

Demonstrating the Utilization of Readsmart to Enhance Reading Proficiency among Grade 2 Learners

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ABSTRACT

This study assessed the utilization of READSMART in reading strategies by teachers and the reading proficiency level of Grade 2 learners at Estaca Integrated School for the School Year 2025–2026. Specifically, it examined the teachers' demographic and professional profiles, their application of reading strategies—namely rehearsal, elaboration, organization, monitoring, linguistic, and semantic—and the learners' proficiency in essential reading competencies. The study employed a descriptive–correlational research design using an adapted and modified questionnaire as the main data-gathering instrument. Findings revealed that most of the participating teachers were females aged 41–50, married, with Certificates of Academic Requirements, 6–10 years of teaching experience, and had attended division-level trainings and seminars. The majority of learners were 7 years old and male. Teachers consistently utilized rehearsal, elaboration, and monitoring strategies, while organization, linguistic, and semantic strategies were applied often but less consistently. Results also indicated that Grade 2 learners were generally at the transitioning level of reading proficiency, demonstrating emerging skills in word recognition, comprehension, and fluency. Furthermore, a significant correlation was found between the teachers' utilization of READSMART reading strategies and the learners' reading proficiency. Challenges identified included limited reading materials, large class sizes, insufficient training in differentiated instruction, time constraints, language barriers, lack of assessment tools, limited access to technology, and inadequate administrative support. Based on the findings, the study concluded that the effective use of READSMART strategies significantly influences learners' reading proficiency. It is therefore recommended that learner-centered reading activities be consistently integrated into instruction to enhance the development of Grade 2 learners at Estaca Integrated School.

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KEYWORDS: *Administrative Supervision, READSMART, Reading Strategies, Reading Proficiency, Learner-Centered Reading Activities, Descriptive-Correlational, Compostela, Philippines.*

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Reading is widely recognized as a cornerstone of early childhood education. It not only supports language development but also lays the groundwork for academic success across disciplines. Recent studies emphasize the importance of early reading instruction and its long-term impact on children's cognitive, social, and academic development.

The Philippines' performance on PISA (Programme for International Student Assessment) shows persistent low reading proficiency among 15-year-

olds: the OECD (2023) country note reports only a modest rise from an average reading score of 340 in PISA 2018 to 347 in PISA 2022, leaving Filipino students well below the OECD average and with a large share not reaching minimum proficiency; Acido and Caballes (2024) further analyse these rounds and argue that the results reflect systemic gaps in early literacy, inequities between public/private and urban/rural schools, and the continuing need for strengthened foundational reading instruction and assessment to improve secondary-level reading outcomes.

Philippine studies and government materials from 2020–2023 echo the international pattern: remote-learning arrangements and extended disruptions raised serious concerns about learners' reading progress, and local diagnostic exercises (including the use and promotion of Early Grade Reading Assessment tools) documented decreases in reading practice, uneven access to instruction, and the need for systematic re-assessment and catch-up programs in elementary grades (Randolph et al., 2022). DepEd and its partners recommend using EGRA/Phil-IRI style screeners, prioritizing teacher training in structured foundational reading methods, and deploying focused remediation (small-group tutoring, accelerated learning sessions) to reduce the spike in learning poverty caused by the pandemic and address long-standing inequities in access to early reading instruction.

The Comprehensive Rapid Literacy Assessment (CRLA), deployed nationally for early grades, provides more fine-grained, classroom-level data that many schools and studies show can identify learners' reading profiles (e.g., Low Emerging to At-Grade levels) and monitor short-term gains; Inot et al. (2024) report that targeted use of CRLA for diagnostic and formative instruction produced statistically significant improvements in early-grade literacy in intervention samples, and DepEd's recent implementation guidance (DepEd, 2025) positions the CRLA as a standardized tool to inform remediation and the National Reading Program's activities-together indicating that while PISA highlights broad system weaknesses at age 15, CRLA offers actionable, school-level evidence to drive early reading interventions that may prevent later PISA low performance.

Developing reading skills in Grade 2 requires systematic and evidence-based approaches that target both foundational and higher-order processes. Research emphasizes the importance of *systematic phonics instruction* to support decoding and word recognition. Lindström-Sandahl et al. (2023) found that structured phonics interventions significantly improved word reading and comprehension outcomes among second-grade students at risk of reading difficulties. This suggests that daily, explicit phonics lessons combined with practice in decodable texts are essential for consolidating early literacy skills at this level.

Porter et al. (2024) examined how teachers' understanding of language and literacy affects student performance. Their study found that students taught by teachers with strong literacy knowledge showed significantly better outcomes in foundational reading

skills. This suggests that teacher preparation and professional development are critical in fostering early reading success.

In addition, Angay (2025) conducted a study involving 173 Grade 2 pupils and found a significant correlation between reading proficiency and academic performance. The study revealed that while students generally performed well in alphabet knowledge and phonological awareness, their reading fluency and comprehension were only average. This gap highlights the importance of targeted interventions during Grade 2 to strengthen comprehension and fluency. Angay's findings suggest that reading challenges such as repetition and omission directly impact students' ability to grasp subject matter, reinforcing the need for structured literacy instruction at this stage. Together, these studies underscore that Grade 2 is not merely a continuation of early reading instruction but a pivotal phase where literacy becomes the gateway to broader academic success.

Feedback and progress monitoring also play a critical role in supporting reading growth. Frequent oral reading assessments and timely corrective feedback allow teachers to track progress and address individual learning needs. Studies highlight that corrective feedback during oral reading enhances fluency and accuracy, especially when embedded in ongoing instruction (Lindström-Sandahl et al., 2023; Dunn et al., 2025). For Grade 2 learners, short and regular monitoring ensures early identification of students who may require intensified support.

Conducting research on the extent of utilization of reading strategies by teachers and the reading proficiency of learners at Estaca Integrated School, Compostela, Cebu, DepEd Cebu Province for the school year 2025–2026 is crucial for developing a learner-centered enhancement plan through Project READSMART. This study will provide valuable insights into how effectively teachers employ various reading strategies and how these influence students' comprehension and literacy development. By identifying strengths, gaps, and best practices in reading instruction, the research will guide the formulation of targeted interventions that cater to learners' diverse needs and learning styles. Ultimately, the findings will serve as a foundation for Project READSMART to design evidence-based programs that foster improved reading proficiency, enhance teaching effectiveness, and promote a culture of reading within the school community.

Theoretical Background

The research anchors the study on the following theories: Schema Theory (Anderson, 1977), Metacognitive Theory (Flavell, 1979), Social

Constructivist Theory (Vygotsky, 1978 – Zone of Proximal Development), Interactive Model of Reading (Rumelhart, 1985), and Dual Coding Theory (Paivio, 1986).

Schema Theory frames comprehension as the process of connecting text to a reader’s existing knowledge structures (schemata). For young readers (Grade 2), schemata include simple story structures (characters, setting, problem/solution), vocabulary around everyday events, and basic world knowledge. Activating relevant schemata before reading helps children make predictions and comprehend faster because they match incoming text cues to familiar patterns (Mosher & Kim S., 2023).

For Grade 2 reading strategies, Schema Theory suggests concrete instructional moves: pre-reading activation (picture walks, talking about a relevant real-world event), guided prediction, and post-reading debriefs that explicitly name how students’ prior knowledge helped them infer meaning. Because Grade 2 learners have limited reading fluency, combining schemata activation with teacher read-aloud and shared reading is especially powerful (Xiao, 2024).

Interventions inspired by schema theory can be operationalized with structured pre-reading routines and then tested with quasi-experimental or randomized designs in Grade 2 classrooms (Mosher & Kim S., 2023).

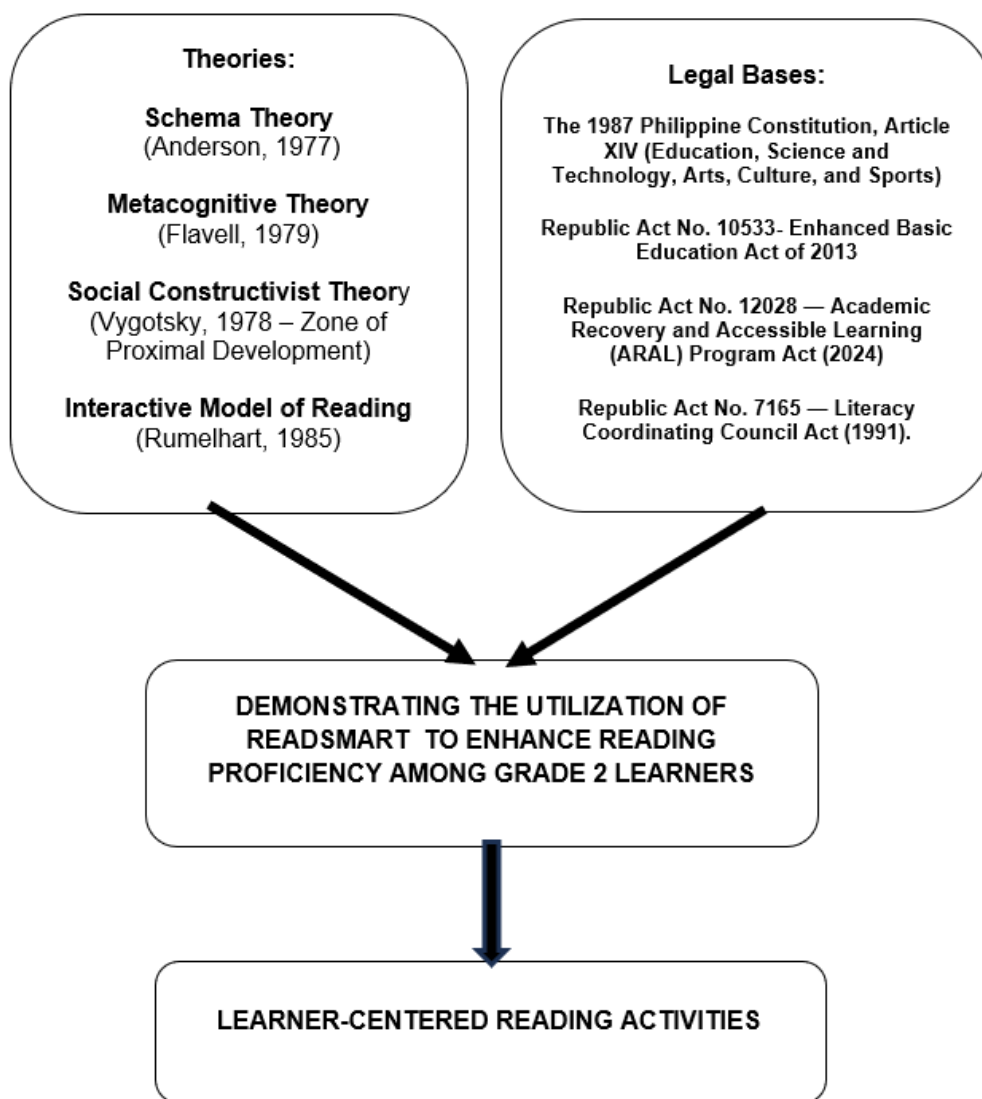


Figure 1

Theoretical Framework

On the other hand, metacognitive theory emphasizes that good readers regulate comprehension through planning, monitoring, and evaluating their understanding. In young children, metacognitive skills are nascent but teachable: simple self-monitoring prompts (“Does that make sense?”), Strategy labeling (“I will re-read that sentence”), and

teacher modeling of thinking aloud foster early metacognitive control. For Grade 2 students, instruction must be concrete, scaffolded, and repeated (Narengaowa & Tungalag, 2024).

Recent intervention and review studies (2020–2025) report that explicit metacognition instruction in early grades improves not only comprehension but also

strategy transfer: structured lessons where teachers model monitoring and scaffold student reflection show positive effects on reading accuracy and comprehension. Meta-analytic and intervention research in 2024–2025 indicates that metacognition supports self-regulated reading even in younger learners when activities are developmentally appropriate (Eberhart et al., 2024).

Consequently, Vygotsky's social constructivism locates learning in interaction: children learn best when supported by a more knowledgeable other within their Zone of Proximal Development (ZPD). For Grade 2 reading instruction, that means guided reading, teacher think-alouds, and peer-assisted reading are core practices - the adult models and gradually transfer responsibility as the child's competence grows (Wu & Bakar, 2025).

Recent literature reviews and comparative studies of Wu and Bakar (2025) document how language scaffolding practices aligned with ZPD principles improve early literacy outcomes. Systematic analyses across international classrooms highlight that scaffolded talk (questioning, elaboration, modeling language) consistently supports vocabulary growth and comprehension, especially when teachers tune prompts to each child's current level and then fade support.

Design lessons with explicit scaffolding sequences - teacher model (I do), guided practice (We do), then independent practice (You do) - and use strategic questions that aim just beyond a child's independent performance, and small-group instruction organized by ZPD allows the teacher to deliver reading strategy instruction at the right challenge level.

Moreover, the interactive model (Rumelhart and successors) posits that comprehension emerges from continuous interaction between bottom-up processes (decoding letters/words) and top-down processes (prior knowledge, expectations). For Grade 2 readers who are still developing decoding skills, balanced instruction that integrates phonics with strategy instruction (prediction, context use) yields better comprehension than approaches that focus on one process alone (Hamid et al., 2024).

Contemporary studies applying the interactive framework to elementary settings show students use a mix of top-down and bottom-up strategies in real reading; interventions that teach when and how to alternate between these processes (e.g., use decoding for unknown words, use prediction for overall meaning) improve comprehension outcomes. Research from Yenesew & Lule (2023) supports classifying strategies as global (top-down) vs. problem-solving (bottom-up) and examining their

interaction. This model recommends pairing phonics/decoding mini-lessons with comprehension strategy mini-lessons in the same literacy block. For example, after a decoding focus on multisyllabic patterns, follow with a short, shared reading that practices prediction and summarizing so children apply both processes in concert.

In addition, dual coding theory argues that information coded both verbally and visually creates two interlinked memory traces, making comprehension and recall stronger. For Grade 2 readers, pairing text with meaningful images, picture sequences, and simple graphic organizers supports comprehension and enables visualization strategies that are developmentally appropriate (Wooten & Cuevas, 2024).

In Grade 2 classrooms, use dual coding by teaching students to create simple drawings of stories, use picture walks, and complete two-column visual/text organizers (e.g., draw the scene + write one sentence). These activities make abstract language accessible and support visualization as an active reading strategy.

In addition to these theories are the reading strategies, namely: rehearsal, elaboration, organization, monitoring, linguistic and semantics. These strategies equip students with cognitive and metacognitive tools to process, interpret, and retain information from texts effectively. Together, these approaches foster active, independent, and proficient readers capable of engaging with texts at deeper levels of understanding.

Rehearsal, as a reading strategy, involves the repeated exposure and verbalization of key words or ideas to enhance recall and comprehension. It focuses on helping learners internalize vocabulary and main ideas through repetition and memorization. Studies have shown that rehearsal strategies-such as encouraging students to remember and recite essential words-enhance short-term retention and aid in understanding text meaning. For instance, Alharbi (2021) emphasized that rehearsal techniques strengthen students' working memory, leading to better reading fluency and comprehension accuracy.

In addition, elaboration, on the other hand, requires learners to connect new information with their existing knowledge by explaining, summarizing, or paraphrasing text content. This strategy deepens understanding and promotes critical thinking as students relate textual ideas to prior experiences. According to Khan et al. (2022), elaboration helps learners build meaningful associations, resulting in improved comprehension and longer information retention. By engaging students in activities such as

summarizing and discussing key ideas, teachers foster active reading and conceptual integration.

On the other hand, organization strategies assist students in structuring and categorizing information to make sense of complex texts. This includes outlining main points, identifying relationships among ideas, and recognizing text structures. Research by Fathi and Al-Husban (2021) found that students who use organizational strategies-like creating outlines and graphic organizers-demonstrate higher comprehension scores, as these techniques support logical processing and efficient information retrieval. Organization thus aids learners in constructing coherent mental models of the text.

Consequently, monitoring refers to learners' ability to oversee their comprehension and identify difficulties during reading. It involves self-assessment, questioning, and re-reading when necessary. As noted by Rahman and Pandian (2021), metacognitive monitoring allows students to regulate their understanding, detect confusion, and apply corrective strategies. Effective monitoring fosters autonomy and improves reading proficiency since students become aware of their cognitive processes and adjust their reading behavior accordingly.

Moreover, linguistic strategies emphasize the importance of vocabulary, syntax, and morphology in understanding texts. Teachers train students to analyze word parts, use context clues, and infer meanings. According to Taboada Barber et al. (2022), linguistic awareness significantly predicts reading comprehension as it equips learners with decoding and inferencing skills necessary for processing unfamiliar words. These strategies are particularly vital for multilingual learners navigating texts in a second language.

Consequently, semantics-based strategies focus on constructing meaning at the sentence and discourse levels. Students use background knowledge, context, and inferencing to grasp the overall message rather than focusing on individual words. A study by Guo and Roehrig (2021) highlighted that semantic processing enables learners to interpret deeper meanings and author intentions, leading to more holistic comprehension. Through semantic strategies, learners move beyond literal interpretation toward critical and inferential reading.

Finally, the READSMART strategies are a structured set of reading approaches designed to enhance learners' comprehension, metacognition, and overall engagement with texts. The acronym typically represents key processes such as reviewing, evaluating, analyzing, determining meaning, summarizing, monitoring understanding, asking

questions, reflecting, and thinking critically. These strategies guide learners through purposeful reading by helping them activate prior knowledge, identify important information, clarify confusing ideas, and make connections within and beyond the text. By following a systematic process, students develop deeper comprehension skills and become more independent and strategic readers.

Moreover, READSMART strategies promote active learning by encouraging students to interact with the text before, during, and after reading. Through activities such as questioning, summarizing, and reflecting, learners strengthen their ability to process information, retain key concepts, and evaluate the relevance or reliability of what they read. The metacognitive components of READSMART-such as monitoring one's understanding and adjusting strategies when comprehension breaks down-also empower students to take ownership of their learning. Overall, READSMART supports not only academic literacy but also critical thinking, making it an effective framework for improving reading proficiency across grade levels.

Along with these theories and strategies, this research also anchors the following legal basis: The 1987 Philippine Constitution, Article XIV (Education, Science and Technology, Arts, Culture, and Sports), Republic Act No. 10533, Republic Act No. 12028, and Republic Act No. 7165.

The 1987 Philippine Constitution, Article XIV (Education, Science and Technology, Arts, Culture, and Sports), this constitutional provision declares that education is a right of every Filipino and that the State shall "establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society" (e.g. reading literacy is a basic need).

Republic Act No. 10533 - Enhanced Basic Education Act of 2013, is the law that implemented the K-12 system in the Philippines. It mandates that basic education be "learner-centered, inclusive and developmentally appropriate, relevant, responsive and research-based.

Republic Act No. 12028 - Academic Recovery and Accessible Learning (ARAL) Program Act (2024), this more recent law expressly addresses reading (among mathematics and science) in its declaration of policy. One of its major objectives is to support learners struggling in reading (and other competencies) to attain the learning competencies set by DepEd.

Republic Act No. 7165 - Literacy Coordinating Council Act (1991), this law gives highest priority to adopting measures for the *eradication of illiteracy* in

the Philippines; it mandates formulation of policies and programs on formal, non-formal, informal learning systems that respond to community needs.

These legal bases establish a strong foundation for upskilling teachers, ensuring that educators are equipped with the necessary pedagogy to enhance their reading strategies and techniques. These policies give specific mechanisms and guidelines for how reading strategy interventions can be structured (e.g., which languages, which materials, how assessment of reading comprehension should be done).

THE PROBLEM

Statement of the Problem

This research assessed the extent of utilization of the READSMART of English teachers in relation to reading proficiency level of grade 2 learners of Estaca Integrated School, Compostela, Cebu, DepEd Cebu Province, during the School Year 2025-2026 as basis for learner-centered reading activities.

Specifically, this answered the following questions:

1. What is the demographic profile of the teacher and learner respondent in terms of:
 - 1.1. Teachers'
 - 1.1.1. age and gender,
 - 1.1.2. civil status,
 - 1.1.3. highest educational attainment,
 - 1.1.4. years in service,
 - 1.1.5. relevant training/ seminar /workshop attended,
 - 1.2. Learners' age and gender
2. As perceived by the teachers, what is the extent of utilization of the READSMART on the following reading strategies:
 - 2.1. rehearsal,
 - 2.2. elaboration,
 - 2.3. organization,
 - 2.4. monitoring,
 - 2.5. linguistic, and
 - 2.6. semantics?
3. As perceived by the respondents, what is the proficiency level in terms of the following reading skill competencies as to:
 - 3.1. word patterns
 - 3.2. correct meaning of word patterns
 - 3.3. sentences?
4. Is there a significant correlation between the extent of utilization of the READSMART and the reading proficiency level of learners in based on set competencies?
5. What are the issues and concerns of the utilization of reading strategies?
6. Based on the findings, what READSMART based learner-centered reading activities can be facilitated?

Null Hypothesis

There is no significant relationship between the extent of utilization of the READSMART reading strategies by the teachers and the reading proficiency level of grade 2 learners. The null hypothesis given will be tested at a 0.05 level of significance.

Significance of the Study

This study is beneficial for the following:

Education Policy Makers. The study provides evidence-based insights that can guide the formulation of policies promoting effective reading strategies and literacy development in basic education.

Department of Education. Results may serve as a reference in developing and implementing national reading programs and teacher training initiatives.

School/ Educational Institution. Findings will help the school enhance its instructional programs and strengthen literacy interventions aligned with learners' reading needs.

The Administrators. The study will aid administrators in designing effective support systems that foster teacher growth and learner achievement in reading.

School heads. It offers valuable data for school heads to improve supervision and instructional leadership focused on literacy performance.

Teachers. Teachers can use the results to refine their reading strategies and adopt evidence-based practices to improve student outcomes.

Learners. Learners will benefit from improved reading instruction that enhances their comprehension, fluency, and overall academic performance.

Society/Community. The community gains from producing more literate, competent individuals who can contribute meaningfully to local and national development.

The Researcher. This study adds to the body of knowledge on reading instruction, highlighting the link between teacher strategies and learner performance.

Future researchers. It may serve as a foundation for future studies exploring literacy improvement and instructional planning in similar educational contexts.

RESEARCH METHODOLOGY

This part contains the research methodology, which includes the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures, and definition of terms.

Design

The study used a descriptive-survey research design to collect information on the extent of utilization of reading strategies and learners' performance level of Estaca Integrated School, Compostela, Cebu, DepEd Cebu Province. The design was deemed appropriate for the study because the research instrument was survey-based. The percentage, frequency, weighted mean, standard deviation, and Pearson correlation were the statistical techniques that were employed. Moreover, a noteworthy correlation between the specified variables was ascertained, hence augmenting the relevance of the design.

Flow of the Study

The flow of the research followed the system approach of input, process, and output. The data needed on the input were the profile data of the teacher, such as age, civil status, gender, highest educational attainment, years in service, relevant training/seminars attended, and learners' age and gender.

Moreover, the input consists of the related information that was adopted to be able to acquire the required information on: (1) the extent of utilization of reading strategies, (2) learners' proficiency level,

(3) the extent of utilization of the reading strategies by the teachers, and the proficiency level of learners in terms of reading competencies.

The first step taken in the study was the pre-data gathering procedure where participating respondents were identified from which the data was gathered. It was then followed by the preparation of the questionnaire and the drafting of letters of request to the principal seeking approval to conduct the study. After the letter was approved, the respondents were given an online link through Google Form for the questionnaire.

Data was collected through a survey questionnaire, which was distributed to the randomly selected respondents. The instrument was divided into four sections designed to gather information. To facilitate participation, the researcher ensured confidentiality by anonymizing responses and emphasizing the voluntary nature of the study.

Data was collected and submitted to the statistician for statistical treatment. Under the direction of the research adviser, it underwent additional presentation, analysis, and interpretation. Based on the results and findings, learner-centered reading activities were crafted.

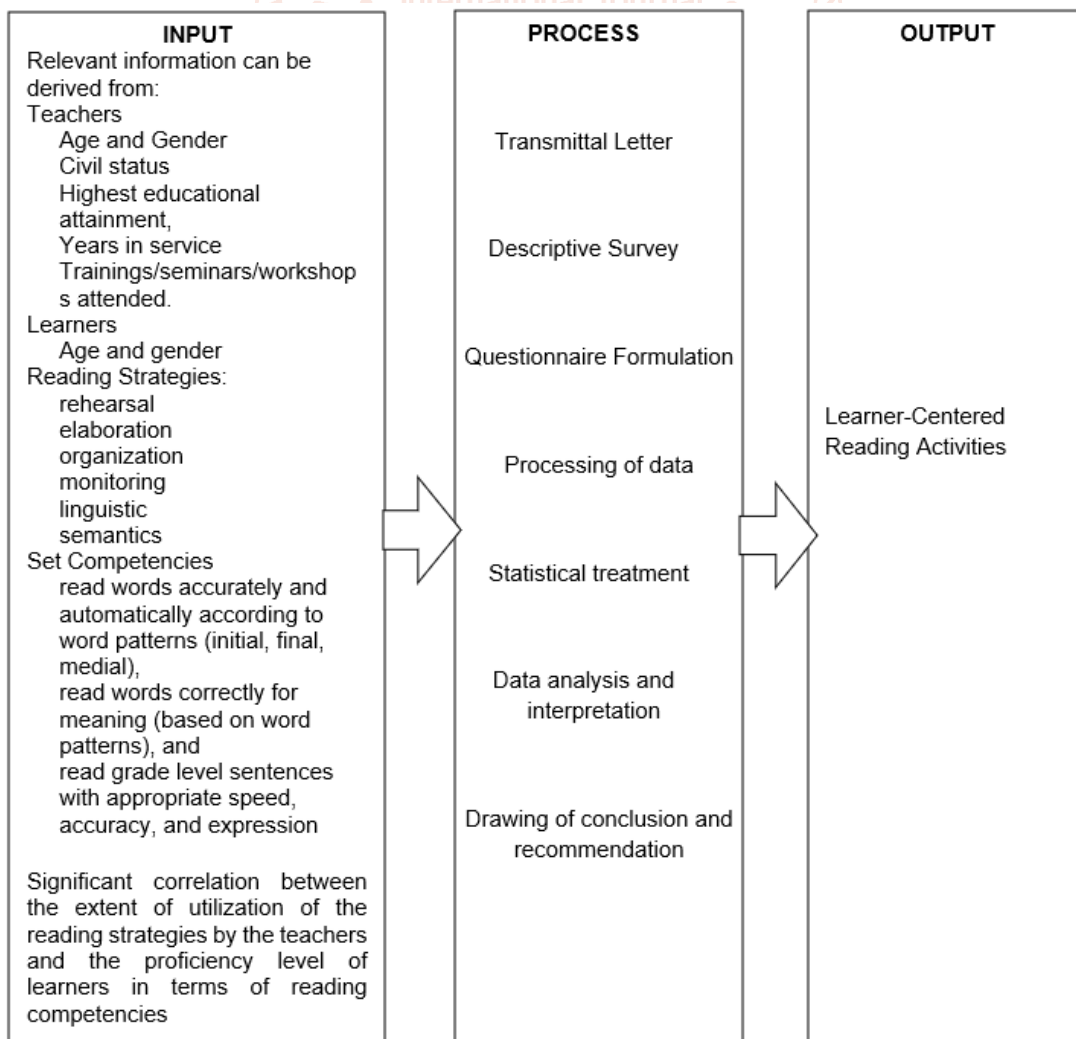


Figure 2 Flow of the Study

Environment

The study focuses on Estaca Integrated School, Division of Cebu Province. This institution is categorized as large school. Estaca Integrated School, originally established as an elementary school in the 1940s, is situated in Purok Nangka, Estaca, Compostela, Cebu. Initially, it was the largest among the big barrio schools in the municipality, named after its location, which lies 2.5 kilometers from the district office and 23 kilometers from the division office of Cebu Province. The school occupies a 4,753.27 square meter lot owned by the Local Government Unit of Compostela. Estaca Integrated School is ideally located just 50 meters from the national road, positioned between the sea and the mountains. This prime position benefits both farming and fishing communities in the area. At present, the school environment is an urban area surrounded by residences and business establishments. Most parents are factory workers and engage in businesses as their means of livelihood.

In 2019, the school was converted from elementary to an integrated school to better serve the educational needs of the community, particularly for learners who are not accommodated in private and public high schools. The school expanded to include Junior High School, offering grades seven to nine up to this year.



Figure 3 Location of the Environment

Today, Estaca Integrated School serves a diverse population of 977 elementary learners and 250 Junior High School learners from Barangay Estaca and neighboring barangays, Barangay Tamiao and Poblacion, including Barangay Cotcot of Liloan. The school employs 37 teachers: 29 in the elementary department and 8 in the Junior

High School department, and continues to recruit additional staff to meet the increasing demand for education. The teachers are equipped with modern teaching strategies to address the needs of 21st-century learners.

Despite challenges, such as limited resources and infrastructural needs, the school has demonstrated resilience and commitment to quality education. The school employs various strategies to engage stakeholders, including a partnership with OfficePartners360 (OP360), one of the BPO companies in the Philippines, which has significantly contributed to enhancing the school's learning environment.

The school, in its pursuit of excellence, commits to provide all the necessary conditions to enable the attainment of quality teaching- learning process and implements projects to maintain an environment conducive for learning and meets the standard set. In fact, the school was able to actively participate and garnered awards and recognition in the district and division level both academic and non-academic activities. The school is one of the performing schools in the district and division.

Respondents

The respondents of the study were the 10 teachers and 50 grade 2 learners of Estaca Integrated School.

Table 1 shows the distribution of the respondents.

Table 1 Distribution of Respondents

Respondent Groups	Frequency	Percentage
Teachers	10	17
Learners	50	83
Total	60	100

Instrument

The instrument was divided into three parts: a profile of the respondents, a survey form on teachers reading strategies utilization and learners reading proficiency based on set competencies.

The first part of the questionnaire had the demographic profile of the teachers' which included their age, sex, highest educational attainment, number of years in service and number of relevant trainings/seminars/workshops attended and learners' age, and gender.

The second component of the questionnaire focuses on the leadership style, which is taken from the study of Fang (2010), entitled Reading Strategy Use, Self-Efficacy and EFL Reading Comprehension. On the other hand, the third component which are the reading competencies are based on the Matatag English Curriculum Guide and the supplemental reading materials are given from the department of education.

Data Gathering

First, an approval letter addressed to the school principal of Estaca Integrated School was sent seeking approval to conduct the study.

After the letter was approved, a link to the questionnaire was distributed to the respondents. The respondents were given ample time, preferably 20-30 minutes, to answer the questionnaire. The learners based on the reading were assessed through the supplemental reading materials.

Data was collected and submitted to the statistician for statistical treatment. It was then subjected to further presentation, analysis, and interpretation with the guidance of the research adviser.

A final draft was submitted for finalization and corrections.

Statistical Treatment of Data

Simple Percentage Analysis. Comparing two or more arrangements of information is utilized to decide the relationship between the relationship of the given data.

Weighted Mean. This is an average where each observation's relative relevance is determined by assigning weights to its individual values. It is the total of the calculated values obtained by multiplying the number of replies by the set weights.

Pearson-r. This was utilized to determine the significant relationship with the extent of utilization of reading strategies and learners proficiency level in reading competencies.

Standard Deviation. This statistical tool was used to analyze the variability in a set of data values. It helps determine how to spread out the data points were from the mean, indicating the consistency or variability in the dataset.

Scoring Procedure

The following were the scoring procedures for extent of utilization of reading strategies.

Weight	Scale	Category	Verbal Description
5	4.20- 5.00	Always Utilized	The teacher consistently uses the reading strategy in all reading lessons.
4	3.40- 4.19	Often Utilized	The teacher frequently applies the reading strategy in most reading lessons.
3	2.60- 3.39	Sometimes Utilized	The teacher occasionally uses the reading strategy depending on the topic or learner needs.
2	1.80- 2.59	Rarely Utilized	The teacher rarely applies the reading strategy in classroom instruction.
1	1.00-1.79	Never Utilized	The teacher does not use the reading strategy at all in teaching reading.

Scoring Procedure for Learners' Reading Proficiency Level

Weight	Scale	Category	Verbal Description
5	4.20- 5.00	Reading at Grade Level	Benchmarks in fluency and comprehension.
4	3.40- 4.19	Transitioning Reader	Approaching grade level; some comprehension strategies
3	2.60- 3.39	Developing Reader	Reads with emerging fluency; limited comprehension
2	1.80- 2.59	Emerging High	Beginning to decode, limited fluency
1	1.00-1.79	Emerging Low	Limited print awareness, phonological awareness, decoding.

DEFINITION OF TERMS

For better understanding and clarity, and to establish standard construction of meaning, the following terms had been given both conceptual and operational definitions:

CRLA (Comprehensive Rapid Literacy Assessment). It refers to the tool used to measure the learners' reading proficiency, including their accuracy, fluency, and comprehension levels within a specific time frame.

Learner-Centered Reading Activities. A structured instructional reading framework designed to improve learners' reading performance by addressing their specific learning needs and promoting active participation.

Learning Competencies. These are the essential knowledge, skills, and attitudes that learners are expected to develop and demonstrate in reading according to the curriculum standards set by the Department of Education.

Project READSMART (Reading Strategies for Mastery and Achievement of Reading Targets). A proposed reading intervention program developed from the study's findings, aimed at improving learners' reading proficiency through strategic, evidence-based instructional practices.

Proficiency Level. This indicates the learners' degree of mastery in reading, categorized according to their ability to read words, sentences, and texts with accuracy, speed, and comprehension.

Reading Strategies. These are the specific techniques or approaches used by teachers to enhance learners' reading skills and comprehension during reading instruction.

Elaboration. A strategy that involves connecting new reading information to prior knowledge to enhance understanding and retention.

Linguistic. It pertains to the use of language-related skills such as vocabulary, grammar, and sentence structure in understanding reading materials.

Monitoring. A metacognitive strategy where learners check their own understanding and identify difficulties while reading.

Organization. A strategy that enables learners to arrange reading materials or ideas systematically to aid comprehension and recall.

Rehearsal. A reading strategy where learners repeatedly practice reading words or phrases to improve fluency and recall.

Semantics. It involves understanding the meaning of words and sentences to interpret the overall message of the text accurately.

Reading Levels. These refer to the stages of reading ability (e.g., frustration, instructional, and independent levels) that indicate how well a learner can comprehend and decode text.

2. PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This chapter presents, analyzes, and interprets the data obtained from the respondents, composed mainly of teachers and learners. It answers the questions posed in the problem. The study was divided into three parts. The first part of the chapter deals with related information as to teachers' age, gender, civil status, highest educational attainment, number of years in service, number of trainings, seminars, and workshops attended, and learners' age and gender. The second part of the study deals with the extent of utilization of the project READSMART of English teachers and the reading proficiency level of grade 2 learners. The third part discusses the significant relationship between the utilization of the project READSMART using the reading strategies and the reading proficiency of grade 2 learners.

RELEVANT INFORMATION

This initial section manages the respondents' important information of the teachers and learners of Estaca Integrated School, Compostela, Cebu, DepEd Cebu Province.

Teachers

This section pertains to the relevant information of English teacher respondents in terms of age, gender, civil status, highest educational attainment, number of years in the service, seminars and workshops attended.

Age

The age of the teacher is an important factor as it may influence teaching styles, experience level, and adaptability in enhancing learners' English reading proficiency. Table 2 presents the distribution of the teacher-respondents in terms of age.

Table 2 Age Profile of the Teachers

Variable	Teachers	
	F	Percentage
51-60 years old	2	20
41-50 years old	4	40
31-40 years old	3	30
21-30 years old	1	10
Total	10	100
Mean	42.5	
SD	9.49	

The data show that most of the teachers (40%) belong to the age group 41–50 years old, indicating that the teaching staff is generally in their middle adulthood. This is followed by 31–40 years old (30%), 51–60 years old (20%), and 21–30 years old (10%). The computed mean age is 42.5 years, with a standard deviation of 9.49, suggesting that the ages of the teachers are moderately spread around the mean. Overall, the results imply that the teaching workforce is composed mainly of experienced educators who are in the mid-stage of their professional careers.

Age alone may not ensure the successful adoption of evidence-based reading practices, even though older teachers may benefit from years of classroom experience and accumulated pedagogical judgement that can improve reading instruction (Wanjiru, 2024; Washburn & Pierce, 2025).

Gender

The gender of the teacher may play a role in shaping classroom interactions and teaching approaches that affect learners' reading development in English. Table 3 shows the gender breakdown of teacher-respondents.

Table 3 Gender Profile of the Teachers

Variable	Frequency	Percentage
Male	1	10
Female	9	90
Total	10	100

The data reveal that the majority of the teachers are female (90%), while only one teacher (10%) is male. This indicates a female-dominated teaching workforce in the institution. The result suggests that there is an imbalance in gender distribution, with significantly more female teachers than male teachers in the group.

Gender continues to play a subtle yet meaningful role in shaping teachers' approaches to reading instruction and learners' reading proficiency. Research shows that female teachers, who often dominate early literacy classrooms, tend to exhibit stronger affective engagement and nurturing pedagogical styles that promote positive reading environments (Erden, 2022). Conversely, male teachers may bring unique motivational and disciplinary approaches that can enhance boys' reading engagement, helping reduce gender gaps in literacy achievement (Aladjem & Joubert, 2023).

Civil Status

The civil status of the teacher may reflect levels of personal stability and work-life balance, which can indirectly influence effectiveness in developing learners' reading skills. In terms of their civil status, the profile of the teacher responders is shown in Table 4.

Table 4 Civil Status of the Teachers

Variable	Frequency	Percentage
Single	3	30
Married	6	60
Widowed	1	10
Total	10	100

The data indicate that the majority of the teachers are married (60%), while 30% are single and 10% are widowed. This shows that most teachers have family responsibilities, which may influence their perspectives and priorities in their professional roles. The results suggest a mature and family-oriented teaching workforce, with a smaller proportion of younger, single teachers.

There is this research on how a teacher's civil status (married, partnered, or single) influences reading instruction, but some recent studies show that married or partnered teachers frequently report higher levels of social support and perceived wellbeing, which is correlated with higher levels of instructional consistency and resilience in reading pedagogy (Erden, 2022).

Highest Educational Attainment

The highest educational attainment of the teacher is crucial as it determines the depth of knowledge and pedagogical competence in teaching English reading. Table 5 presents the profile of the respondents based on their greatest degree of schooling.

Table 5 Highest Educational Attainment of the Teachers

Variable	Frequency	Percentage
With Certificate of Academic Requirements of Education	4	40
With 15 units in master's degree of Education	3	30
Bachelor's Degree (BSED/BEED)	4	40
Total	10	100

The data reveals that 40% of the teachers have completed the Certificate of Academic Requirements (CAR) for a master's degree in education, another 40% hold a bachelor's degree (BSED/BEED), and 30% have earned at least 15 units in a master's degree in education. This indicates that most of the teachers are pursuing or have completed graduate studies, reflecting their commitment to professional growth and continuous learning. The results suggest that the teaching staff is academically qualified, with many teachers striving to further enhance their educational credentials.

Instructors who are well-versed in their field will do well in the classroom, according to Batuigas et al. (2022); instructors with higher levels of education typically perform better in this area. A higher education degree improves a teacher's performance.

Number of Years in the Service

The number of years a teacher has served is significant as it often correlates with accumulated experience and expertise in improving learners' reading proficiency. The number of years in service is displayed in Table 6.

Table 6 Number of Years in Service of the Teachers

Variable	Frequency	Percentage
16 – 20 yrs.	1	10
11 – 15 yrs.	2	20
6 – 10 yrs.	6	60
1-5 yrs.	1	10
Total	10	100
Mean	9.5	
SD	4.1	

The data show that the majority of the teachers, 60%, have been in service for 6 to 10 years, followed by 20% who have served for 11 to 15 years. Only 10% of the teachers have 1 to 5 years of experience, and another 10% have been teaching for 16 to 20 years. The computed mean length of service is 9.5 years with a standard deviation of 4.1, indicating that most teachers have moderate teaching experience. Overall, the results suggest that the teaching staff is composed mainly of experienced educators who have spent a significant amount of time in the profession, contributing to institutional stability and instructional quality.

Experience in teaching appears positively related to reading instruction effectiveness in many contemporary studies. For instance, Mark Rice et al. (2024) found that more experienced teachers exhibit stronger self-efficacy and sustained instructional practices in reading, and Kristel P. Alcayde Rizal et al. (2024) reported that teachers with more years in service attributed greater reading-teaching confidence to observed student successes. However, the benefit of experience is maximized when coupled with reflective practice and targeted professional development (Rice, 2024).

Relevant Trainings and Seminar Attended

Attendance in seminars, trainings, and workshops is vital as it enhances teachers' professional growth and equips them with updated strategies for teaching English reading effectively. Table 7 presents the appropriate training, seminars, and workshops attended by the respondents.

The data shows the level of training, seminars, and workshops attended by the teachers. The data indicate that the majority of the teachers (60%) have attended division-level training, while 20% have participated in national-level activities. Meanwhile, 10% each have attended regional and school-level training courses. This suggests that most professional development activities of the teachers are conducted at the division level, providing them with opportunities to enhance their teaching skills within the local education system. The results also imply that while some teachers have been exposed to national and regional programs, there is still room to increase participation in higher-level training to further broaden their professional competencies and perspectives.

Table 7 Trainings, Seminars, and Workshop Attended

Variable	Frequency	Percentage
National	2	20
Regional	1	10
Division	6	60
School	1	10
Total	10	100

According to Tapan et al. (2021), providing educators with excellent training is essential for fostering a positive community, ensuring high standards in the classroom, and accelerating the assimilation of knowledge and skills necessary for students to develop into fully formed human beings.

Learners

This section pertains to the relevant information of learners age and gender.

Age

The pupils' ages are a significant factor that must be considered in order to assess their degree of maturity and preparation for the session. Table 8 shows the summary of the learner's respondent's age.

Table 8 Age Profile of the Learners

Variable	Frequency	Percentage
7 years old	32	64
8 years old	13	26
9 years old	5	10
Total	50	100

From table 8, thirty-two (32) or 64 percent of the learners were 7 years old, thirteen (13) or 26 percent were 8 years old, while five (5) or 10 percent were 9 years old.

Bastable and Dart (2007) characterize students at this age as having a strong desire to learn, being eager to learn, and having an open mind to a wide range of concepts. Students at this level have a strong will to study and an increased level of natural curiosity, which drives them to want to know more about their body, the world around them, and themselves.

Gender

Table 9 indicates the distribution of learners' gender. Based on the result, twenty-eight (28), or 56 percent, of the total respondents were male and twenty-two (22) or 44 percent are females.

Table 9 Gender Profile of the Learners

Variable	Frequency	Percentage
Male	28	56
Female	22	44
Total	50	100

According to Andrews et al. (2022) said that gender disparities in education: when it comes to individual academic success, female often outperform males. In addition, girls score better in reading and writing than boys do in math and science. Male and female characteristics are more similar than different, even though these distinctions are occasionally negligible. The gender differences in academic attainment and performance are probably due, at least in part, to differences in gender-specific self-efficacy, interest, motivation, and assumptions.

EXTENT OF UTILIZATION OF READSMART READING STRATEGIES

The second part of the study deals with the extent of utilization of the READSMART on the following reading strategies namely: rehearsal, elaboration, organization, monitoring, linguistic and semantics. Reading strategies are important because they help learners improve comprehension, enhance vocabulary, and develop critical thinking skills for effective understanding of texts.

Rehearsal

The use of rehearsal strategies is important as it helps Grade 2 learners strengthen memory retention, improve word recognition, and enhance reading fluency through repetition and practice.

Table 10 presents the results on the use of rehearsal reading strategies. The overall average mean of 4.53 with a standard deviation of 0.338 indicates that these strategies are always utilized by the respondents.

Table 10 Rehearsal

Indicators	WM	SD	Interpretation
1. I encourage students to remember key words to understand the main idea of the text.	4.40	0.321	Always Utilized
2. I help students memorize key words to remind them of important concepts in the text.	4.40	0.321	Always Utilized
3. I ask students questions to check if they understand the material we are studying.	4.80	0.374	Always Utilized
Average Mean	4.53	0.338	Always Utilized

Legend

4.21- 5.00 Always Utilized 2.61-3.40 Sometimes Utilized 1.00-1.80 Never Utilized
3.41- 4.20 Often Utilized 1.81-2.60 Rarely Utilized

The first indicator, "I encourage students to remember key words to understand the main idea of the text," obtained a mean of 4.40, showing that teachers consistently guide students to focus on key terms for better

comprehension. The same mean value (4.40) was recorded for the second indicator, “*I help students memorize key words to remind them of important concepts in the text,*” signifying that teachers regularly use memorization techniques to reinforce understanding of significant ideas. The third indicator, “*I ask students questions to check if they understand the material we are studying,*” received the highest mean of 4.80, suggesting that questioning is a very common practice among teachers to assess comprehension and retention of the reading material. Overall, the findings reveal that teachers consistently employ rehearsal strategies, emphasizing repetition, memorization of key concepts, and comprehension checks to support students’ understanding of texts.

Rehearsal, the repeated verbal or subvocal practice of words or phrases, can help short-term memory for literal recall but is a relatively shallow strategy for developing deep comprehension; recent large-sample work shows that students who principally rely on rehearsal (versus comprehension-oriented strategies) do not gain the same improvements in text understanding and tend to prefer rehearsal when they lack metacognitive knowledge about strategy effectiveness, so teachers should scaffold rehearsal with explanation and strategy training to move learners toward deeper encoding. (Kikas et al., 2021).

Elaboration

Elaboration strategies are essential because they encourage learners to connect new information with prior knowledge, fostering deeper understanding and meaningful learning during reading activities.

Table 11 Elaboration

Indicators	WM	SD	Interpretation
1. I ask students to underline key words to remember important concepts.	3.90	0.281	Often Utilized
2. I ask students to go back to the text to check details to answer questions.	4.80	0.374	Always Utilized
3. I encourage students to explain the material to their classmates.	4.40	0.321	Always Utilized
4. I ask students to take notes by writing down key words.	4.30	0.310	Always Utilized
5. I require students to write brief summaries of main ideas from the text.	3.80	0.278	Always Utilized
6. I guide students to reread details of the passage for answers.	4.60	0.345	Always Utilized
7. I encourage students to draw conclusions about the author’s purpose in writing the text.	4.20	0.301	Often Utilized
Average Mean	4.29	0.316	Always Utilized

Table 11 shows the results on the use of elaboration reading strategies. The overall average mean of 4.29 with a standard deviation of 0.316 indicates that elaboration strategies are always utilized by the respondents.

Among the indicators, the highest mean of 4.80 was obtained by the statement “*I ask students to go back to the text to check details to answer questions,*” showing that teachers consistently encourage students to refer to the text for deeper understanding and accuracy in answering. This is followed by “*I guide students to reread details of the passage for answers*” with a mean of 4.60, which also reflects regular use of text-based review for comprehension.

The indicator “*I encourage students to explain the material to their classmates*” received a mean of 4.40, while “*I ask students to take notes by writing down key words*” scored 4.30, both interpreted as always utilized, indicating that collaborative discussion and note-taking are common elaboration techniques.

On the other hand, “*I ask students to underline key words to remember important concepts*” and “*I encourage students to draw conclusions about the author’s purpose in writing the text*” obtained means of 3.90 and 4.20, respectively, interpreted as often utilized, suggesting these are used frequently but not as consistently as the others. Lastly, “*I require students to write brief summaries of main ideas from the text*” received a mean of 3.80, also interpreted as often utilized, indicating moderate use of summarization activities.

Overall, the results show that teachers make consistent use of elaboration strategies, especially those involving reviewing text details, discussion, and note-taking, to enhance students’ comprehension and engagement with reading materials.

Elaboration (including elaborative interrogation, asking “why” and “how” questions that link new material to prior knowledge) promotes deeper encoding and transfer because it forces learners to integrate text ideas with existing schemas. Moreno (2020) prompted an increase in retention and comprehension of expository texts when prompts are coupled with relevance instructions or teacher scaffolds, though effects are moderated by learners’ prior knowledge (learners with very low prior knowledge sometimes need additional support).

Organization

Organizational strategies play a vital role in helping learners arrange and categorize information, enabling them to better comprehend text structure and recall important details.

Table 12 Organization

Indicators	WM	SD	Interpretation
1. I train students to focus on the main idea without needing every detail.	3.40	0.283	Often Utilized
2. I ask students to outline the material to organize their thoughts.	3.70	0.277	Often Utilized
3. I encourage students to skim the text before reading in detail to see its structure.	4.10	0.293	Often Utilized
4. I relate new material to students' prior knowledge.	4.40	0.321	Always Utilized
5. I discourage students from translating word-for-word.	3.40	0.283	Sometimes Utilized
6. I encourage students to skim/scan to locate key ideas.	4.20	0.301	Often Utilized
Average Mean	3.87	0.293	Often Utilized

Table 12 presents the results on the use of organization reading strategies. The overall average mean of 3.87 with a standard deviation of 0.293 indicates that these strategies are often utilized by the respondents.

Among the indicators, the highest mean of 4.40 was recorded for "*I relate new material to students' prior knowledge*," interpreted as always utilized, showing that teachers frequently connect new lessons to what students already know to aid comprehension and retention. The indicators "*I encourage students to skim the text before reading in detail to see its structure*" (4.10) and "*I encourage students to skim/scan to locate key ideas*" (4.20) were both often utilized, reflecting that teachers commonly use pre-reading and scanning activities to help students identify main ideas and text organization.

Similarly, "*I ask students to outline the material to organize their thoughts*" received a mean of 3.70, also often utilized, suggesting that outlining is regularly practiced to help students structure information effectively. The indicator "*I train students to focus on the main idea without needing every detail*" had a mean of 3.40, interpreted as often utilized, implying moderate application of this strategy. Meanwhile, "*I discourage students from translating word-for-word*" obtained the lowest mean of 3.40, interpreted as sometimes utilized, indicating that teachers do not consistently emphasize avoidance of literal translation during reading tasks.

Overall, the findings show that organization strategies are generally practiced by teachers, particularly those that involve connecting prior knowledge, skimming, scanning, and outlining, to help students structure and understand reading materials more effectively.

Organizational strategies (graphic organizers, outlining, semantic mapping and grouping) help readers by externalizing and structuring the text's relationships (main idea, supporting details, cause-effect, hierarchies). Mouchrif (2023) shows that teaching semantic mapping and other organizational tools significantly improves comprehension for lower-proficiency readers because these techniques reduce cognitive load, make text structure explicit, and support recall and inferencing.

Monitoring

Monitoring strategies are crucial as they teach learners to become aware of their own comprehension processes, allowing them to identify and address difficulties while reading independently.

Table 13 Monitoring

Indicators	WM	SD	Interpretation
1. I ensure students keep up with weekly readings and assignments.	4.60	0.345	Always Utilized
2. I help students set goals for improving their English reading skills.	4.50	0.333	Always Utilized
3. I guide students to question the truthfulness or significance of what they read.	4.30	0.310	Always Utilized
4. I encourage students to use multiple ways to comprehend reading material.	4.40	0.321	Always Utilized
5. I help students notice their reading difficulties and find strategies to overcome them.	4.30	0.310	Always Utilized
6. I guide students to go back and figure out confusing parts of the text.	4.40	0.321	Always Utilized
7. I train students not to give up when reading is difficult.	4.50	0.333	Always Utilized
Average Mean	4.43	0.325	Always Utilized

Table 13 presents the results on the use of monitoring reading strategies. The overall average mean of 4.43 with a standard deviation of 0.325 indicates that these strategies are always utilized by the respondents.

The indicator “*I ensure students keep up with weekly readings and assignments*” received the highest mean of 4.60, showing that teachers consistently monitor students’ reading progress and completion of tasks. The indicators “*I help students set goals for improving their English reading skills*” and “*I train students not to give up when reading is difficult*” both obtained a mean of 4.50, reflecting that teachers frequently motivate students to be persistent and to develop clear reading goals. The indicators “*I encourage students to use multiple ways to comprehend reading material*” and “*I guide students to go back and figure out confusing parts of the text*” both garnered a mean of 4.40, indicating that teachers regularly promote flexible reading approaches and re-reading for better understanding.

Meanwhile, “*I guide students to question the truthfulness or significance of what they read*” and “*I help students notice their reading difficulties and find strategies to overcome them*” both had means of 4.30, also interpreted as always utilized, signifying that teachers actively foster critical thinking and self-awareness among students while reading.

Overall, the findings reveal that teachers consistently apply monitoring strategies that emphasize progress tracking, goal setting, persistence, critical evaluation, and the use of various comprehension strategies to ensure effective reading development among students.

Monitoring the active self-check of comprehension (e.g., asking “Do I understand this?” or re-reading when meaning breaks down) is a strong predictor of reading proficiency: proficient readers demonstrate more accurate monitoring and better regulation (selecting re-reading, summarizing, or strategy shifts), and interventions that explicitly teach metacognitive awareness and monitoring produce measurable gains in comprehension and reduce reading anxiety. Instruction should therefore teach both how to detect comprehension failures and what corrective strategies to apply (Stanton, 2021)

Linguistic

Linguistic strategies are significant because they develop foundational language skills such as phonics, vocabulary, and grammar, which are necessary for accurate decoding and comprehension.

Table 14 Linguistic

Indicators	WM	SD	Interpretation
1. I teach students to find the meaning of English words by dividing them into parts.	4.30	0.310	Always Utilized
2. I train students to read without looking up every word.	3.70	0.277	Sometimes Utilized
3. I teach students to guess meanings of unfamiliar words using prefixes and suffixes.	4.30	0.310	Always Utilized
4. I encourage students to use context clues to understand new words.	4.40	0.321	Always Utilized
Average Mean	4.18	0.304	Often Utilized

Table 14 presents the results on the use of linguistic reading strategies. The overall average mean of 4.18 with a standard deviation of 0.304 indicates that these strategies are often utilized by the respondents.

Among the indicators, the highest mean of 4.40 was recorded for “*I encourage students to use context clues to understand new words,*” showing that teachers frequently guide students to infer meanings through surrounding words and sentences. The indicators “*I teach students to find the meaning of English words by dividing them into parts*” and “*I teach students to guess meanings of unfamiliar words using prefixes and suffixes*” both obtained a mean of 4.30, interpreted as always utilized, suggesting that teachers regularly teach word analysis and morphological strategies to help students expand their vocabulary and comprehension. The indicator “*I train students to read without looking up every word*” received the lowest mean of 3.70, interpreted as sometimes utilized, indicating that while teachers promote reading fluency, they are less consistent in discouraging overreliance on word-for-word translation or dictionary use.

Overall, the results show that teachers frequently apply linguistic strategies that involve using word parts and context clues to derive meaning, though there is slightly less emphasis on encouraging independent reading without frequent word lookups.

Linguistic reading strategies including explicit attention to syntax, morphological analysis, and sentence-level decoding combined with language-learning strategies (e.g., using context to infer word meaning, morpheme

analysis) are crucial for learners of limited proficiency: recent classroom research in multilingual settings shows that improving linguistic awareness (vocabulary, grammar in context) and teaching strategies for dealing with unknown words significantly improves comprehension outcomes, especially for EFL/ESL learners. (De Ocampo, 2024 & Quines, 2025).

Semantics

Semantic strategies are important as they enhance learners' ability to derive meaning from context, promoting vocabulary growth and deeper understanding of textual content.

Table 15 Semantics

Indicators	WM	SD	Interpretation
1. I guide students to focus on the overall meaning rather than every word.	3.70	0.277	Often Utilized
2. I train students to predict what will happen next while reading	4.20	0.301	Often Utilized
3. I ask students to guess what the author will say next.	4.20	0.301	Often Utilized
4. I help students use background knowledge to understand the text.	4.20	0.301	Often Utilized
5. I encourage students to use examples and summary clues to guess meaning.	3.90	0.281	Often Utilized
6. I help students connect new readings with their prior knowledge.	4.20	0.301	Often Utilized
Average Mean	4.07	0.294	Often Utilized

Table 15 presents the results on the use of semantics reading strategies. The overall average mean of 4.07 with a standard deviation of 0.294 indicates that these strategies are often utilized by the respondents.

Several indicators obtained the highest mean of 4.20, including *"I train students to predict what will happen next while reading," "I ask students to guess what the author will say next," "I help students use background knowledge to understand the text,"* and *"I help students connect new readings with their prior knowledge."* These results show that teachers frequently guide students to make predictions and use prior knowledge to enhance comprehension and engagement with the text. The indicator *"I encourage students to use examples and summary clues to guess meaning"* received a mean of 3.90, interpreted as often utilized, indicating that teachers regularly promote the use of contextual clues to aid in understanding new information or vocabulary.

Meanwhile, *"I guide students to focus on the overall meaning rather than every word"* had the lowest mean of 3.70, also often utilized, suggesting that teachers encourage comprehension of the general meaning of the text but may emphasize it less consistently than other semantic strategies.

Overall, the findings indicate that teachers frequently employ semantic strategies that involve predicting, using context, and activating prior knowledge to help students derive meaning and improve overall reading comprehension.

Semantic strategies, teaching word meanings, depth of vocabulary knowledge, and semantic relations (synonyms, antonyms, semantic mapping) strongly predict comprehension because understanding word meanings and their relations enables inference, cohesive-link detection, and integration of ideas; recent empirical work finds that vocabulary depth and explicit semantic strategy instruction (semantic mapping, morphology plus context practice) yield robust gains in reading comprehension across both first- and second-language learners (Eragamreddy, 2025)

Summary of Reading Strategies

Table 16 presents the summary of extent of utilization of READSMART on the following six reading strategies. The table displays the weighted mean, standard deviation, and interpretation for each reading strategies, providing insight into the frequency and consistency of their use in the classroom instruction.

Table 16 Summary of Reading Strategies

Indicators	WM	SD	Interpretation
1. Rehearsal	4.53	0.338	Always Utilized
2. Elaboration	4.29	0.316	Always Utilized
3. Organization	3.87	0.293	Often Utilized
4. Monitoring	4.43	0.325	Always Utilized
5. Linguistic	4.18	0.304	Often Utilized
6. Semantics	4.07	0.294	Often Utilized
Average Mean	4.23	0.312	Always Utilized

Table 16 presents the summary of the different reading strategies utilized by the respondents. The overall average mean of 4.23 with a standard deviation of 0.312 indicates that, in general, the reading strategies are always utilized by the teachers.

Among the strategies, Rehearsal obtained the highest mean of 4.53, interpreted as always utilized, showing that teachers consistently emphasize repetition, memorization, and comprehension checks to reinforce learning. This is followed by Monitoring with a mean of 4.43, also always utilized, indicating that teachers regularly track students' progress, set goals, and provide guidance to enhance comprehension.

Elaboration ranked third with a mean of 4.29, likewise always utilized, signifying that teachers often employ techniques such as explaining, summarizing, and discussing to deepen students' understanding of texts.

Meanwhile, Organization (3.87), Linguistic (4.18), and Semantics (4.07) were all often utilized, suggesting that while these strategies are applied frequently, they are not used as consistently as the others. These involve structuring ideas, using word analysis and context clues, and understanding overall meaning through prediction and prior knowledge.

Overall, the results reveal that teachers make consistent use of various reading strategies, particularly rehearsal, monitoring, and elaboration, to enhance students' reading comprehension and engagement with texts.

Reading strategies are essential for improving learners' reading proficiency because they help readers actively process, comprehend, and retain textual information. According to Annamalai and Muniandy (2022), strategic readers employ techniques such as predicting, summarizing, and questioning to enhance comprehension and monitor understanding, which leads to higher academic achievement. Similarly, Lailiyah and Setiyadi (2021) emphasize that explicit instruction in reading strategies particularly metacognitive ones empowers learners to become self-regulated readers capable of handling complex texts.

LEARNERS' READING PROFICIENCY

This part of the study deals with the reading proficiency level of the grade 2 learners. Table 17 presents the results on the learners' performance in the Most Essential Competencies in English 2.

Table 17 Most Essential Competencies – English 2

Competencies	Learners		
	WM	SD	Interpretation
1. Read words accurately and automatically according to word patterns (initial, final, medial),	3.94	0.283	Transitioning Reader
2. Read words correctly for meaning (based on word patterns)	3.78	0.278	Transitioning Reader
3. Read grade level sentences with appropriate speed, accuracy, and expression	3.64	0.277	Transitioning Reader
Average Weighted Mean	3.79	0.279	Transitioning Reader

Legend

4.21- 5.00 Reading at grade level 2.61-3.40 Developing Reader 1.00-1.80 Emerging Low
3.41- 4.20 Transitioning Reader 1.81-2.60 Emerging High

The overall average weighted mean of 3.79 with a standard deviation of 0.279 indicates that the learners are classified as Transitioning Readers.

The first competency, "*Read words accurately and automatically according to word patterns (initial, final, medial)*," obtained the highest mean of 3.94, interpreted as Transitioning Reader, showing that learners are generally able to recognize and read words correctly based on patterns but may still require further practice to reach full fluency.

The second competency, "*Read words correctly for meaning (based on word patterns)*," received a mean of 3.78, also interpreted as Transitioning Reader, indicating that students can read words with understanding but may need continued support in vocabulary and comprehension.

The third competency, "*Read grade-level sentences with appropriate speed, accuracy, and expression*," obtained the lowest mean of 3.64, still within the Transitioning Reader level, suggesting that while learners can read sentences at their grade level, their fluency and expression are still developing.

Overall, the results show that learners are in the transitioning stage of reading development. They demonstrate moderate proficiency in word recognition and sentence reading but have not yet reached full mastery expected at

the grade level. Continued instruction and practice are needed to help them progress toward becoming independent and fluent readers.

SIGNIFICANT RELATIONSHIP BETWEEN READSMART IN READING STRATEGIES AND LEARNERS READING PROFICIENCY LEVEL

This section discusses significant relationships.

Table 18 presents the correlation analysis between the reading strategies and learners reading proficiency level. The table specifically illustrates the strength and significance of the relationship using Pearson's r-value, p-value, and corresponding statistical decision and interpretation.

Table 18 Reading Strategies and Learners Reading Proficiency Level

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Teachers' Reading Strategies and Learners' Reading Proficiency	0.981	Strong Positive Correlation	0.0001	Reject Ho	Significant
@ 0.05 level of significance					

Table 18 presents the relationship between teachers' reading strategies and learners' reading proficiency level. The computed r-value of 0.981 indicates a very strong positive correlation between the two variables. This means that as teachers effectively apply various reading strategies, the learners' reading proficiency also tends to improve significantly. The p-value of 0.0001 is less than the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). This result implies that there is a statistically significant relationship between teachers' reading strategies and learners' reading proficiency. In other words, the data suggests that the use of appropriate and effective reading strategies by teachers greatly enhances learners' reading performance.

Teacher expertise is central to successful reading instruction. Rice et al. (2024) reported in a meta-analysis that professional development programs in reading comprehension significantly improve teacher knowledge and instructional practice, with corresponding gains in student outcomes. Effective professional development combines workshops, coaching, and classroom application, equipping teachers with strategies for phonics, comprehension instruction, and differentiation for diverse learners. When educators are well-supported, students are more likely to experience sustained growth in literacy.

ISSUES AND CONCERNS

This section deals with the issues and concerns encountered by the teachers in the utilization of reading strategies in developing reading proficiency among learners.

Table 19 Issues and Concerns on the Utilization of Reading Strategies in Developing Reading Proficiency

Issues and Concerns	Rank
Teachers struggle to allocate enough time for explicit reading instruction due to packed schedules and other subject demands.	1
Heavy non-teaching responsibilities reduce teachers' time and energy to plan and implement effective reading strategies.	2
Managing reading activities and monitoring comprehension progress becomes difficult when handling overcrowded classrooms.	3
Teachers often lack access to varied, leveled, and engaging reading texts suited to students' diverse reading abilities and interests.	4
Learners may not fully understand reading materials in English or Filipino if these are not their mother tongue, affecting comprehension.	5
Many teachers have limited professional development in evidence-based reading approaches such as phonics, scaffolding, or metacognitive strategies.	6
Digital reading programs or online resources are underutilized due to inadequate devices or poor internet connectivity.	7
Teachers find it challenging to adapt reading strategies to varying learner needs and abilities.	8
Schools often lack diagnostic or formative tools to accurately identify learners' reading proficiency and track improvement.	9
Some schools lack clear reading intervention programs, budgets, or administrative backing to sustain literacy initiatives.	10

Table 19 presents the issues and concerns encountered by teachers in utilizing reading strategies to develop learners' reading proficiency. The data reveal that the most pressing issue is that *teachers struggle to allocate enough time for explicit reading instruction due to packed schedules and other subject demands* (Rank 1). This suggests that time constraints remain a major barrier to effective reading instruction, as teachers must balance literacy teaching with numerous academic responsibilities. Research in Pakistan found that although reading instruction was formally allocated time, only a small fraction of that time was used for actual reading tasks, with much time lost to intermediary tasks and general subject demands (Araos, 2018). This indicates that in many contexts, teachers face substantial time constraints which hinder the delivery of focused reading-strategy lessons.

The second-ranked concern highlights that *heavy non-teaching responsibilities reduce teachers' time and energy to plan and implement effective reading strategies* (Rank 2). This finding underscores how administrative or extracurricular tasks hinder teachers from dedicating adequate preparation time for reading activities. A Philippine narrative inquiry of multigrade teachers revealed that alongside teaching, they handle multiple management and administrative tasks, leaving limited space to plan explicit reading instruction and remedial activities (Alda & Gementiza, 2023).

Meanwhile, *managing reading activities and monitoring comprehension progress in overcrowded classrooms* (Rank 3) also poses a significant challenge, as large class sizes limit individualized attention and assessment. One study found that teachers of large classes struggled to engage learners in guided reading sessions, were dissatisfied with allotted teaching time, and found that student disruptions reduced focus on reading strategies (Khosa, 2022).

Other notable concerns include *the lack of access to varied and leveled reading materials* (Rank 4) and *language barriers affecting comprehension when materials are not in the learners' mother tongue* (Rank 5). These issues indicate that both resource availability and linguistic appropriateness play crucial roles in facilitating reading development. While a direct recent study may be limited, research on teacher knowledge found that teachers often have incomplete pedagogical understanding of comprehension processes and reading strategy use, particularly when language issues are present (Jakobson et al., 2022).

Lower-ranked but still relevant issues involve *limited professional development in evidence-based reading approaches* (Rank 6) and *the underutilization of digital reading resources due to inadequate devices or internet connectivity* (Rank 7). These point to gaps in teacher training and technological support that could otherwise enhance literacy instruction. Though not exclusively about reading strategies, qualitative studies of reading intervention in Philippine schools point to infrastructure limitations (limited devices/internet) as barriers to implementing reading programs and tracking support (Belga, 2025)

Furthermore, *the challenge of adapting reading strategies to diverse learner needs* (Rank 8) and *the absence of diagnostic tools to track reading progress* (Rank 9) reflect a lack of systematic support for differentiated and data-driven instruction. An international study of general and special education teachers found that many lacked in-depth knowledge about reading comprehension processes and instructional practices, which constrained their ability to tailor strategies to diverse learner needs (Jakobson et al., 2022).

Lastly, *the absence of sustained reading intervention programs and administrative support* (Rank 10) suggests institutional gaps that affect the continuity of literacy initiatives. For example, a study on reading interventions in grade schools after the pandemic identified that limited resources, teacher training, and administrative support impede sustained reading programs (Divinagracia, 2023).

The findings indicate that while teachers recognize the importance of effective reading strategies, systemic constraints such as limited time, resources, and institutional support impede their full implementation. Addressing these issues requires collaborative efforts from school administrators, policymakers educators to ensure that reading programs are prioritized, adequately supported, and aligned with learners' needs.

3. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary, findings, conclusions, and recommendations. The summary restates the major problems and sub problems of the study. The findings are based upon the gathered data; the conclusions were based upon the findings, and the recommendations were carefully taught out based upon the gathered data.

SUMMARY

This research assessed the utilization of READSMART in reading strategies employed by the teachers and reading proficiency level of grade 2 learners of Estaca Integrate School for the School Year 2025-2026.

The study was limited to the following areas of concern: related information of the teachers' age and gender, civil status, highest educational attainment, number of years in the service, related trainings, seminars, and workshops attended and learners age and gender; utilization of reading strategies in terms of rehearsal, elaboration, organization, monitoring, linguistic and semantics; and reading proficiency of grade 2 learners based on the following competencies: read words accurately and automatically according to word patterns (initial, final, medial), read words correctly for meaning (based on word patterns) and read grade level sentences with appropriate speed, accuracy, and expression. The researcher made use of the descriptive – correlational method of research with the use of adapted and modified questionnaire as the main tool in the gathering of relevant data.

FINDINGS

The following were the main findings.

The study involved varying demographic and professional backgrounds of the teachers. Most of the teachers were between the ages of 41 to 50, female, married, with Certificate of Academic Requirements, had served for 6-10 yrs. in school, and had attended division level training and seminars. On the other hand, most of the learners were 7 years old and male.

The findings reveal that teachers consistently apply various reading strategies in their instruction. Rehearsal, elaboration, and monitoring strategies are always utilized, indicating that teachers actively engage learners in practices that promote comprehension and retention. Meanwhile, organization, linguistics, and semantic strategies are often utilized, suggesting that while these are regularly employed, there is still room to enhance their consistent integration in teaching.

Moreover, the findings indicate that learners are generally classified as transitioning readers in terms of their essential reading competencies in English. This suggests that they are developing the ability to read words accurately and automatically according to word patterns, understand words based on meaning, and read grade-level sentences with appropriate speed, accuracy, and expression. However, while they demonstrate emerging proficiency, they still need further support and consistent practice to achieve fluency and full reading independence. Overall, the results imply that learners are progressing toward becoming proficient readers but require continuous instruction and reinforcement to strengthen their reading skills.

The study found a substantial correlation between the utilization of READSMART in reading strategies of the teachers and reading proficiency of grade 2 learners. The issues and concern in regard to the facilitating of reading strategies were the following: limited reading materials, large class sizes, insufficient training on differentiated reading instruction, time constraints in the curriculum, language proficiency barriers, lack of assessment tools for reading levels, difficulty in implementing individualized strategies, limited access to technology, inadequate administrative and policy support, teacher burnout and workload.

CONCLUSION

Based on the findings of the study, it can be concluded that utilization of READSMART in reading strategies and reading proficiency of grade 2 learners have a significant relationship with each other.

RECOMMENDATION

The following recommendation was offered: Utilization of the learner-centered reading activities for grade 2 learners of Estaca Integrated School.

4. OUTPUT OF THE STUDY

RATIONALE

Reading is a foundational skill essential for all learning areas, and developing proficiency in English reading at the primary level is crucial for learners' academic success. In Estanca Integrated School, many Grade 2 learners experience challenges in reading fluently, accurately, and expressively in English due to limited vocabulary exposure, weak decoding skills, and minimal engagement in meaningful reading tasks.

To address these needs, a series of localized reading activities anchored on the READSMART reading strategies-Rehearsal, Elaboration, Organization, Monitoring, Linguistic, and Semantic-was designed and implemented. These strategies promote active, purposeful reading that helps learners connect word recognition with comprehension.

The integration of local Philippine contexts (e.g., farm life, seaside scenes, and school routines) in the activities makes learning more relevant and engaging for Estanca Integrated School pupils. By using familiar experiences

and settings, learners can more easily relate to the content, improve their decoding accuracy, and read with appropriate speed and expression.

Through consistent application of the READSMART in reading strategies, learners are expected to develop automatic word recognition, improved fluency, and better understanding of meaning—all of which contribute to enhanced English reading proficiency and confidence in oral communication.

OBJECTIVES

This initiative aims to improve the English reading proficiency of Grade 2 learners of Estanca Integrated School through localized reading activities using the READSMART strategies. Specifically, it seeks to:

1. Enhance learners' reading fluency by developing their ability to read grade-level English sentences with appropriate speed, accuracy, and expression through the Rehearsal and Monitoring strategies.
2. Strengthen comprehension and vocabulary development by applying Elaboration, Semantic, and Linguistic strategies to help learners connect word patterns, meanings, and sentence contexts.
3. Promote self-regulated reading and learner engagement through the use of Organization and Monitoring strategies that encourage learners to assess their own reading progress and apply effective reading habits.

Scheme of Implementation

This output will be submitted to the District Supervisor for preliminary approval and be endorsed to the Division Office for validation and for deliberation and possible appropriate action.

Target Clientele

The clientele of this reading activities are the teachers and grade 2 learners of Estanca Integrated School.

Activity Number	Title	Page
1	Market Day Match!"	65
2	Fun at the Beach!	67
3	My Barangay Parade!	69
4	Farm Friends!	71
5	Riding to School!	73
6	At Home with My Family!	75
7	Morning in the Rice Field	77
8	A Trip to the Seaside	79
9	A Day in Our School	81

Activity 1: "Market Day Match!"

Focus: Initial Sound Patterns (Beginning Consonants)

Setting: *Local Palengke (Market)*

Competency:

Read words accurately and automatically according to initial sound patterns.

Reading Strategy Focus: Rehearsal Strategy

(Repeated reading, sounding out, and practice for automaticity.)

Objectives:

- Recognize and read English words with the same initial sounds (/b/, /m/, /s/, /t/).
- Strengthen word recognition through repetition and oral rehearsal.
- Connect English words to familiar local items found in a market.

Materials:

- Picture-word cards: banana, broom, bread, bag, mango, milk, soap, salt, tomato, towel
- Pocket chart or market scene poster
- Word list handouts

Procedure:

1. Motivation (Connect to Experience)

Ask: “Who goes to the market with your parents? What things can you find there?”

Show pictures of local market stalls.

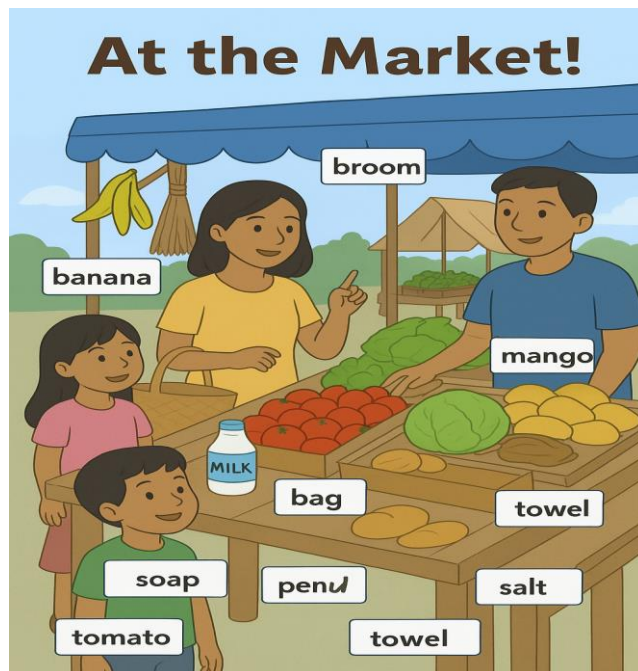
2. Presentation (Modeling with Rehearsal)

Teacher models reading words beginning with /b/: banana, broom, bread, bag.

Say the words slowly and then faster: “*banana – banana – banana*” (choral reading).

3. Guided Practice (Rehearsal and Repetition)

- Pupils echo the teacher several times.
- Clap once for each syllable.
- Practice reading similar initial sounds in short phrases:
 - *Banana and bread*
 - *Mango and milk*
 - *Soap and salt*
 - *Tomato and towel*



4. Independent Practice (Market Reading Race)

Learners pick a “market basket” card with five words to read aloud in 10 seconds. Partners listen and help if their classmate struggles.

5. Reflection / Monitoring

Ask: “Which words were easy to read quickly? Which were harder?”

Let pupils self-check improvement by rereading.

Strategy Connection:

- Rehearsal: Pupils gain fluency by repeating and rereading words.
- Monitoring: Learners check their accuracy and speed after each round.
- Linguistic: Focus on sound-letter correspondence of beginning consonants.

Activity 2: “Fun at the Beach!”

Focus: Final Sound Patterns (Rhyming and Word Families)

Setting: *Philippine Beach Scene (e.g., Batangas, Pagudpud, Boracay)*

Competency:

Read words accurately and automatically according to final sound or word family patterns.

Reading Strategy Focus: Elaboration and Organization Strategies

(Connecting new words to familiar ideas and grouping them by pattern.)

Objectives:

- Recognize and read English words that share the same final sound.
- Group and organize words according to rhyming patterns.
- Build associations between English word families and local experiences.

Materials:

- Picture cards: cat, hat, mat, fan, man, van, dog, log, frog, cake, lake, rake
- Word family chart (-at, -an, -og, -ake)
- Manila paper for sorting



Procedure:

1. Motivation (Activate Experience)

Show a photo of children playing at a Philippine beach.

Ask: "What things do you bring to the beach?"

Introduce: "Let's read beach words that rhyme!"

2. Presentation (Elaboration)

Model word families:

- -at family: cat, hat, mat, bat
- -an family: man, fan, van, pan
- -og family: dog, log, frog
- -ake family: cake, lake, rake

Explain: "These words sound the same at the end. That's why they are family!"

3. Guided Practice (Organization Strategy)

Group words according to their endings. Use sorting cards:

- Place "cat" under the "-at" family, "dog" under "-og."
- Learners read each family together.

4. Independent Practice (Beach Word Hunt)

Hide the word cards around the room. Pupils "hunt" and group them under the right family poster.

5. Extension (Elaboration)

Learners create a short rhyme or 2-line poem using one family:

"The dog sat on a log,
Watching the frog jump in the fog."

6. Monitoring / Reflection

Ask: "How did you know these words belong together?"

Pupils explain using sound clues and pattern recognition.

Strategy Connection:

- Elaboration: Learners connect new English words to local experiences (beach play).
- Organization: Words are grouped into rhyming families for clearer pattern recognition.
- Monitoring: Learners check whether a word fits in the correct family.
- Semantic: Understanding meaning of words within fun, local contexts (dog, frog, lake).

Activity 3: "My Barangay Parade!"

Focus: Medial Sound Patterns (Short Vowel Sounds)

Setting: *Barangay Fiesta or Parade*

Competency:

Read words accurately and automatically according to medial vowel patterns (a, e, i, o, u).

Reading Strategy Focus: Linguistic and Semantic Strategies

(*Decoding through sound-symbol awareness and understanding meaning in context.*)

Objectives:

- Identify and read English words with short medial vowels.
- Decode words by attending to sound-symbol patterns.
- Understand the meaning of words through local fiesta context.

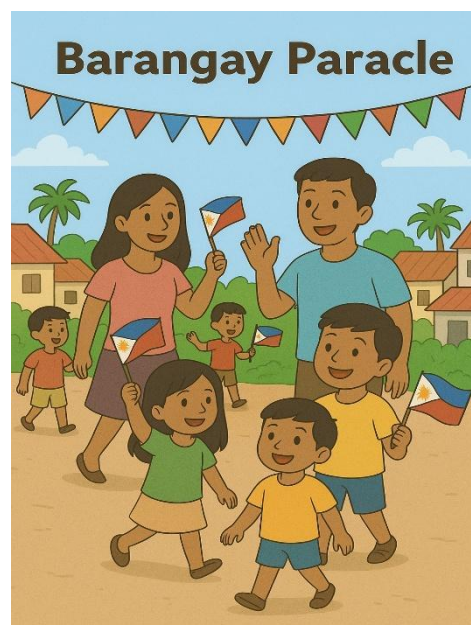
Materials:

- Word cards: fan, bag, hat, pen, bed, pig, fish, pot, box, bus, sun, cup
- Picture of a *barangay parade*
- Five "sound flags" labeled A, E, I, O, U

Procedure:

1. Motivation (Semantic Activation)

Show a picture of a barangay parade. Ask:



“What can you see in a barangay fiesta?” (e.g., band, bus, fan, sun).

Say: “Let’s read words about our parade!”

2. Presentation (Linguistic Strategy)

Model reading each vowel sound:

- **Short a:** fan, bag, cat, flag
- **Short e:** pen, bed, net, bell
- **Short i:** pig, fish, pin, tin
- **Short o:** pot, box, dog, log
- **Short u:** bus, cup, sun, drum

Emphasize the medial vowel sound.

3. Guided Practice (Sound Flag Game)

- Divide pupils into five teams (A, E, I, O, U).
- Teacher says a word, and the correct team raises their sound flag.
- Example: Teacher: “pig!” → Team I raises flag.

4. Independent Practice (Parade Reading Walk)

- Each learner holds one word card.
- They form a parade and, when called, step forward and read their word aloud.

5. Reflection (Monitoring and Semantic)

Ask: “What does your word mean? Where can we see it in our barangay?”

Encourage pupils to use the word in a short sentence.

Strategy Connection:

- **Linguistic:** Focus on sound-letter decoding of medial vowels.
- **Semantic:** Connects word meaning to familiar local events (parade, fiesta).
- **Monitoring:** Pupils self-check if their vowel sounds match the correct flag.

Activity 4: “Farm Friends!”

Local Context: A Philippine *farm* or *bukid* scene

Word Pattern Focus: Initial sounds

Main Strategy: Rehearsal Strategy

Supporting Strategies: Linguistic, Monitoring

Objective:

- Read and recognize English words that share the same **beginning sound**.
- Understand the meaning of each word through a familiar *farm* setting.

Materials:

- Picture-word cards: cow, carabao, corn, cat, duck, dog, goat, grass, basket, banana
- “Farm scene” poster or flashcards
- Word lists

Procedure:

1. Motivation (Activating Schema)

Show a picture of a Philippine farm. Ask:

“What animals or things can you find in the farm?”

“Have you seen a carabao or a goat before?”

2. Presentation (Rehearsal + Linguistic Focus)

- Introduce words that start with the same sound.
 - /c/: cow, corn, carabao, cat
 - /d/: dog, duck, drum
 - /g/: goat, grass, garden
- Teacher models slow and fast pronunciation.
- Pupils echo the words several times for practice.



3. Guided Practice (Rehearsal Game)

- Say: “Let’s help Farmer Ben name his animals!”
- Pupils read each word and match it with the right picture.
- Read aloud in phrases:
 - *Cow and corn, dog and duck, goat eats grass.*

4. Independent Practice (Farm Reading Race)

- Learners take turns reading a list of 5 words aloud as quickly and correctly as they can.

5. Reflection (Monitoring Strategy)

Ask:

“Which words sounded the same at the beginning?”

“Which words were easy to read?”

Strategy Connection:

- **Rehearsal:** Builds fluency through repetition and practice.
- **Linguistic:** Reinforces initial sound recognition.
- **Semantic:** Relates word meaning to farm experiences.
- **Monitoring:** Encourages self-assessment of accuracy

Activity 5: “Riding to School!”

Local Context: *Daily commute / jeepney or tricycle ride to school*

Word Pattern Focus: Final sounds / rhyming words

Main Strategy: Elaboration and Organization Strategies

Supporting Strategies: Semantic, Monitoring

Objective:

- Recognize and read rhyming English words (same ending sound).
- Group words according to patterns and understand their meaning.

Materials:

- Word cards: bus, plus, sun, fun, run, hat, mat, cat, van, man, pan
- Picture of a jeepney or tricycle with school children
- Word family chart (-un, -at, -an)

Procedure:

1. Motivation (Real-life Connection)

Show a photo of children riding a *jeepney* or *tricycle*. Ask:

“How do you go to school?”

“What do you see along the road?”

2. Presentation (Elaboration Strategy)

Explain that rhyming words sound the same at the end.

Show examples:

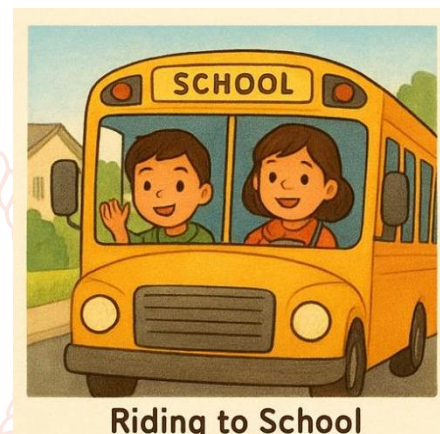
- **-un:** sun, run, fun
- **-at:** hat, cat, mat
- **-an:** man, pan, van

3. Guided Practice (Organization Strategy)

- Pupils help group words by family.
- Read aloud each group:
 - *sun–fun–run, cat–hat–mat, man–van–pan.*
- Discuss meanings (Semantic):
 - *Run – move fast.*
 - *Hat – worn on the head.*

4. Independent Practice (Jeepney Rhyme Ride)

- Post word cards on “jeepney windows.”
- Pupils pick matching rhyming words to “ride together.”
 - Example: cat rides with hat.



5. Reflection (Monitoring)

Ask:

“Why do cat and hat go together?”

“What does each word mean?”

Strategy Connection:

- **Elaboration:** Links rhyming sounds to familiar experiences (riding to school).
- **Organization:** Groups rhyming words by pattern.
- **Semantic:** Encourages learners to explain meaning.
- **Monitoring:** Checks for correct grouping and understanding.

Activity 6: “At Home with My Family!”

Local Context: A typical *Filipino household*

Word Pattern Focus: Medial vowel sounds (short vowels)

Main Strategy: Linguistic and Semantic Strategies

Supporting Strategies: Monitoring, Organization

Objective:

- Identify and read words correctly according to vowel patterns (a, e, i, o, u).
- Understand the meaning of words related to family and home life.

Materials:

- Word cards: bag, mat, pen, bed, pig, fish, pot, log, sun, cup
- “My Family House” chart divided into rooms: Kitchen, Bedroom, Living Room
- Five vowel “sound flags”: A, E, I, O, U

Procedure:

1. Motivation (Context Activation)

Show a picture of a Filipino home. Ask:

“What things can you find at home?”

“Which things do you use in the kitchen or bedroom?”

2. Presentation (Linguistic Focus)

Introduce short vowel sounds and model reading:

- **a:** bag, mat
- **e:** pen, bed
- **i:** pig, fish
- **o:** pot, log
- **u:** cup, sun

3. Guided Practice (Semantic Grouping)

- Pupils place each word card under the correct *vowel* and *room*.
 - Example: *pot* → Kitchen, *bed* → Bedroom.
- Read the words aloud and discuss meaning.

4. Independent Practice (Family Word Hunt)

- Learners “find” five items from the house picture, read their names, and tell their use.
 - “This is a *cup*. We drink water with it.”

5. Reflection (Monitoring)

Ask:

“Which words have the same middle sound?”

“What do these words mean in our house?”

Strategy Connection:

- **Linguistic:** Emphasizes vowel decoding.
- **Semantic:** Connects vocabulary to daily Filipino home life.
- **Organization:** Groups words by vowel sound and location.
- **Monitoring:** Learners reflect on meaning and pronunciation.



At Home with My Family

Activity 7: “Morning in the Rice Field”

Local Context: Life in a *Philippine farming community (bukid)*

Focus: Reading simple sentences fluently with **appropriate speed and expression**

Main Strategy: Rehearsal Strategy

Supporting Strategies: Monitoring and Linguistic

Objectives:

- Read simple sentences about farm life with correct pronunciation and pacing.
- Use expression to show understanding and interest.
- Build reading fluency through guided and repeated reading.

Materials:

- Sentence strips / flashcards
- Short paragraph or mini reading text (sample below)
- Picture of a rice field

Sample Reading Text:

The sun shines over the rice field.
Tatay plants rice with his carabao.
Nanay brings food for lunch.
The children play and fly their kites.

Procedure:

1. Motivation (Setting Context)

Show a picture of a rice field. Ask:

“Who has been to a farm? What do people do there?”

Tell them: “Let’s read a story about a day in the rice field.”

2. Presentation (Linguistic + Modeling)

Teacher reads the passage aloud once with proper **speed and expression** - not too fast, not too slow, with natural pauses.

3. Guided Practice (Rehearsal)

- Pupils repeat after the teacher (echo reading).
- Read one line together, then individually.
- Focus on pronunciation of common words: *sun, rice, field, children.*

4. Independent Practice (Paired Reading)

- Pupils read the short passage to a partner.
- The partner listens and checks if the reading was:
 clear correct expressive

5. Reflection (Monitoring)

Ask:

“How did you make your reading sound like real speaking?”

“What helped you read faster and better?”

Strategy Connection:

- **Rehearsal:** Repeated reading for fluency and confidence.
- **Linguistic:** Word decoding and pronunciation.
- **Monitoring:** Self-assessment of speed and accuracy.
- **Semantic:** Understanding the meaning of the farm story supports expression.

Activity 8: “A Trip to the Seaside”

Local Context: *Philippine seaside or fishing village*

Focus: Reading sentences with proper **intonation, phrasing, and meaning**

Main Strategy: Elaboration Strategy

Supporting Strategies: Semantic and Monitoring



Objectives:

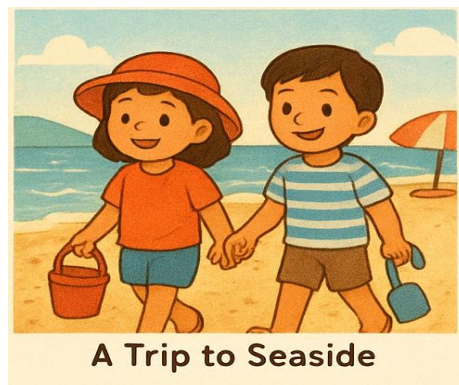
- Read grade-level sentences related to seaside life with expression and understanding.
- Use punctuation marks as guides for phrasing and pauses.
- Demonstrate comprehension through meaningful reading.

Materials:

- Sentence cards and picture cues
- Short reading text
- Emotion cue cards (happy, surprised, calm, etc.)

Sample Reading Text:

The waves dance under the bright sun.
Fishermen pull their boats to the shore.
Children laugh and collect shells.
A cool breeze blows from the sea.



Procedure:

1. Motivation (Activate Experience)

Ask:

“Have you been to the beach? What do you see and hear there?”

Show a seaside picture and let learners share briefly.

2. Presentation (Elaboration)

Teacher reads the passage with expression - showing excitement and calmness.

Ask learners: “How did my voice change when I read each line?”

3. Guided Practice (Expression and Meaning)

- Pupils read one line each.
- Discuss the **emotion** or **meaning** behind the sentence.
 - Example: “The waves dance under the bright sun.” → cheerful tone.
- Have them practice using the right tone and speed.

4. Independent Practice (Reader’s Theater)

- Small groups dramatize the passage using expressive reading.
- Add light gestures or facial expressions.

5. Reflection (Monitoring)

Ask:

“Which sentences sounded happy or calm?”

“How did understanding the story help your reading voice?”

Strategy Connection:

- **Elaboration:** Connecting voice and tone to sentence meaning.
- **Semantic:** Comprehension supports expressive reading.
- **Monitoring:** Learners reflect on fluency and emotion.

Activity 9: “A Day in Our School”

Local Context: *Filipino elementary school setting*

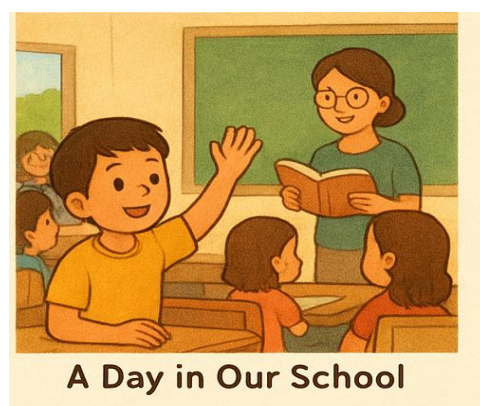
Focus: Reading sentences fluently and expressively in real-life situations

Main Strategy: Organization and Monitoring Strategies

Supporting Strategies: Rehearsal, Semantic

Objectives:

- Read grade-level sentences about school activities with appropriate phrasing.
- Use voice and pauses to show understanding of meaning.
- Monitor and organize reading performance.



Materials:

- Sentence cards and posters of school routines
- Sample reading text
- Rubric for fluency (speed, accuracy, expression)

Sample Reading Text:

The bell rings at seven o'clock.
Learners line up and sing the national anthem.
The teacher greets the class with a smile.
Everyone is ready to learn and have fun!

Procedure:

1. Motivation (Connect to Daily Life)

Ask:
“What do you do when you arrive at school?”
“How do you feel during flag ceremony?”

2. Presentation (Model Fluent Reading)

Teacher reads the sentences, showing pauses and voice changes.
Example: “*The teacher greets the class with a smile!*” (cheerful tone)

3. Guided Practice (Organization)

- Pupils organize sentences by sequence of daily school activities.
- Read the sequence aloud together (choral reading).
- Practice varying tone for excitement or calmness.

4. Independent Practice (Reading Circle)

- Pupils take turns reading the passage aloud in small groups.
- Peers use a checklist to rate:
 - Speed
 - Accuracy
 - Expression

5. Reflection (Monitoring)

Ask:
“What helped you read with the right feeling?”
“Which line sounded the most natural?”

Strategy Connection:

- **Organization:** Helps learners connect events and phrasing logically.
- **Rehearsal:** Reading repeatedly improves fluency.
- **Monitoring:** Pupils self-assess fluency and accuracy.
- **Semantic:** Understanding context (school routine) aids expression.

Summary of Activities

Activity	Local Context	Word Focus	Main Strategy	Supporting Strategies	Meaning Connection
1. Market Day Match	Palengke / Market	Initial sounds	Rehearsal	Monitoring, Linguistic	Meaning from common market items
2. Fun at the Beach	Philippine Beach	Final sounds / Rhymes	Elaboration & Organization	Monitoring, Semantic	Meaning through rhyme & picture context
3. Barangay Parade	Barangay Fiesta	Medial vowel sounds	Linguistic & Semantic	Monitoring	Meaning from familiar local experiences
Farm Friends!	Philippine Farm (Bukid)	Initial sounds	Rehearsal	Linguistic, Monitoring	Reading words for meaning about farm animals and crops
Riding to School!	Jeepney/Tricycle Commute	Final / Rhyming words	Elaboration & Organization	Semantic, Monitoring	Connecting rhyming words to school experience

At Home with My Family!	Filipino Home	Medial vowel sounds	Linguistic & Semantic	Monitoring, Organization	Understanding home-related vocabulary
Morning in the Rice Field	Philippine Farm	Speed and accuracy in short sentences	Rehearsal	Linguistic, Monitoring	Understanding daily farm life
A Trip to the Seaside	Philippine Beach	Expression and phrasing	Elaboration	Semantic, Monitoring	Linking tone to meaning
A Day in Our School	Filipino School Setting	Fluent and expressive reading	Organization & Monitoring	Rehearsal, Semantic	Understanding sequence of school activities

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