decoding and word recognition as well as fluency and comprehension in the first language, Filipino, and English (Department of Education, 2024).

Reading comprehension develops through interaction between the reader and the text (Clarke, 2013, as cited in Riyani et al., 2023). In a meta-analysis of struggling readers, teaching main ideas, text structure, and retelling alongside background knowledge showed promise for improving comprehension (Peng et al., 2024). A meta-analysis of struggling readers in Grades 3–12 found larger comprehension gains in interventions that included background knowledge instruction or reading strategy instruction (Filderman et al., 2022). Extensive reading uses accessible texts to build fluency and reading speed while encouraging enjoyment (Nation & Waring, 2020). A recent meta-analysis documented benefits across several second- and foreign-language outcomes (Sangers et al., 2025). Wahyudi and Firmansyah (2023) examined extensive reading with college students, while Virgiyanti and Mahdiyah (2023) reviewed its use to foster reading skills and discussed barriers such as limited reading time and uninteresting materials. Pupils with reading difficulties may need support in foundational skills, comprehension, or both (Denton et al., 2022). Research syntheses have reported benefits from targeted fluency instruction and examined the contribution of nonrepetitive reading to fluency (Maki & Hammerschmidt-Snidarich, 2022; Zimmermann et al., 2021). In a study of struggling fourth-grade readers, two years of intensive intervention yielded greater fluency gains than one year. The two groups showed similar word-reading gains, and neither duration produced a statistically significant advantage on standardized comprehension measures (Miciak et al., 2018).

The 2018 Programme for International Student Assessment documented widespread underperformance among Filipino participants (Alinsunurin, 2021). The World Bank (2024) estimated learning poverty at 91% in the Philippines using the latest data available before COVID-19 school closures. The estimate accounts for children out of school. Under the K to 12 Basic Education Program, the Department of Education (2019) launched the Bawat Bata Bumabasa initiative to strengthen the Every Child a Reader Program and help pupils become proficient and independent readers at their grade level. The Department of Education (2023) later included reading in its National Learning Recovery Program to address learning gaps. At the beginning of School Year 2023–2024, Bagabag I District's CRLA classified 222 of 296 Grade 3 pupils assessed in Iloko as Grade Ready. Of the 404 pupils assessed in Filipino and English, 342 were Grade Ready in Filipino and 315 in English. Readiness varied across schools. Bagabag Central School reported that all 78 of its Grade 3 pupils were Grade Ready, providing a possible benchmark within the district.

The study's framework treated teachers' reading intervention programs as the independent variable and the strategies teachers used and the reading proficiency profiles of Grade 3 pupils as dependent variables. CRLA results provided the basis for describing pupils' proficiency and comparing their pretest and posttest profiles. The proposed intensive reading intervention was the expected output of the framework. In northern Nueva Vizcaya, Pua (2021) used Philippine Informal Reading Inventory results to examine relationships among word reading, reading comprehension, and English performance in Grade 6 and to design a reading intervention. The CRLA similarly provides schools with learner profiles to guide targeted reading support in Grades 1–3 (Department of Education, 2024).

Reading difficulties persisted in Bagabag I District despite existing school programs. The Schools Division of Nueva Vizcaya (2024) reported a similar concern in its summary of the Bantinan Elementary School cluster study. Teachers rated the implementation of reading program objectives highly, yet pupils' reading outcomes remained low. The summary identified a need for regular monitoring, better use of available materials, and intensive support for pupils below the expected proficiency level. The district needed evidence on which reading skills its Grade 3 pupils had mastered, where they still needed support, and how teachers addressed those needs. The study examined whether pupils' pretest and posttest profiles differed significantly, how extensively schools implemented their reading programs, which strategies teachers used, what challenges they encountered, and what improvements they suggested. These findings informed the design of an intensive reading intervention suited to the district.

The study aligns with SDG 4 – Quality Education through its focus on foundational reading skills in public elementary schools. Assessing pupils in Iloko, Filipino, and English identifies where additional instruction is needed and helps schools plan support for pupils working toward grade-level reading proficiency.

The study contributes to educational sustainability by grounding reading support in pupils' assessed needs and teachers' classroom experience. It also informs institutional sustainability by identifying implementation challenges and practical priorities for sustained support, including teacher capacity-building, pupil engagement, and improvement of reading resources.

2. Material and methods

2.1 Research Design

The study used a descriptive-comparative research design to describe and compare Grade 3 pupils' reading profiles based on their pretest and posttest scores on the Comprehensive Rapid Literacy Assessment (CRLA). It also examined teachers' reading strategies in relation to pupils' reading proficiency, the extent of reading program implementation, the challenges teachers encountered, and their suggestions for improving pupils' reading comprehension.

2.2 Locale of the Study

The study was conducted in all 12 public elementary schools in Bagabag I District, Nueva Vizcaya.

2.3 Respondents of the Study

The study involved 457 participants, comprising 17 Grade 3 teachers and 440 Grade 3 pupils. The pupils completed the CRLA, which their teachers administered. The teachers responded to the questionnaire, and selected teachers participated in interviews.

2.4 Sample and Sampling Procedure

The teachers and pupils were purposively selected. Bagabag Central School contributed three teachers and 89 pupils. Lantap, Murong, and Sta. Lucia elementary schools each contributed two teachers and 42, 51, and 34 pupils, respectively. B. A. Bugayong, Bagabag South, Careb, JP Castillo, Nangalisan, Paniki, Sta. Cruz, and V. Coloma Memorial elementary schools each contributed one teacher and 20, 30, 35, 17, 11, 53, 21, and 37 pupils, respectively.

2.5 Research Instrument

The CRLA assessed foundational reading skills through brief tasks in phonological awareness, alphabet knowledge, decoding, fluency, and comprehension. The assessment classified pupils as emerging, developing, transitioning, or reading at grade level. The emerging category distinguished pupils beginning to recognize letters and sounds from those beginning to connect letters with sounds and decode simple words. Developing readers could decode simple texts but still needed support with fluency and comprehension. Transitioning readers were progressing toward more fluent and independent reading. Pupils reading at grade level demonstrated the decoding, fluency, and comprehension expected for their grade. The teacher questionnaire was patterned after an article from Readability (2022) on evaluating reading intervention programs. It assessed the extent of program implementation and gathered information on teachers' challenges and suggestions. It used four response options, from 4 (Always) to 1 (Never), with Often and Sometimes as the intermediate responses. The researcher used a predetermined set of interview questions to gather selected teachers' accounts of their experiences and difficulties in implementing reading interventions.

2.6 Data Gathering Procedure

The researcher developed the questionnaire in June 2024, and the quality assurance team validated the research instruments that month. The researcher revised the instruments and requested permission to collect data in July 2024. Teachers administered the CRLA pretest and consolidated the district results in August 2024. The researcher interviewed selected teachers in September 2024. Teachers administered the posttest in March 2025, and the research team evaluated the data-gathering materials in April 2025.

2.7 Data Analysis Techniques

The CRLA results were used to classify pupils by reading proficiency. Pretest and posttest proficiency counts were compared using t tests. The Filipino comparison requires verification against the original school records. Questionnaire ratings of 3.51–4.00 indicated very high implementation, 2.51–3.50 indicated high implementation, 1.51–2.50 indicated moderate implementation, and 1.00–1.50 indicated low implementation. Teachers' reports of implementation challenges were summarized by frequency and rank. Responses concerning reading strategies and implementation challenges were analyzed through open coding, which grouped first-level concepts into second-level categories. The researcher analyzed verbatim interview responses on teachers' experiences and difficulties to inform the proposed intensive reading intervention.

2.8 Ethical Considerations

The researcher sought permission through the appropriate school, district, and division channels, including the Schools Division Superintendent of Nueva Vizcaya. The researcher also sought permission from school heads to access CRLA results and from teachers to conduct interviews. The study provided for voluntary participation and informed consent, and parents or guardians were asked to sign consent forms for the pupils. Ethical safeguards addressed anonymity, confidentiality, potential harm, and communication of results. The researcher treated the data as confidential and used them solely for the stated research purpose. The researcher also affirmed the originality of the work and the proper acknowledgment of sources.

3. Results and Discussion

3.1 Grade 3 Reading Outcomes and School Reading Practices

3.1.1 Reading Proficiency in Ilocano

Among the 321 pupils assessed in Ilocano, the number reading at grade level increased from 74 to 219 ($t(9) = 4.260$, $p = .002$). The number of low emerging readers fell from 19 to zero ($p = .010$), and transitioning readers decreased from 194 to 98 ($p = .012$). High emerging readers decreased from eight to zero, and developing readers decreased from 26 to six. These last two changes did not reach statistical significance. The posttest distribution showed that most pupils assessed in Ilocano reached grade-level proficiency. Gains varied across schools. V. Coloma Memorial Elementary School increased from zero to 35 pupils reading at grade level, while Nangalisan Elementary School maintained 10 of its 11 pupils at that level. The 98 pupils who remained in the transitioning category represented an ongoing need for reading support.

3.1.2 Reading Proficiency in Filipino

The Filipino pretest classified 112 of 440 pupils as reading at grade level. The reported Filipino posttest categories sum to 441, while the manuscript lists 440 pupils assessed. Bagabag Central School reported 89 pupils assessed, but its category counts sum to 91. Murong Elementary School reported 51 pupils assessed, but its category counts sum to 50. The district Filipino posttest distribution and pretest–posttest comparisons require verification against the original school records before they can be interpreted.

3.1.3 Reading Proficiency in English

Among the 440 pupils assessed in English, the number reading at grade level increased from 163 to 301 ($t(11) = 4.098$, $p = .001$). Low emerging readers decreased from 15 to three ($p = .032$), and high emerging readers decreased from 40 to four ($p = .026$). Developing readers decreased from 50 to 17, and transitioning readers decreased from 172 to 116. These last two changes did not reach statistical significance. The English results showed the clearest shifts at the emerging and grade-level ends of the reading profile. Bagabag Central School doubled its grade-level count from 34 to 68, and Murong Elementary School increased its count from 19 to 47. The remaining developing and transitioning readers indicated a need for continued support at the intermediate proficiency levels.

3.1.4 Extent of School Reading Program Implementation

Teachers rated overall reading program implementation as Very High, with a weighted mean of 3.71. They gave very high ratings to appropriately leveled texts, built-in assistance, audiobook options, vocabulary enrichment, comprehension assessment, and progress monitoring. High-interest books written at lower reading levels received the lowest ratings, ranging from 3.00 to 3.41, which still fell within the High category. Teachers' ratings identified several areas of strength, including guided assistance and regular checks on comprehension. The lower ratings for high-interest, lower-reading-level books identified an area for improvement, particularly in providing age-appropriate texts that struggling readers can read and understand.

3.1.5 Reading Strategies Used by Grade 3 Teachers

Teachers reported strategies in five areas. They developed comprehension through questioning, retelling, summarizing, and identifying main ideas and supporting details. They built vocabulary through direct instruction and context and picture clues. They used story maps and graphic organizers, engaged pupils through prediction and activation of prior knowledge, and varied reading activities through oral, repeated, group, and silent reading and discussion. These practices addressed vocabulary and fluency alongside comprehension. Visual tools helped pupils organize information, while questioning, prediction, and discussion encouraged them to engage actively with texts. The range of strategies reflected the different reading skills teachers sought to develop.

3.2 Challenges in Implementing School Reading Programs

Teachers reported differences in pupils' reading abilities, readiness, motivation, and confidence. They also identified limited vocabulary and prior knowledge among some pupils. Other challenges included insufficient reading materials, limited instructional time, gaps in teacher training, and limited parental involvement. Differences in reading readiness increased the need for differentiated instruction. Limited materials and instructional time made it harder for teachers to provide support suited to individual pupils. The reported training gaps and limited parental involvement also pointed to a need for support for teachers and stronger collaboration with families.

3.3 Teachers' Priorities for the Proposed Intensive Reading Intervention

Teachers proposed varied, ability-appropriate texts and systematic instruction in phonics, vocabulary, fluency, and comprehension. They also suggested guided reading, reciprocal teaching, dedicated reading time, inviting reading corners, and continued use of technology and multimedia. They encouraged parents to read with their children and emphasized helping pupils develop an interest in reading. These proposals responded directly to the challenges teachers identified. Differentiated materials and guided instruction addressed variation in reading

proficiency, while regular reading routines and engaging texts supported participation. The chapter also identified dedicated instructional time, ongoing teacher development, and family involvement as priorities for sustaining the proposed intervention.

4. Conclusion & Recommendations

The study found that more Grade 3 pupils in Bagabag I District read at grade level at posttest than at pretest in Ilocano and English. The increase was statistically significant in both languages, although changes in the lower proficiency categories varied. The Filipino pretest–posttest comparison remains unresolved pending verification of the original school tallies. Some pupils remained in the developing and transitioning categories, indicating a continued need for targeted reading support. Teachers rated the implementation of school reading programs as very high overall and reported using varied strategies to develop comprehension, vocabulary, and fluency. However, they gave comparatively lower ratings to high-interest books written at accessible reading levels and identified differences in pupil readiness and motivation, limited materials and instructional time, training gaps, and limited parental involvement. Taken together, the assessment results and teachers' reports provide a district-specific basis for an intensive reading intervention that addresses pupils' proficiency levels and the conditions affecting reading instruction.

School heads and Grade 3 teachers should sustain existing reading support and use Comprehensive Rapid Literacy Assessment (CRLA) results in each language to identify pupils who need further instruction. The proposed intensive reading intervention should prioritize guided reading and systematic instruction in phonics, vocabulary, fluency, and comprehension, with activities matched to pupils' proficiency. Schools can provide one-to-one or small-group tutoring for pupils who need additional support (Neitzel et al., 2022). Schools should expand their supply of varied, age-appropriate, high-interest texts that struggling readers can read successfully. School heads should protect regular reading time and provide continuing professional development on differentiated instruction and the use of available materials. Teachers should maintain supportive classroom reading routines, use appropriate technology and multimedia, and encourage parents or guardians to read with their children at home. Teachers can provide suitable texts and brief instructions for structured home practice, drawing on evidence that caregiver-led literacy interventions can support reading development (Petersen-Brown et al., 2024). Schools should review pupils' progress regularly and use the results to adjust reading groups, materials, and instructional support.

The study covered 440 Grade 3 pupils and 17 teachers purposively selected from 12 public elementary schools in Bagabag I District during School Year 2024–2025. Its findings are most directly applicable to that district and grade level. The descriptive-comparative design documented changes between pretest and posttest but cannot establish whether particular teaching strategies caused those changes. Findings on program implementation, teaching strategies, and challenges reflect teachers' reports. The reported Filipino posttest counts are inconsistent with the number assessed, which limits interpretation of the Filipino pretest–posttest comparison. Future studies could include other districts and use a comparison group to evaluate specific reading interventions.

5. Compliance with ethical standards

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